

St. Mary's County Public Schools

Bridge to Excellence Master Plan 2005 Annual Update



November 2005

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November 2005

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**Bridge to Excellence Master Plan
2005 Annual Update**

Annual Update Due: October 17, 2005

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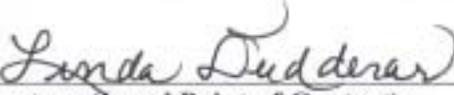
WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2005 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's Master Plan 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)

9/14/05

Date



Signature (Local Point of Contact)

September 19, 2005

Date

Annual Update 2005
Bridge to Excellence Master Plan
Executive Summary

The Bridge to Excellence in Public Schools Act (BTE) requires local school systems to submit annual updates of their five year comprehensive Master Plan to the Maryland State Department of Education (MSDE) by October 17th of each year.

Each county is asked to review their progress toward achieving the goals of their five-year plan and to determine if the plan is having the effect of improving student achievement for all students and eliminating achievement gaps. Three overarching questions guided our review process:

1. **What's working?** What successes has the school system attained in each goal area since 2003? What strategies and practices contributed to this success? How did the distribution of resources to these programs, strategies, and practices affect achievement?
2. **What's not working?** What challenges continue? Which parts of the plan were fully implemented and did not achieve the desired results? Will they continue and why? What parts of the plan were not fully implemented and why?
3. **What will we do differently?** What new strategies are we implementing to address our challenges? Why?

St. Mary's County Public Schools has achieved some significant successes during the first two years of implementation of the Master Plan. All students, elementary and middle school, have improved their performance in both reading and mathematics on the Maryland School Assessment (MSA). More students are taking rigorous courses, such as Advanced Placement, and more students are taking the SAT exams. In 2005, scores on the SAT, both in verbal and mathematics, were the highest on record in St. Mary's County and exceeded both state and national averages.

An achievement gap continues between underperforming subgroups (African American, Free and Reduced Meals, and Special Education) and students in the aggregate, both in reading and mathematics. The gap is beginning to close for some students, but not for all students and not quickly enough.

We have two schools identified by MSDE as "schools in improvement". It is with a sense of great urgency that we are targeting resources to those schools to accelerate the learning of all children while intervening with each child that has not made Adequate Yearly Progress (AYP). For one school, that assistance means extra teachers and support personnel, as well as, targeted professional development; for the other, it means targeted professional development dollars, an Academic Dean, and an additional assistant principal. For both schools, the extra assistance includes a Technical Assistance Team to coordinate the efforts of the school and the central office in meeting the challenge. Distribution of resources is differentiated to the needs of the school and the students.

As we **Chart a Course to Excellence**, we have implemented a fifteen point plan to fulfill the promise in every child. Our primary goals are to produce increased student achievement for ALL students while ensuring that all learning environments are safe, orderly, and nurturing. To assure that all students achieve, we will make as a priority that every child can read, on grade level, by third grade. We will have frequent monitoring of ALL students' progress, engage in meaningful data discussions, and adjust instruction.

We will accelerate the learning of all students while eliminating the gap among groups of students. We will increase the rigor for ALL students and set high expectations for every learner. We will support our teachers, support staff, and administrators with ongoing professional development that is targeted to their specific needs. We will work to develop extensive and meaningful parent and community relationships.

Our school system's five year budget is fully aligned to the goals, objectives, strategies and activities in the original St. Mary's County Public Schools' Master Plan, 2003-2008. As we analyze our data, resources are redistributed to address the changing needs of our school system. Additional assistance has been targeted to the schools that have not made AYP and to the students in subgroups that have not met the annual measurable objective (AMO).

Fulfilling the Promise in Every Child

To achieve our vision our schools will:

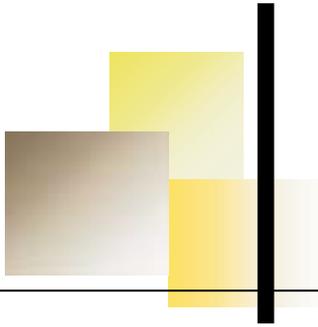
- Have a rigorous curriculum that promotes authentic and lifelong learning;
- Be professional learning communities with strong staff development programs;
- Be safe and supportive learning environments that are respectful of individuals' differences; and
- Have purposeful, deliberate, and collaborative community partnerships.

Mission

To ensure that every child succeeds, the St. Mary's County Public Schools will establish, maintain, and communicate high expectations for teaching and learning while supporting a tailored approach to system initiatives, based on the needs of individual schools through:

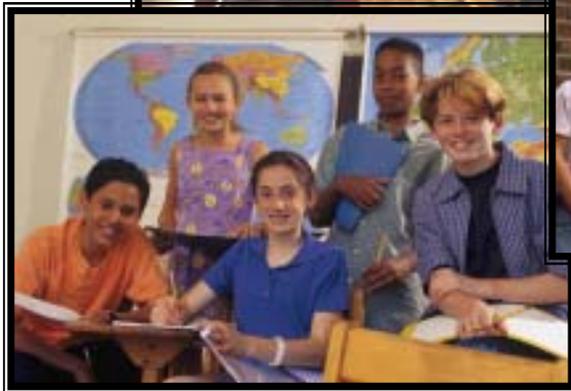
- Instructional leadership;
- Standards-based curriculum;
- Analysis of data;
- Systematic and focused staff development; and
- Allocation of resources.

One Community Committed to Learning and Safety for ALL Children



PART I

Annual Review of Goals, Objectives, and Strategies



Summary of System Successes From 2003-2005

Instructions:

Each local school system will develop a cohesive narrative, which highlights the successes the district has attained since 2003. In particular, the school system should link programs, outcomes, and funding resources in order to show the effectiveness and appropriateness of the school system's strategies. (Suggested page length: 2 to 5 pages.)

In the district's response, school systems must address the following:

- What successes has the school system attained in each goal area since 2003?
- To what programs, strategies, and practices (including academic interventions as well as social-emotional learning programs) does the school system attribute these successes?
- Please describe how the distribution of resources to these programs, strategies, and practices has affected student achievement.

Summary of System Successes From 2003-2005

Goal 1 Student Achievement

Reading-MSA (Elementary and Middle School)

Successes

In reading, at elementary and middle school in the aggregate, Maryland School Assessment (MSA) proficiency scores improved from 2004-2005. The improvement was greater at elementary (12.1% points) than at middle school (8.1% points). Although significant gaps remain between underperforming sub-groups (African American, FARMS, and Special Education) and students in the aggregate, members of those subgroups made greater gains than all students.

Strategies

- In 2004-2005, we adopted a core reading program (Houghton Mifflin 2005), K-6, that was research based, addressed the five components of reading, and provided differentiated instructional opportunities*
- From 2003-2005, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was fully implemented in grades K-6 to provide on-going screening and progress monitoring. Schools also continued using the Informal Reading Inventories (IRI), and at middle school, the Scholastic Reading Inventory (SRI)
- In 2004-2005, research-based, targeted interventions programs, to specifically address the components of the reading spectrum (phonics, phonemic awareness, fluency, vocabulary, and comprehension) were adopted. Staff was trained (regular and special educators). Interventions were implemented with special education students, mid-year, and results supported the roll-out of the program to all students requiring additional support in the various reading components.
- In 2004-2005, we implemented a new elementary schedule which assured 135 minutes of reading for every student, K-5. Every student in grade 6 was assured a double period of language arts (approximately 90 minutes).
- Academic Literacy I and II (small targeted intervention classes) were offered at 3 of 4 middle schools, supported by a special education grant, to provide interventions to all students achieving less than proficiency on MSA and on formative assessments.
- In 2004-2005, the Department of Special Education realigned a special education resource teacher to the middle school to support formative assessment and the aligned interventions to improve literacy outcomes.

Resources

**This initiative was moved forward in the adoption cycle and funds were realigned to allow an early adoption of reading, K-6, to address the need for a research based program. (Distribution of resources impacted student achievement.)*

Reading-SAT and AP (High School)

Successes

From 2004-2005, the average score on the verbal section of the SAT improved 15 points to a score of 525, the highest score on record. One high school, which has the highest percentage of students in the traditionally underperforming subgroups, gained 25 points to achieve their highest score on record of 528. In the advanced placement program, enrollment for the 2004-2005 school year nearly doubled, while the percentage of students scoring three or higher on the AP exams decreased by only three percent.

Strategies

- In 2004-2005, the school system focused on using data from the PSAT exams to identify instructional challenges and to place students in courses that are appropriately challenging.

- In 2004-2005, the AP Potential program was used to identify students who demonstrated the potential for success in the advanced placement courses. Specific students were targeted for enrollment in advanced placement courses and as a result African American student enrollment increased by 100%.
- In 2004-2005, PSAT score reports were delivered using the PSAT lesson plan that was developed by the College Board. This lesson plan provided students the opportunity to learn to more easily improve their scores in all sections of the SAT.
- Mid year, 2004-2005, a parent information night was held to provide parents information about the PSAT score report and the demands of the new essay.
- In 2004-2005, St. Mary's County Public Schools continued funding the cost of the PSAT for all tenth and eleventh grade students. (*Distribution of resources affected student achievement.*)

Mathematics-MSA (Elementary and Middle School)

Successes

From 2003-2005, scores on MSA in mathematics at the elementary level increased 13.7 percentage points while middle school scores increased 14.3 percentage points for all students. Of particular significance, at elementary, FARMS students made greater gains (14.8%) than all students and at again at middle school FARMS students outperformed all students (16 %).

Strategies

- From 2003-2005, we achieved full implementation of *Investigations* as the key component of our mathematics program at the elementary level.
- In 2004-2005, we piloted *Connected Mathematics* in the middle school with the next phase of implementation planned for the 2005-2006 school year.
- In 2004-2004, we mapped the Voluntary State Curriculum (VSC) to align with *Investigations* and implemented pre and post assessments at all grade levels, 1-5, with unit assessments at grades 3-5.
- In both the summer of 2004 and 2005, a full week of training for 90 teachers was provided in *Investigations*.
- In 2004-2005, a consistent 90 minute mathematics instructional block was implemented at elementary school and a double period (90 minutes) of math was implemented at grade 6.
- The Iowa Test was selected as a placement test for Algebra I in the middle school.
- In 2004-2005, at grade 8, Mathematics + was implemented as an intervention for students who are not as yet proficient (90 minutes of targeted interventions).

Mathematics-SAT and AP (High School)

Successes

From 2004-2005, the average score on the mathematics portion of the SAT rose 18 points to a score of 534, again the highest score on record. Our high school with the greatest number of students in the underperforming subgroups made an 18 point gain, achieving a score of 525. Enrollment in AP mathematics courses increased.

Strategies

- In 2004-2005, use of the AP Potential program helped to target students who had demonstrated success on the mathematics portion of the PSAT and who had the potential to score three, or higher, on the AP exams.
- In 2004-2005, St. Mary's County Public Schools continued funding the cost of the PSAT for all tenth and eleventh grade students. (*Distribution of resources affected student achievement.*)

Pre-Kindergarten

MMSR

From 2004-2005, the Maryland Model for School Readiness (MMSR) data results showed a substantial increase in the number of students entering school “fully ready” to learn (from 49% in 2004 to 80% in 2005). Those students with prior pre-kindergarten experience assessed as fully ready to learn increased from 50% to 72% during that year. Of particular significance, students receiving Free and Reduced Meals (FARMS) improved from 44% to 74%.

Kindergarten

- St. Mary’s County Public Schools funded 9 new sessions of full day kindergarten (FDK) in 2004-2005, increasing the number of schools with all FDK programs to 9 of 16 elementary schools. On DIBELS, in our FDK programs, 80% of children assess ready to read at the end of their kindergarten year. In our half day K programs, 70% of students assess as ready to read. *A budget priority in 2005-2006 has funded 21 additional FDK sessions for this school year bringing the schools with all FDK programs to 13 of 16. The FDK initiative will be completed in the 2006-2007 school year. (Distribution of resources impacted student achievement.)*

Eleven Month School Year Program

- The Eleven Month School Year Program, “Jump Start”, has provided an additional month of school to students at our three Title I school wide program schools. Results have been very encouraging, particularly for students in the early grades, K-2. The results of formative reading assessments (Rigby Running Record) indicate that more than 90% of students, grades 1-5, maintained or demonstrated progress in reading. In mathematics, with the exception of grade 5 (68%), more than 80% of students, grades 1-4, demonstrated progress on the *Investigations* “Number Sense” unit assessment.

Goal 2 English Language Learners (ELL)

Successes

While the ELL enrollment is limited in size, increased achievement was demonstrated on the MSA. Over the two year period, 2003-2005, elementary Limited English Proficient (LEP) students scoring proficient in reading increased from 30% to 76% and in mathematics increased from 70% to 80%. At the middle school level, during the same two school years, the percent of students scoring proficient in reading increased from 60% to 62.5% and in mathematics increased 20% to 53%.

Strategies

- The scheduling of ESOL staff was redesigned to provide elementary Non-English Proficient students (NEP) levels 1 and 2 daily instruction and LEP students’ instruction 2-3 times per week.
- Daily ESOL instruction at the middle school level was piloted.
- A program overview was presented at each school site and additional resources to support ELL were provided at all levels.

Goal 3 Highly Qualified Teachers

Successes

During the 2004-2005, the percentage of teachers who met the guidelines for “highly qualified” (HQ) has increased to 89.6% from 70.9%. This exceeds the state average of 74.3% (2004-2005). Designated Title I schools have 100% of their teachers identified as HQ. The number of HQ paraeducators at Title I schools

increased from 24% in 2003-2004 to 91% in 2004-2005. Currently, 100% of the paraeducators in Title I schools are HQ.

Incentives were provided to increase and retain the number of highly qualified teachers hired during the 2004-2005 school year. Sixty-five (65) teachers, hired in identified critical shortage areas, received \$500.00 stipends. Special education teachers were provided with relocation stipends. Through the *Quality Teacher Incentive Grant*, twenty (20) teachers qualified for and received \$1,000 stipends from MSDE for graduating with a GPA of 3.5 or better. The local contribution (\$2000) was matched by the MSDE contribution (\$2,000) for those teachers who have National Teacher Board Certification.

Strategies

- All staff, including, teachers, principals, administrators, and supervisors, have been and are provided with information regarding certification and additional endorsements.
- Collaboration with the Division of Instruction and the Department of Information Technology in the scheduling of classes and certification of teachers in Core Academic Subjects is ongoing.
- Assistance is provided to staff to meet and retain the standards of HQ including information provided regarding necessary coursework, tuition reimbursement, Praxis reimbursement, financial aid, and scholarships to all staff who are working toward certification. Assistance to employees includes Praxis reimbursement, reimbursement for Para-Pro, and tuition reimbursement.
- The Department of Human Resources and the Department of Professional and Organizational Development designed and implemented a 3-year induction program, including differentiated levels of professional development with resources for new teachers that includes a mentoring program. A system to monitor and evaluate high quality professional development and embedded high quality professional development monitoring as part of the school improvement process was developed.

Goal 4 Safe Learning Environments

Successes

There are no schools identified as persistently dangerous. In 2004-2005, suspensions for fighting were reduced by 79 incidents. Suspensions for harassment and sexual harassment were reduced from 65 in 2003-2004 to 53 in 2004-2005. There are no elementary schools with a suspension rate that exceeds 18%. The number of suspensions declined in 13 schools. Four schools were identified as Positive Behavior Intervention and Supports (PBIS) exemplar schools.

Strategies

- Staffing initiatives involved an increase in school nurses and a continued commitment to move those nurses paid by the local health department to benefited positions within the school system
- Health initiatives included the strengthening of our health education program and the implementation of health fairs for all ninth graders. Over 1,500 students participated in those health fairs in each of the last two years.
- Security has been enhanced by the revision of the system's Emergency Management Plan and the creation of each school's individualized emergency plan.
- Over 200 staff members were trained in bullying/harassment prevention and this resulted in more accurate reports as well as greater vigilance.
- Behavior intervention plans were implemented for students suspended more than 10 days in one year.
- A Safe Schools Task Force recommended an increased focus on prevention and the addition of pupil services staff to support our students at risk. Those positions were funded for the 2005-2006 school year
- Three high schools and one middle school participated in peer mediation programs that have contributed to this decrease in physical violence.

Resources

A variety of resources provided support for Goal 4. The general fund provided for increased pupil services and health services staff. Materials, professional development, and extended day programs for discipline were funded by a variety of grants: Safe and Drug Free Schools, Educating Homeless Children and Youth, and Sexual Harassment/Assault Prevention.

Goal 5 Graduation Rate

Successes

In the current year, there was a slight downward trend in the graduation rate (1%) for all students. Special education students demonstrated a slight improvement in their dropout rate (1.5 to 1.38). Three schools were identified by the Maryland State Department of Education (MSDE) as exemplar PBIS schools and one school was named an exemplar site for the third year in a row. The Evening Counseling Center provided service to 80 families and students who accessed the center demonstrated gains in GPA, attendance, and a reduction in behavioral infractions. In 2004-2005, 50% of the students involved in Project Attend increased the number of days in attendance after referral to the program. While we did experience a 1% decline in graduation rates, the system's overall rate remains above the state annual measurable objective. The system saw gains in the graduation rate for white students (5.47%), African American students (.45%), FARMS students (11.47%), and special education students (2.64%). Our data shows that we continue to be significantly above the state target for graduation rate. Two (2) students from our Alternative Learning Center (ALC) graduated from school with their class. Greenview Knolls Elementary School and Town Creek Elementary School reduced office referrals by 36% and 56% respectively. Esperanza Middle School reduced suspensions by 29%. At the elementary level, attendance increased for six (6) subgroups, at the middle school level, attendance increased for eight (8) groups, and at the high school level, seven (7) subgroups remained the same statistically or made progress.

Strategies

- Initiatives centered around encouraging students to challenge themselves academically and removing barriers to success.
- Major incentives included PBIS, support for regular and consistent attendance, support to homeless children, increased rigor and expectations at the secondary ALC program, and transitioning activities for school and grade level changes as well as for those students with disabilities who are 18 and older.
- Attendance initiatives centered around the importance of parent involvement in improving student attendance and include interagency collaboration for families with poor attendance patterns.
- Graduation rate initiatives were incorporated into each school's School Improvement Plan (SIP) for the 2004-2005 school year.
- Ten students with disabilities attended the Gateway to Independence program at the College of Southern Maryland in an effort to transition these students to post-secondary experiences. Five of these students exited SMCPs in June 2005 and are employed, competitively or supported, by business in the community.

Resources

These initiatives were supported through the general fund as well as through several grants: Educating Homeless Children and Youth, Safe and Drug Free Schools, State Discretionary Grant for Disproportionality, Title V, and a grant through the Local Management Board (LMB).

Progress Toward Meeting Federal, State and Local Goals

Instructions:

This section of the Annual Update asks districts to address areas where the school system faces challenges and to discuss adjustments to the Master Plan that will ensure that systems make progress toward meeting federal, State, and local goals. The questions related to each goal ask each school system to first report data outcomes and then use an implementation analysis to examine what's working, what's not working, and what the district plans to change accordingly.

As local school systems respond, each district should identify specific areas in which MSDE may be of further assistance to the school system.

In order to provide complete and satisfactory responses, school systems should closely analyze available data, provide current implementation status (including timelines and methods for measuring progress toward meeting goals and objectives), and provide justification for planning decisions (including references to research, where possible).

ESEA 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.

Note: Adequate Yearly Progress (AYP) data for high school reading (assessed by the English II HSA) will not yet be available when this report is due. Therefore, high school AYP will be reported in the 2006 Annual Update.

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.

1. Identify the areas of concern to the local school system using the following parameters. (These areas of concern will be the basis of the implementation analysis in question 2.)
 - Copy and paste the elementary and middle school reading and elementary, middle, and high school mathematics AYP tables showing all trends from the 2005 Maryland Report Card. Please identify the subgroups, by subject and grade level, whose performance has not improved steadily since 2003. Please be sure to include data on the Alternate Maryland School Assessment (Alt MSA).

Elementary Schools

	Year	System AMO	Percent of Students Proficient in Reading	Percent of Schools that MET AYP in Reading
All Students	2005	*57.8%	79.0%	100.0%
	2004	45.9%	73.4%	100.0%
	2003	43.4%	66.4%	100.0%
American Indian	2005	*57.8%		
	2004	45.9%		
	2003	43.4%		
Asian/Pacific Islander	2005	*57.8%	95.0%	100.0%
	2004	45.9%	86.2%	100.0%
	2003	43.4%	84.6%	100.0%
African American	2005	*57.8%	55.6%	93.8%
	2004	45.9%	48.7%	100.0%
	2003	43.4%	40.0%	100.0%
White	2005	*57.8%	84.0%	100.0%
	2004	45.9%	78.6%	100.0%
	2003	43.4%	72.2%	100.0%
Hispanic	2005	*57.8%	79.6%	100.0%
	2004	45.9%	66.7%	100.0%
	2003	43.4%	72.7%	100.0%
FARMS	2005	*57.8%	59.8%	93.8%
	2004	45.9%	52.9%	100.0%
	2003	43.4%	44.0%	93.8%
SPED	2005	*57.8%	56.4%	87.5%
	2004	45.9%	41.4%	93.8%
	2003	43.4%	38.0%	100.0%
LEP	2005	*57.8%	76.0%	100.0%
	2004	45.9%	83.3%	100.0%
	2003	43.4%	30.0%	100.0%

Percent of Elementary Schools that MET AYP Overall in 2005	87.5%
Percent of Elementary Schools that MET AYP Overall in 2004	93.8%
Percent of Elementary Schools that MET AYP Overall in 2003	93.8%

Elementary School Reading

*The 2005 AMO for reading is an estimate from the Office of Comprehensive Planning and School Support and is subject to change upon release of final 2005 AYP data in November 2005 by the Division of Accountability and Assessment. The estimate is provided for utilization during the update process of the Master Plan only.

Maryland School Assessment

All subgroups improved performance from 2003-2005, as displayed in the previous table.

The following subgroups did not make AYP for the 2004-2005 school year:

- African American
- Special Education

Alternative Maryland School Assessment

The Alternate Maryland School Assessment (Alt MSA) is the Maryland assessment in which students with disabilities participate if through the IEP process it has been determined they cannot participate in the Maryland School Assessment (MSA) even with accommodations. The Alt MSA assesses and reports student mastery of individually selected indicators and objectives from the reading and mathematics content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading and mathematics objectives.

Performance on the Alt MSA in grades 3, 4, and 5 has not improved steadily since 2003 as displayed in the table below.

Alt MSA Reading				
	Grade Level	Year	Percent of Students Proficient	Decrease in Proficient
Alt MSA	3rd	2003	88.9%	13.9
		2004	75.0%	
		2005	*	
	4th	2004	83.4%	41.7
		2005	41.7%	
	5th	2003	80.0%	33.3
		2004	*	
		2005	46.7%	

* Fewer than 5 students reported

Middle Schools

	Year	System AMO	Percent of Students Proficient in Reading	Percent of Schools that MET AYP in Reading
All Students	2005	*57.8%	72.3%	100.0%
	2004	45.9%	64.5%	100.0%
	2003	43.4%	64.2%	100.0%
American Indian	2005	*57.8%		
	2004	45.9%		
	2003	43.4%		
Asian/Pacific Islander	2005	*57.8%	81.5%	100.0%
	2004	45.9%	91.3%	100.0%
	2003	43.4%	78.9%	100.0%
African American	2005	*57.8%	48.4%	75.0%
	2004	45.9%	36.3%	100.0%
	2003	43.4%	37.2%	100.0%
White	2005	*57.8%	77.6%	100.0%
	2004	45.9%	70.8%	100.0%
	2003	43.4%	70.7%	100.0%
Hispanic	2005	*57.8%	82.1%	100.0%
	2004	45.9%	69.6%	100.0%
	2003	43.4%	76.2%	100.0%
FARMS	2005	*57.8%	48.5%	100.0%
	2004	45.9%	35.0%	75.0%
	2003	43.4%	34.2%	75.0%
SPED	2005	*57.8%	33.7%	75.0%
	2004	45.9%	21.4%	75.0%
	2003	43.4%	18.4%	25.0%
LEP	2005	*57.8%	62.5%	100.0%
	2004	45.9%		
	2003	43.4%	60.0%	100.0%

Percent of Middle Schools that MET AYP Overall in 2005	50.0%
Percent of Middle Schools that MET AYP Overall in 2004	75.0%
Percent of Middle Schools that MET AYP Overall in 2003	0.0%

Middle School Reading

*The 2005 AMO for reading is an estimate from the Office of Comprehensive Planning and School Support and is subject to change upon release of final 2005 AYP data in November 2005 by the Division of Accountability and Assessment. The estimate is provided for utilization during the update process of the Master Plan only.

Maryland School Assessment

All subgroups improved performance from 2003-2005, as displayed in the previous table.

The following subgroups did not make AYP for the 2004-2005 school year:

- African American
- FARMS(Students receiving Free and Reduced Price Meals)
- Special Education

Alternative School Assessment

All grade levels improved performance on the Alt MSA from 2003-2004.

Elementary Schools

	Year	System AMO	Percent of Students Proficient in Mathematics	Percent of Schools that MET AYP in Mathematics
All Students	2005	44.1%	77.4%	100.0%
	2004	34.6%	72.6%	100.0%
	2003	30.7%	63.7%	100.0%
American Indian	2005	44.1%		
	2004	34.6%		
	2003	30.7%		
Asian/Pacific Islander	2005	44.1%	92.5%	100.0%
	2004	34.6%	96.6%	100.0%
	2003	30.7%	89.7%	100.0%
African American	2005	44.1%	51.5%	100.0%
	2004	34.6%	47.9%	100.0%
	2003	30.7%	37.9%	100.0%
White	2005	44.1%	83.1%	100.0%
	2004	34.6%	77.5%	100.0%
	2003	30.7%	69.1%	100.0%
Hispanic	2005	44.1%	77.8%	100.0%
	2004	34.6%	88.9%	100.0%
	2003	30.7%	70.5%	100.0%
FARMS	2005	44.1%	58.3%	100.0%
	2004	34.6%	52.9%	100.0%
	2003	30.7%	43.5%	93.8%
SPED	2005	44.1%	50.8%	93.8%
	2004	34.6%	45.6%	100.0%
	2003	30.7%	40.6%	100.0%
LEP	2005	44.1%	80.0%	100.0%
	2004	34.6%	75.0%	100.0%
	2003	30.7%	70.0%	100.0%

Percent of Elementary Schools that MET AYP Overall in 2005	87.5%
Percent of Elementary Schools that MET AYP Overall in 2004	93.8%
Percent of Elementary Schools that MET AYP Overall in 2003	93.8%

Elementary School Mathematics

All subgroups improved performance since 2003-2005.

All subgroups made AYP in 2005.

Alternative Maryland School Assessment

Performance on the Alt MSA in grades 3, 4, and 5 has not improved steadily since 2003 as displayed in the table below.

Alt MSA Mathematics				
	Grade Level	Year	Percent of students Proficient	Decrease in Proficient
Alt MSA	3rd	2003	88.9%	30.9
		2004	58.3%	
		2005	*	
	4th	2004	83.3%	33.3
		2005	50.0%	
	5th	2003	80.0%	33.4
		2004	*	
		2005	46.6%	

* Fewer than five students reported

Middle Schools

	Year	System AMO	Percent of Students Proficient in Mathematics	Percent of Schools that MET AYP in Mathematics
All Students	2005	44.1%	56.0%	100.0%
	2004	34.6%	40.3%	100.0%
	2003	30.7%	41.7%	100.0%
American Indian	2005	44.1%		
	2004	34.6%		
	2003	30.7%		
Asian/Pacific Islander	2005	44.1%	74.1%	100.0%
	2004	34.6%	73.9%	100.0%
	2003	30.7%	68.4%	100.0%
African American	2005	44.1%	31.7%	75.0%
	2004	34.6%	15.4%	75.0%
	2003	30.7%	25.7%	100.0%
White	2005	44.1%	61.1%	100.0%
	2004	34.6%	45.3%	100.0%
	2003	30.7%	45.3%	100.0%
Hispanic	2005	44.1%	67.2%	100.0%
	2004	34.6%	52.2%	100.0%
	2003	30.7%	52.4%	100.0%
FARMS	2005	44.1%	33.1%	100.0%
	2004	34.6%	18.4%	100.0%
	2003	30.7%	17.1%	100.0%
SPED	2005	44.1%	19.8%	75.0%
	2004	34.6%	11.8%	100.0%
	2003	30.7%	7.4%	75.0%
LEP	2005	44.1%	53.1%	100.0%
	2004	34.6%		
	2003	30.7%	20.0%	100.0%

Percent of Middle Schools that MET AYP Overall in 2005

50.0%

Percent of Middle Schools that MET AYP Overall in 2004

75.0%

Percent of Middle Schools that MET AYP Overall in 2003

0.0%

Middle School Mathematics

Maryland School Assessment

All subgroups improved performance from 2003-2005, as displayed in the previous table.

The following subgroups did not make AYP for the 2004-2005 school year:

- African American
- FARMS
- Special Education

Alternative School Assessment

All grade levels improved performance on the Alt MSA from 2003-2004.

Elementary and Middle School Reading and Mathematics

- In order to facilitate future planning and allow for a comprehensive discussion in the following questions, the school system should look beyond Adequate Yearly Progress in order to assess whether all students will be proficient by 2013-2014. Subgroups that did not meet the Annual Measurable Objective in 2005 may be an additional area of concern.

The following tables illustrate which subgroups did not make the grade level Annual Measurable Objective (AMO) for reading and mathematics in 2005.

Subgroups Not Making Grade Level AMO							
Reading							
	Year	Grade Level	# of Test Takers	Grade Level AMO	Percent of Students Proficient	Points Away From Grade Level AMO	Achievement Gap Between Af Am-White
African American	2005	5th	246	57.1%	52.9%	4.2	30.8
		6th	237	59.5%	47.3%	12.2	31.6
		7th	237	57.3%	43.5%	13.8	30.3
		8th	222	53.4%	51.8%	1.6	30.3
Mathematics							
	Year	Grade Level	# of Test Takers	Grade Level AMO	Percent of Students Proficient	Points Away From Grade Level AMO	Achievement Gap Between Af Am-White
African American	2005	3rd	232	57.0%	53.1%	3.9	32.5
		4th	206	56.7%	55.4%	1.3	26.5
		7th	246	35.5%	28.5%	7.0	32.7
		8th	221	33.7%	24.4%	9.3	26.4

Subgroups Not Making Grade Level AMO							
Reading							
	Year	Grade Level	# of Test Takers	Grade Level AMO	Percent of Students Proficient	Points Away From Grade Level AMO	Achievement Gap Between FARMS-Non FARMS
FARMS	2005	6th	327	59.5%	50.7%	8.8	30.0
		7th	314	57.3%	43.7%	13.6	32.9
		8th	263	53.4%	48.2%	5.2	31.8
Mathematics							
	Year	Grade Level	# of Test Takers	Grade Level AMO	Percent of Students Proficient	Points Away From Grade Level AMO	Achievement Gap Between FARMS-Non FARMS
FARMS	2005	7th	315	35.5%	32.1%	3.4	31.3
		8th	262	33.7%	22.1%	11.6	30.4

Subgroups Not Making Grade Level AMO							
Reading							
	Year	Grade Level	# of Test Takers	Grade Level AMO	Percent of Students Proficient	Points Away From Grade Level AMO	Achievement Gap between LEP-Non LEP
LEP	2005	3rd	16	50.9%	50.0%	0.9	26.3
		4th	8	65.4%	47.5%	17.9	45.2
		6th	*	59.5%	25.0%	34.5	*
		7th	*	57.3%	20.0%	37.3	*
		8th	5	53.4%	33.3%	20.1	53.5
Mathematics							
	Year	Grade Level	# of Test Takers	Grade Level AMO	Percent of Students Proficient	Points Away From Grade Level AMO	Achievement Gap between LEP-Non LEP
LEP	2005	5th	8	47.2%	44.4%	2.8	34.9
		6th	*	38.1%	0.0%	38.1	*
		7th	*	35.5%	20.0%	15.5	*
		8th	5	33.7%	0.0%	33.7	46.3

*Fewer than 5 LEP students reported

Subgroups Not Making Grade Level AMO							
Reading							
	Year	Grade Level	# of Test Takers	Grade Level AMO	Percent of Students Proficient	Points Away From Grade Level AMO	Achievement Gap between Am Ind-White
American Indian	2005	6th	*	59.5%	50.0%	9.5	*
		7th	7	57.3%	42.9%	14.4	30.9
		8th	6	53.4%	50.0%	3.4	28

Mathematics							
	Year	Grade Level	# of Test Takers	Grade Level AMO	Percent of Students Proficient	Points Away From Grade Level AMO	Achievement Gap between Am Ind-White
American Indian	2005	7th	7	35.5%	28.6%	6.9	32.7
		8th	6	33.7%	33.4%	0.3	17.5

Subgroups Not Making Grade Level AMO							
Reading							
	Year	Grade Level	# of Test Takers	Grade Level AMO	Percent of Students Proficient	Points Away From Grade Level AMO	Achievement Gap between Sp Ed-Non Sp Ed
Special Ed	2005	4th	205	65.4%	63.4%	2.0	23.1
		5th	186	57.1%	48.9%	8.2	26.4
		6th	139	59.5%	31.7%	27.8	46.1
		7th	161	57.3%	33.5%	23.8	39.9
		8th	156	53.4%	28.9%	24.5	50.8
Mathematics							
	Year	Grade Level	# of Test Takers	Grade Level AMO	Percent of Students Proficient	Points Away From Grade Level AMO	Achievement Gap between Sp Ed-Non Sp Ed
Special Ed	2005	3rd	181	57.0%	52.5%	4.5	31.7
		4th	205	56.7%	56.1%	0.6	25.8
		5th	186	47.2%	39.8%	7.4	40.9
		6th	139	38.1%	20.1%	18.0	49.5
		7th	161	35.5%	19.9%	15.6	40.9
		8th	156	33.7%	12.2%	21.5	38.8

2. Please discuss the strategies the school system is using that address these underperforming subgroups. In the response, local school systems must address the following questions:

- Which parts of the Master Plan addressing these areas of concern **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the school system intend to continue with their implementation despite the lack of success? Why?

Reading

During the 2004-2005 school year, we fully implemented *Houghton Mifflin 2005* as our core reading program for grades K-6. Our African American students and special education students, at the elementary level, did not make AYP. The core program had only been in place for five months prior to the administration of the Maryland School Assessment (MSA). It did not provide the desired results. Teachers were not familiar enough with the program although training had been provided. Students had not had the benefit of starting the program in kindergarten nor did they have the benefit for a whole academic year. We will continue to use this program; research has supported the use of a core reading program that includes the five essential areas of reading. *Houghton Mifflin 2005* is on the list of state approved core reading programs for Reading First districts. Teachers in our district are now familiar with the program and have gained considerable expertise in the delivery of the program components. At the September 2005 Professional Day, additional training was provided to enhance understanding and support implementation with fidelity to the model. Likewise, the students have become familiar with the program and will have the opportunity to continue learning within this consistent framework. In 2005-2006, the program will be implemented with fidelity.

During the 2004-2005 school year, we fully implemented DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in grades K-5 and targeted students in grade 6 who fall below grade level using the Strategic Reading Inventory as a screening tool. Our African American and special education subgroups did not make AYP at the elementary level although the information was gathered from this assessment. It did not provide the desired results because we did not have interventions in place for those students who did not reach benchmark expectations in the specific areas of reading tested. We will continue to use DIBELS because we need to identify those students who need additional instruction in the various areas of reading. At the September 2005 Professional Day, comprehensive training in interpreting and using the data to effectively group students was provided. The new information has built a stronger bridge of understanding from the data to the interventions. We will implement the targeted interventions. In addition, we will implement a method of checking the progress of students who will be receiving interventions. Students will move in and out of intervention groups in a fluid manner based on data.

During the 2004-2005 school year, we continued the full implementation of trade books and a variety of anthologies for instruction in language arts in grade 7 and grade 8. Our middle school students in the African American, FARMS, and special education subgroups did not make AYP in spite of these materials being used. These materials were not adequate because consistent instruction across the district did not occur due to the variety of materials being used. In

addition, the materials did not provide the level of questioning and alignment to the Voluntary State Curriculum (VSC) that would lead to higher achievement. We will not continue to use these materials except as resources, and instead we will immediately adopt a consistent, comprehensive language arts program for grade 7 and grade 8, as well as grade 6 honors (McDougal-Littell). We will choose a program that contains a strong reading component, yet allows flexibility for high-achieving students. Because materials are not enough, in and of themselves, staff development will be provided within the first month of the school year (September 2005 Professional Day). There will also be ongoing staff development in the area of higher order thinking and questioning techniques.

During the 2004-2005 school year, we fully implemented a district wide writing assessment which included team scoring using consistent rubrics in grades 2-8. These assessments were administered in the beginning and end of the school year, allowing us to compare and analyze the growth of our students. Our African American, FARMS, and special education subgroups at the middle school level and our African American and special education subgroups at the elementary level did not meet our expectations on MSA in spite of this assessment being administered. Although the ability to communicate in writing for multiple purposes is an area that is not directly tested on MSA, it is one that has an impact on student performance across all content areas. We plan to continue to administer the assessment because effective instruction in writing is essential to the acquisition of reading. We will, however, become more proactive in providing district wide data to the schools as their teams analyze their school data. We will, again, provide scoring packets with anchor papers for each prompt administered at each grade level. In addition, we will provide more targeted staff development opportunities on writing instruction.

Mathematics

Pre and post assessments were provided for grades 1-8. This is the second year these assessments were provided for grades 1-5 and the first year for grades 6-8. Each pre assessment and post assessment focuses on grade level objectives in the VSC. The assessments demonstrate for teachers and students the level of knowledge and rigor MSA demands. While this strategy did demonstrate student growth in performance of all students, we continue to have gaps in the performance of specific subgroups at all levels. At the middle school level, students in the African American, FARMS, and special education subgroups did not meet the established targets. Data from the assessments was collected by central office; although data was analyzed centrally there was not consistent analysis of data at all schools. Classroom teachers are struggling to find a balance between increasing the rigor of their content to meet the demands of the VSC, while addressing the gaps that exist in basic skills. It is important to continue with pre and post assessments during 2005-2006 because they provide valuable information for teachers and administrators. We must take these assessments beyond the "check off, it's done" status to teachers using and reflecting upon the data to improve instruction. Each assessment was reorganized by content standard so grade level teams can see not only the objective level data but the data regarding an entire content standard at a glance. Teachers must use the information from the assessments to differentiate instruction for students, especially members of the African American, FARMS, and special education subgroups. Through observations and professional development, administrators will hold teachers accountable for aligning their instruction with the

specific grade level VSC. Additional professional development will be provided to teachers, supervisors of instruction, and administrators.

In addition to pre and post assessments, teachers at grades 3- 5 administered unit assessments at the end of each unit. The unit assessments, written in MSA format, assess each VSC assessment limit taught in the unit. This was the first year of unit assessments to provide ongoing practice with MSA type questions. While this strategy did demonstrate student growth in performance for all students, students in underperforming subgroups did not meet the achievement target. Teachers did not receive the assessments early enough in the unit; unit assessments were being written by classroom teachers during the year. There was no formal measure to determine if teachers actually used the information from these assessments to improve instruction. This strategy will be used again in 2005-2006 but with improvements. By the end of September, teachers will have the unit assessments so they can be reviewed before instruction occurs. These assessments must be administered and the data used to improve instruction. Stronger teacher and administrator accountability will occur this year since data from these unit assessments will be discussed in team meetings and incorporated into Team Action Plans (TAPs). Interventions and revised instruction should be documented in the team action plans.

Pacing guides and maps are provided for grades 1–8. While these maps were provided to all teachers and administrators, there was no mechanism to hold teachers and administrators accountable for their use. This year we will continue this strategy. Teachers should be familiar and accustomed to the pacing guides and curriculum maps. They have been revised to include vocabulary. “At a Glance” checklists were included this year so that teachers can quickly see how many times an objective will be taught prior to MSA. Objectives not covered in a unit are highlighted so teachers can easily extend their instruction to cover these objectives or assessment limits. All classroom teachers will receive training on the purpose and components of the map by September 30, 2005. The training will specifically state an expectation for the use of these tools. During 2005-2006, all supervisors and principals will receive professional development together on the pacing guides and observation “look fors” to ensure a common understanding that teachers must follow the pacing guides and curriculum maps. Observations should reflect proper pacing and grade level VSC objectives. To further improve accountability, unit assessments will be used in team collaborative planning sessions and reflected in team action plans included in school improvement plans.

Elementary and middle school teachers received training on the curriculum (VSC), Brief Constructed Response (BCR), and Extended Constructed Response (ECR) writing during the September Professional Day 2004. The elementary teachers, both regular and special education, attended grade level sessions to focus on how to construct a good question. While this strategy increased teachers’ overall knowledge of the importance of mathematical processes, it did not provide the intended effect. Teacher feedback indicated they used the quantity not quality model. The professional development increased the awareness of the importance of BCRs and ECRs, but did not bring the importance of depth to the classroom level. There was minimal focus on student work and understanding of the MSA rubric as an instructional tool. A year-long focus on BCRs and ECRs will occur at Instructional Resource Teacher (IRT) meetings. At monthly training sessions, IRTs will receive county BCRs and ECRs to use with each grade level. Implementation strategies focusing on quality student work including revising and

improving student work based upon the rubric will be discussed. IRTs will model these strategies with classroom teachers and provide feedback at the next meeting. The focus of the IRT meetings was the VSC content and the *Investigations* program (Scott Foresman). While this strategy demonstrated an increase in the IRTs' overall knowledge and understanding of *Investigations*, it did not ensure *Investigations* was implemented fully at the building level. During the 2005-2006 school year, the focus of elementary IRT meetings will be on writing and using the rubric to improve BCRs and ECRs. We will target instructional strategies that IRTs can model in the classroom. This strategy/activity better aligns with SMCPS desire to have IRTs in the classroom modeling instructional strategies and working with small groups.

Mathematics IRTs were identified at all four middle schools. Together, we met monthly to discuss implementation of the VSC, edit and improve the middle school assessments, and discuss mathematics concerns. While this strategy was successful there is still the need to improve in order to achieve the goal of improved assessment scores at the middle school level. The meetings are beginning to bring consistency and partnership to the middle schools. The IRTs developed common strategies for Algebra 1 and the implementation of the *Connected Mathematics Program* (CMP). This strategy did not fully result in the intended effect because the focus was primarily on sixth grade mathematics. The meetings included two sessions focusing on sixth grade units of CMP. Each IRT partnered with one sixth grade teacher per building to implement a unit of CMP in late winter. The goal was to increase the expertise for CMP in each building. This strategy will continue during the 2005-2006 school year. The focus of the meetings will shift to seventh and eighth grade mathematics, because modeling of instruction in these grades is critical. Strategies can be discussed and shared with the middle school department chairpersons. A strategy will be to have both the IRTs and the department chairpersons periodically meet together. This will improve communication and bring many more opinions to the table.

Mathematics + was implemented for eighth grade students at three middle schools. Students in this course are provided with 90 minutes of mathematics instruction. This strategy did not fully result in the intended effect because classroom teachers are struggling to find a balance between an increase in the rigor of their courses to meet the demands of the VSC and the skill and understanding levels of the students. This strategy will continue during the 2005-2006 school year. The implementation of CMP in the eighth grade this year provides teachers with an improved curriculum rich in problem solving with a focus on student centered instruction.

Eight units of *Investigations* were implemented in grades 1-3, and four units in grades 4 and 5. This strategy did not fully result in the intended effect because grade 4 and 5 students were less likely to adapt to the constructivist approach to mathematics not having the benefit of the foundational components of the program. Students were accustomed to teacher directed instruction. During 2005-2006, *Investigations* will be fully implemented in grades 1-5. We hope for greater gains in mathematics assessment since students and teachers are more familiar with the constructivist approach.

- Which parts of the Master Plan addressing these areas of concern **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

Reading

In 2004-2005, reading interventions for students not meeting benchmark expectations were not fully implemented. In order to implement interventions, decisions needed to be made regarding the relative strengths and weaknesses of each program chosen. Because we wished to provide a district wide approved list of interventions that all schools would use, we did substantial research. We developed this list by mid winter, and by late spring, had trained a number of teachers in the proper use and administration of each intervention. Materials were ordered and distributed to each of the elementary and middle schools in time for them to initiate use with groups of targeted student.

In the middle schools, academic literacy classes had the opportunity to implement some interventions in October of 2004. In 2005-2006, full implementation will take place for all students who do not reach the benchmark expectations in reading. In addition, professional development will continue to be provided for teachers. Professional development formerly listed in the Master Plan for previous interventions that are not being used as frequently (Soar to Success), or at all (Early Success) will be dropped. The rationale for these changes is that research supports the implementation of systematic, explicit interventions that meet the needs of individual learners.

In 2004-2005, ninth grade academic literacy was planned for two of three high schools with the further implementation planned for the 2005-2006 school year in the third high school. The program was not fully implemented until November of 2004 because of difficulty in hiring a full time qualified academic literacy teacher at all of the sites. Currently, the three high schools are implementing the program using several different scheduling strategies to deliver instruction. This year, we will work on establishing criteria for the delivery of instruction, selection of students, and the selection of instructors. In addition, the program needs to be included in the Program of Studies to aid the school administrators in assigning personnel, and setting up the classes. The Department of Curriculum and Instruction and the Department of Special Education will collaborate in an effort to develop a plan for this high school reading intervention program so that all students will have acquired the skills necessary to read grade level text.

In 2004-2005, there were several staff development opportunities in MSA item writing. Some teachers were not able to take advantage of the staff development opportunities. MSA practice tests were supplied by Houghton Mifflin and were administered by classroom teachers throughout the system. MSA aligned items were developed and posted on the school system intranet. The pathway to these items was somewhat difficult to access. We intend to make significant changes in these areas. Each teacher in grades prekindergarten through grade 8 will receive a reformatted SMCPS Curriculum Guide which is fully aligned to the Voluntary State Curriculum. This guide will include clear directions for developing SRs and BCRs, and the instruction and scoring of BCRs. In addition, MSA item tests will be administered quarterly in grades 3-8. Data will be collected. Item analysis and standard setting will be offered. Additional MSA style items, linked to our core reading program (*Houghton Mifflin 2005*) will be available on the newly designed SMCPS Website. Professional development will be offered to teachers in the use of electronic resources such as the SMCPS intranet and MSDE Website resources.

Mathematics

One middle school piloted five (5) units of *Connected Mathematics* in the sixth grade. The other three middle schools implemented three (3) units in the sixth grade including the one unit completed by the IRT/teacher partnership. To address the concerns that caused SMCPs not to fully implement CMP during the 2004-2005 school year SMCPs provided many professional development opportunities for all middle school teachers grades 6, 7, and 8 and purchased class sets of student books for each teachers for each unit on the grade level curriculum maps. (Title II, Part A funding)

Full implementation of CMP requires intensive staff development in mathematics content and the inquiry approach teaching model, a document aligning CMP to the VSC, and at a minimum, a class set of student books per teacher per unit. (Title II, Part A funding) In consultation with teachers supervisors, principals, and directors SMCPs decided to pilot CMP at one middle school only during 2004-2005. To develop building capacity with the other three middle schools one teacher and IRT from each middle school (4) worked together to plan and implement one unit, Bits and Pieces II, during the winter.

A MSDE course, focusing on using CMP, understanding the units, and its alignment with the VSC, ran throughout the year. At the March Professional Day all middle school teachers received training on the two units implemented post MSA and received curriculum maps aligned to the VSC. Sixth and Seventh grade teachers were offered two days of training in August 2005. IRTs and department chairpersons were offered one day of training, focusing on the overall program and supporting teachers, in August 2005. Eighth grade teachers received training on the September Professional Day.

The result of these changes is that all sixth grade teachers will implement CMP according to the curriculum map. Seventh and eighth grade teachers will implement four units of CMP. All teachers received maps aligning the CMP unit and the VSC.

- What new strategies, if any, is the school system implementing to address these areas of concern? Why?

Reading

As referenced in a previous section of this narrative, a new core reading series (McDougal-Littell) for students in grades 7 and 8 was adopted this summer. That timeline was accelerated by one year, funding was redistributed from other textbook accounts and the adoption process fast-tracked to assure appropriate scientifically-based reading materials for those grade levels where reading was of particular concern for the underperforming subgroups.

Last year, teachers of honors classes at grade 6 felt that the newly adopted reading series, *Houghton Mifflin 2005*, was very easy for their students. In order to provide a more challenging program, it was decided to extend the adoption of *The Language of Literature* published by McDougal Littell to grade six. This program aligns very well with the William and Mary units that are to be implemented in the honors programs in the 2005-2006 school year.

LETRS training (Language Essentials of Teachers of Reading and Spelling) will be offered to sixteen first grade teachers, one teacher from each of the elementary schools. This training is sponsored by MSDE and will take place in St. Mary's County in the fall of 2005. The teachers will receive training in the first six modules:

- Module 1: The Challenge of Learning to Read
- Module 2: The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness
- Module 3: Spellography for Teachers: How English Spelling Works
- Module 4: The Mighty Word: Building Vocabulary and Oral Language
- Module 5: Getting Up to Speed: Developing Fluency
- Module 6: Digging for Meaning: Teaching Text Comprehension

In addition, LETRS training for IRTs working in the area of language arts will take place during their monthly meetings and at other times during the school year. This training will be presented by the supervisor of instruction for reading, who has been certified as a trainer.

As instructional leaders, it is important for the administrators and supervisors to understand the Maryland Content Standards and what the expectations are for student achievement. Therefore, we will be offering regularly scheduled professional development sessions for administrators and supervisors to address very specific questions about what to look for during classroom observations.

Standard setting, simulations based upon locally developed assessments, will take place. Very few individuals have had the valuable experience of participating in a standard setting workshop. This opportunity deepens the knowledge of what students are expected to know, and how those determinations are made at the state level. By using our locally developed assessment tools, we will provide this opportunity for all of the teachers in our school system through the leadership of the instructional resource teachers, who will be trained in this process.

Locally developed assessments that are aligned with the state assessment will be administered on a quarterly schedule; data will be collected centrally and analyzed for the purpose of instructional decision making. These assessments will be written locally, based upon the MSA item writing presentation developed by MSDE. These assessments will allow our teachers and administrators to look at data from several different perspectives. Item analysis, standard setting, and range finding opportunities will all be possible through the administration of these tests.

Mathematics

After reviewing the MSA results from grades 6–8, there is a need to expand unit assessments to each of these grade levels. Unit assessments with questions addressing VSC objectives, written in MSA format, will enable teachers to focus their instruction. They also will help students practice answering questions such as SRs, complete grid in boxes, and write BCRs and ECRs using the MSA rubric.

Currently K–6 students receive 90 minutes of mathematics instruction while seventh and eighth grade students are scheduled for 45 minutes per day. SMCPS is looking for strategies to provide

additional instructional time for seventh and eighth grade students in mathematics. Middle School Principals will meet with supervisors and directors from the Department of Curriculum and Instruction to address this concern. Additional time must be provided in order to allow teachers to pose rich problems and students to problem solve while sharing strategies. The additional time is needed to allow time for teachers and students to discuss the problem strategies and highlight the mathematical content of the problem. 45 minutes per day is not enough time to accomplish this.

During the summer of 2005, after receiving the MSA results, Level II training in *Investigations* was provided for 90 teachers, K-5, to enhance their understanding of the components of the program and the very specific strategies to use in differentiating the instruction for our underperforming subgroups. This training provided 5 full days of intense and comprehensive professional development by national consultants. (\$45,000 paid through Title II, Part A funding)

2. School System in Improvement

If a district is a school system in improvement based on 2004 MSA data, please be sure that the district's response provides a status report on what the school system is doing in reference to the specific requirements for school systems in improvement (as outlined in COMAR 13A.01.01.04.08 and reported in Question 5 in the 2004 Annual Update). In the status report, briefly describe the progress the school system has made in the implementation of the strategies discussed in the response to Question 5 in the 2004 Annual Update. What new strategies, if any, is the school system implementing to address school system improvement?

In preparing St. Mary's County Public Schools Bridge to Excellence 2004 Master Plan Update, the team conducted an extensive analysis of formative and summative performance data of all students, paying particular attention to the targeted subgroups. Recognizing the achievement gap between and among subgroups and asserting our commitment to closing the gap, the St. Mary's County Public Schools Master Plan Update was written to include strategies targeted to improve outcomes for subgroups. Representatives of the Department of Special Education were primary contributors to the update, ensuring that students with disabilities were represented throughout the development and ongoing implementation of the plan. This revision was completed prior to the notification by MSDE of our identification as in improvement due to the performance of students with disabilities in the area of reading.

Analysis of 2005 Assessment Results

An analysis of data from 2003, 2004, and 2005 reveals that elementary and middle school age students with disabilities made progress in reading and in mathematics each year. The percentage of students with disabilities who performed in the proficient range increased more significantly between 2004 and 2005 than between 2003 and 2004.

Reading

The percentage of students with disabilities enrolled in SMCPSS who achieved proficient in reading in 2005 increased 15 points (from 41.4% to 56.4%) when compared to 2004 MSA data. This subgroup also increased 3.4 percentage points between 2003 and 2004, for a total increase of 18.4 percentage points over two years in reading. Students in the aggregate achieved an increase of 5.6 percentage points between 2004 and 2005 and a total increase of 12.6 percentage points over the two-year period.

The percentage of elementary students with disabilities who achieved proficient in reading is 1.4 percentage points below the system AMO and continues to reflect significant difference of 22.6 points when compared to the aggregate of elementary school students.

Middle school students with disabilities demonstrated an increase of 12.3 percentage points (from 21.4% to 33%) in 2005 and an increase of 15.3 points over two years. The aggregate of middle school students made gains of 8.1 percentage points and FARMS students increased 14.3 points over the same 2 years.

The percentage of middle school students with disabilities who achieved proficient in reading is 24.1 percentage points below the system AMO for 2005 and reflects a 38.6 point difference when compared to all assessed middle school students in St. Mary's County Public Schools.

Students with disabilities in St. Mary's County Public Schools are making more significant gains in the area of reading than all students and more than any other subgroup. This progress can be attributed to the concentrated efforts and strategies implemented during the 2005 school year. Interventions were implemented with fidelity to the model and with sustained professional development. Teachers became more skilled in data collection and analysis and in making data driven instructional decisions.

Mathematics

Students with disabilities also demonstrated increases in their performance on the MSA for mathematics; however, the progress was significantly less than noted in reading and their performance remains further below that of other subgroups and the total student population.

Elementary students with disabilities achieved an increase of 10.2 percentage points over the two year period in mathematics. The aggregate increased by 13.7 points and FARMS students increased by 14.8 points during this time. These students with disabilities exceeded the system AMO for mathematics but continue to perform 26.6% below the aggregate.

The percentage of middle school students with disabilities who achieved proficient in mathematics in 2005 (19.8%) was an increase of 8 percentage points over 2004. During the same year, the performance of the aggregate of middle school students increased by 15.7 percentage points and FARMS students increased by 14.7 points.

It is critical that the Department of Special Education, while continuing our efforts in the area of literacy, must also develop focused objectives for our students in the area of mathematics.

Reflections of 2005 and Plans for 2006

In planning for the 2006 school year, the Department of Special Education conducted an analysis of all available data, reviewed all interventions being implemented to determine the effectiveness of each and developed a Department of Special Education action plan that reflects:

- continued implementation of the most effective interventions based on data,
- research to identify methodologies to meet any additional needs;
- accountability for ongoing data collection and analysis;
- professional development; and
- partnerships.

The 2005 St. Mary's County Public Schools Master Plan addressed each of the components required of a system in improvement. Following is a summary of accomplishments and plans for 2006.

Scientifically Based Research Strategies

Scientifically based research strategies were identified and incorporated in the core academic programs in the areas of literacy and mathematics. The Department of Curriculum and Instruction assumed primary responsibility for the purchasing and distribution of materials to support the core academic program. The core program materials were made available to general and special education teachers. The Department of Special Education purchased materials to implement the identified literacy intervention strategies and to support the acquisition of core program materials.

Academic Literacy classes were designed to address the needs of middle and high school students experiencing the greatest challenges in reading. These classes provided research based literacy programs and interventions taught by a co-teaching team of a special education teacher and a general education teacher. During 2004-2005, Academic Literacy classes were offered at 3 of 4 middle schools and 2 of 3 high schools. During 2005-2006, the class will be offered at all middle schools and high schools. The special education instructional resource teachers were assigned to monitor and support these programs. Data indicates that 25% more students in this group achieved proficient after participating in the Academic Literacy class. Additionally, 75% of the students improved their reading performance by over one grade level as measured on an Informal Reading Inventory. This model of instruction, with full implementation of materials, will be implemented at all middle and high schools during 2006.

During 2004-2005, the Department of Special Education and Department of Curriculum and Instruction collaborated to identify research based intervention materials in the area of mathematics for middle and high schools. These materials have been purchased and delivered to all secondary schools by the Department of Special Education. Full implementation of the intervention strategies for targeted students with disabilities will be expected during the 2005-2006 school year. The supervisors of special education and supervisor of instruction for mathematics will develop and distribute guidelines to assist teachers to determine how and when to implement the interventions.

Professional Development

All teachers of reading/language arts had multiple opportunities during the 2004-2005 school year to access professional development in the core academic program and interventions. These opportunities were developed in accordance with the Maryland Teacher Professional Development Standards and were offered during the school day, after school, on weekends, and during the summer. A data base was established to allow the supervisors to track which teachers have received training and who continues to require training. On-going professional development activities will continue to be an area of focus and responsibility during the 2005-2006 school year.

Staff development has been provided in the core mathematics programs (*Investigations and Connected Math*). Although special education teachers were encouraged to participate in the activities, there remains a significant gap between the expertise of general educators and special educators. The supervisors of special education and supervisor of instruction for mathematics

will develop a model for instruction which provides students with the necessary individualization and differentiation throughout the mathematics curriculum. Staff understanding of the role of the special educator, the needs of students with disabilities, the opportunities available in the schedule, and the curriculum will be enhanced through intensive staff development. Included in the staff development activities will be the coordination of IEP goals and the Voluntary State Curriculum.

A Professional Learning Community will be established for co-teaching mathematics teams at the middle and high schools. The teachers will meet after school to enhance their skills in research based instructional practices and in the effective models of co-teaching.

Special education teachers, Alt MSA managers and IRTs received training in the writing and alignment of mastery objectives with the VSC for students taking Alt MSA. A review of Alt MSA performance data indicates that teachers are able to create appropriate mastery objectives for this population; however, are less successful in matching instruction to the objectives and collecting appropriate evidence of student mastery. Training will be provided. During 2005, training in Alt MSA was offered after school with stipends rather than during the school day with release time. Attendance was less consistent and therefore, SMCPS will again provide training during the school day.

Specific Measurable Achievement Goals

Each school in St. Mary's County Public Schools is required to develop a specific, focused School Improvement Plan (SIP). Guidance for the development of the plan included targets for the student body and for each subgroup. Each SIP will be reviewed by a central office team to evaluate the targets and to determine the probable effectiveness of the proposed strategies.

Consistent with the expectation that each school develop a School Improvement Plan, the Department of Special Education began the 2006 school year by developing a comprehensive Department Improvement Plan. Specific goals which address the performance of students with disabilities on MSA, HSA, and Alt MSA and align with the state outcomes and goals for St. Mary's County Public Schools were developed. Goals have also been established which address the issue of over representation of African American students in special education and within suspension data. The goals of the Department of Special Education include:

- African American students will represent no more than 21.42% of the total students with disabilities population. This represents a reduction of 2%.
- African American students will represent no more than 22.34% of the students in St. Mary's County Public Schools identified as having mental retardation.
- African American students will represent no more than 22.34% of the students with disabilities who receive their special education services in LRE C.
- The number of students with disabilities suspended will reduce 2.5%.
- 50% fewer students with IEPs will achieve basic in reading on MSA in 2006.
- 50% more students with IEPs will achieve proficient on the English HAS in 2006.
- 50% fewer students with IEPs will achieve basic in math on MSA in 2006.
- 50% more students with IEPs will achieve proficient on Algebra HSAs in 2006.

Central office staff members generated milestones and activities, staff development needs, and resources to ensure that the department will meet its goals. Each member of the department then examined his/her job description and responsibilities to ensure that everyone is focused on the department goals and understands their role in meeting the goals.

Actions that Have Likelihood of Improving Achievement

During 2005, a research based core literacy program was fully implemented and the addition of strategic interventions was initiated at the elementary levels. Co-teaching teams at the middle and high school levels began implementation of a core literacy program designed for struggling readers. During 2006 the reading program will be fully implemented at the secondary level. Elementary teachers will increase their use of data in the instructional decision making process to assign students to the most appropriate intervention given their reading profile.

Instruction in reading and mathematics for students who are not pursuing a Maryland diploma will be enhanced through the implementation of consistent materials and resources. Reading materials have been distributed to all schools for use with their community based populations. Materials to enhance the mathematics instruction will be provided January. In addition, in January a team of experienced teachers and central office staff will review the portfolios for each student participating in Alt MSA. The focus of the review will be to ensure that the instruction is aligned with the mastery objectives and that the artifacts being collected are supporting student achievement.

George Washington Carver Elementary School was identified as not meeting AYP due to the performance of students with disabilities on 2005 MSA. The Department of Special Education has assigned a full time special education teacher to provide targeted interventions to students at George Washington Carver Elementary School. The professional has received staff development in reading interventions and will continue to participate in staff development to enhance her skills. She will work with the supervisor of special education to analyze student data and to make adjustments to the implementation plans based on the data.

Early Intervening / Over Representation

As a result of an audit conducted in the spring of 2005 by MSDE, St. Mary's County Public Schools has been identified as being significantly disproportionate, based on race and ethnicity, in three areas. The specific areas identified for St. Mary's County are:

- identification of minority students as having the educational disabilities of mentally retarded and learning disabled;
- placement of minority students with disabilities outside of the general education classroom; and
- multiple suspensions of minority students with disabilities summing to greater than ten days in a school year.

In accordance with federal policies, St. Mary's County Public Schools is required to reserve 15% of our federal allocation to provide comprehensive coordinated Early Intervening Services to students in the groups that are significantly over-identified. The regulations specify that these

funds (\$442, 244) must be dedicated to students in grades kindergarten through grade 12 who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. These activities can include professional development, evaluation, services and supports.

St. Mary's County Public Schools allocates a significant percentage of Passthrough funds to salaries and wages. As a part of the study, each of these positions was reviewed and a determination made regarding the revision of the job responsibilities to include the provision of early intervening services.

The Department determined that SMCPS will meet its financial obligation through:

- Provision of technology
- Provision of resource materials
- Realignment of staff
- Modification of job descriptions of existing staff positions

St. Mary's County Public Schools will implement interventions and programs which address behavioral concerns and academic achievement.

Behavioral Interventions

- The Departments of Pupil Services and Special Education have supported the implementation of PBIS in 9 schools. For the coming school year, the focus will be on creating intervention plans for targeted students. By increasing time that students with troubling behaviors remain in class we expect to reduce the number of suspensions.
- Pupil personnel workers will meet quarterly with site based administrators to review suspension data and academic achievement of identified students. Behavioral and academic plans will be implemented prior to students being at risk of multiple suspensions.
- St. Mary's County Public Schools has instituted the position of behavior specialist. This position will provide behavioral supports to students in schools with disproportionate rates of identification and suspension of African American students with disabilities. He/she will assist school teams in the development of behavior plans and enhancing the match between students' ability levels and the educational expectations. The behavior specialist will support parents through a family systems approach.
- Stipends will be paid to staff who support after school and Saturday school programs designed to provide academic assistance or to be used in lieu of out of school suspensions. Additional funds will be made available to provide transportation.

Academic Interventions

- Targeted academic interventions, particularly in the area of reading, will be provided to minority students who are not achieving in accordance with the VSC prior to referral for special education services.
- PST and IEP chairs will be trained to build the capacity of school teams to appropriately identify students with disabilities. Focus will be on understanding the cultural and environmental differences and distinguishing them from the identification of a disability.
- IEP chairs will be trained in the provision of special education and related services in the least restrictive environment.
- Research based literacy materials which target students at risk for reading failure will be provided for use in early childhood and primary grade classrooms.
- Software to support early literacy development will be distributed to all elementary schools for use in PreK and K classrooms.
- On going staff development for general and special education teachers to increase the effectiveness of co-teaching will be provided.
- Special education staff will be realigned to monitor the implementation of academic interventions.
- Special education staff will quarterly collect data and monitor the academic achievement of targeted students, the rate of referrals to special education, and the placement of students in educational environments. Schools with high rates of identification will be provided with on-site support.
- Job descriptions for the positions of Child Find Specialist, Preschool Special Education and Infant and Toddler teachers have been revised to dedicate a significant percentage of their time to supporting children in their homes and the community prior to referring to special education. Family training has been included in the job responsibilities to enhance the learning environment in the home.
- The job responsibilities of the Audiologist and the Instructional Resource Teacher for Assistive Technology have also been revised to reflect greater attention to the needs of students in the general education classroom. A sound field system has been placed in all language arts classrooms at Spring Ridge Middle School, a school in improvement. The audiologist will train and monitor the implementation of this initiative.

St. Mary's County Public Schools is embarking on an ambitious data warehouse initiative. The Director of Special Education is a member of the planning team for the data warehouse. This initiative will enable teachers and administrators to access and analyze data within a timeframe that allows for immediate adjustment of instructional strategies for any student not making adequate progress.

Determination of Why Prior Plans Failed to Increase Achievement

Prior to the development of the Literacy and Mathematics Plans for St. Mary's County Public Schools and the subsequent implementation of focused interventions and core academic programs, there was a lack of consistency across schools. Programs for students with and without disabilities lacked integration and coordination. Decisions were made based on available resources and data but there was not the system wide approach to data collection or analysis. Teachers and administrators have received training in the use of data to determine instructional needs and approaches and will be held accountable for data driven decision making.

Additional Time for Activities

Students with disabilities have been provided instructional opportunities during the summer through Extended School Year and through the Eleven Month School program offered at all Title I schools. Additional opportunities are offered after school at various elementary schools.

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.

Instructions:

Questions 3 and 4 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).

3. 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). Indicate the number of schools *entering*, *continuing*, and *exiting* each status.

Schools In Improvement									
	2003			2004			2005		
	Enter	Continue	Exit	Enter	Continue	Exit	Enter	Continue	Exit
School Improvement (Year 1)		1		1		1	1		
School Improvement (Year 2)	1				1		1		1
Corrective Action									
Restructuring (Planning)									
Restructuring (Implementation)									

4. Describe the measures, including timelines, being taken to address the achievement problems of schools identified for Improvement (Year 1), Improvement (Year 2), Corrective Action, Restructuring (Planning), and Restructuring (Implementation).

As a result of 2005 AYP data, SMCPS had one elementary school enter School Improvement (Year 1) and one middle school advance to School Improvement (Year 2). The elementary school identified for school improvement did not make AYP in 2004 in special education reading, and did not make AYP in 2005 in special education and FARMS reading. The middle school in Year 2 of school improvement did not make AYP in 2003 in special education reading, in 2004 they did not make AYP in special education and FARMS reading and African American mathematics, and in 2005 they did not make AYP in African American reading and mathematics.

Both schools will continue to have Technical Assistance Teams (TAT) comprised of a Division of Instruction director and supervisors. Technical Assistance Teams conduct instructional walkthroughs, examine student work, review formative assessment data, attendance and discipline data, and provide feedback and recommendations to the school instructional leadership team. In 2005-2006, team composition and interventions will target the underperforming areas identified by MSA 2005. Technical Assistance Teams will meet at the school site monthly,

during the school year, with the TAT leader providing ongoing follow-up with the school principal. The timeline and expectations for the TATs is 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 (by October 31, 2005). |
| 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 (by November 30, 2005). |
| January | Classroom visits (by January 30, 2006). |
| February | Quarterly review of mid-year data (by February 28, 2006). |
| March | Classroom visits (by March 30, 2006). |
| April | Quarterly data review (by April 30, 2006). |
| May | Classroom visits (by May 30, 2006). |
| June | Final review of data (by June 30, 2006). |

The elementary school in School Improvement (Year 1) will also have three additional teachers to reduce class size to allow for more individualized instruction. A special education teaching position was increased from .5 in 2004-2005 to a full-time teaching position in 2005-2006 to support interventions. A full time paraeducator has been designated for the same purpose. The school conducted an extended year eleven month school program from July 25-August 19, 2005. 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. (These additional resources are reflected in both general fund and grant budgets.) (Comparison of Prior Year Expenditure Table page 276)

The middle school in School Improvement (Year 2) will receive additional professional development funds to train teachers in differentiated instruction. An additional administrative academic dean position has been created beginning with the 2005-2006 school year. One additional counselor has been assigned beginning with the 2005-2006 school year. Both positions will address students’ academic needs. The 21st Century Community Learning Centers Project extended day program will continue to be implemented. Direct instruction that takes place during the after school program will be refined this year. This will be accomplished by

using data analysis to determine which programs were most effective and implementing those programs. The Boys and Girls Clubs will place a full-time leader at this middle school site and will increase hours of operation. (These additional resources are reflected in both general fund and grant budgets)

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. Note: At the time the Annual Update is due, 2005 AYP data will only be available for elementary and middle schools.

Number and Percentage of Title I Schools Making AYP										
	2003			2004			2005			2006
School Level	# of Title I Schools	# of Title I Schools Making AYP	% of Title I Schools Making AYP	# of Title I Schools	# of Title I Schools Making AYP	% of Title I Schools Making AYP	# of Title I Schools	# of Title I Schools Making AYP	% of Title I Schools Making AYP	# of Title I Schools
Elementary	7	5	71%	3	2	67%	3	1	33%	5
Middle	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0
High	0	N/A	N/A	0	N/A	N/A				

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 students is discussed in Goal 1 and in Title III, Part A, no analysis is required here.

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

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

Please complete the following table, reporting the percentage of classes taught by highly qualified teachers in all schools. Please note that data on all schools are available from the 2005 Maryland Report Card–Teacher information.

Percentage of Classes Taught by Highly Qualified Teachers		
	2003-2004	2004-2005
Category	% of Classes Taught by Highly Qualified Teachers	% of Classes Taught by Highly Qualified Teachers*
All schools	70.9%	89.6%

* Use data available as of July 15.

1. Please discuss the strategies the school system is using that address increasing the percentage of classes that are taught by highly qualified teachers in all schools. In the district’s response, the school system must address the following questions:

- Which parts of the Master Plan addressing highly qualified teachers in all schools **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

We fully implemented the strategy for communicating highly qualified requirements by providing information to current teachers regarding their status. Since the number of highly qualified teachers increased within St. Mary’s County Public Schools and the goals set by MSDE were met, we plan to continue implementing these strategies. We will provide more specific and individual information regarding the certification requirements and relevant coursework.

- Which parts of the Master Plan addressing highly qualified teachers in all schools **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

We did not fully implement the strategy of designing a training program for all recruiters. Planning for a comprehensive program took place with input from six diversity forums that occurred within the community last year, full implementation will occur 2005-2006. This year we are planning to increase the number of trained recruiters who are newer to the profession and/or reflect community diversity.

In addition, a strategy that was not fully implemented was Future Educators of America (FEA) groups at the secondary level. The FEA groups at the high school level were active, but clubs were not formed at the middle schools. We were unable to identify sponsors for the middle school clubs. In 2005-2006, middle schools will identify FEA leaders who will receive extra pay

for extra duty. In addition, we will have a countywide FEA coordinator who will assist the Department of Human Resources in providing support to the school level programs.

- What new strategies, if any, is the school system implementing to address increasing the percentage of classes that are taught by highly qualified teachers in all schools? Why?

As a result of four (4) Diversity Forums, strategies identified in the SMCPS Master Plan with regard to teacher quality and recruitment of minority teachers were reviewed. Suggestions from the forums will be integrated into the Master Plan. First, community members and retired educators will be included in the cadre of recruiters for the 2005-2006 school year. Second, a review of educator career fairs, college visits, and advertising on various Websites and journals that reach a diverse audience and potential minority candidates will be a focus. We will continue to review the data from local and college career fairs in finding candidates and will expand our geographical areas of recruitment to address our diversity needs.

We will address the need to transfer teachers who are not highly qualified in their current teaching assignment and are teaching out of their certification area(s). In this way, the teacher will retain their position with SMCPS, will hold a certificate in their current teaching assignment, and subsequently be considered to be highly qualified.

2. In late April, the local Bridge to Excellence point of contact received a list of high poverty schools (schools in the top quartile of poverty statewide). If a school system has schools on the high poverty schools list provided by MSDE, the district should discuss the additional strategies the school system is using that address increasing the percentage of classes that are taught by highly qualified teachers in high-poverty schools in particular. In the district's response, the school system must address the following questions:

- Which parts of the Master Plan addressing highly qualified teachers in high-poverty schools **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

All strategies regarding high poverty schools were fully implemented. George Washington Carver Elementary School was designated as a high poverty-school in 2004-2005. As a policy, all teachers placed in Title I schools must be highly qualified and hold a Maryland Teaching Certificate. All teachers at George Washington Carver Elementary School, a Title I school, teaching in Core Academic Subjects (CAS) have been identified as highly qualified at this site.

- Which parts of the Master Plan addressing highly qualified teachers in high-poverty schools **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

There were no parts of the Master Plan not fully implemented.

- What new strategies, if any, is the school system implementing to address increasing the percentage of classes that are taught by highly qualified teachers in high-poverty schools? Why?

An additional strategy that will be considered focuses on the need to transfer teachers who are not highly qualified in their current teaching assignment and are teaching out of their certification area(s) should the need arise. In this way, the teacher will retain their position with SMCPS, will hold a certificate in their current teaching assignment, and subsequently be considered to be highly qualified.

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).

School systems received reports on the results of the 2004 *Survey of Teacher Participation in High-Quality Professional Development*. In the box below, provide the percentage of teachers that participated in “high quality” professional development according to the results of the survey.

Note: “Narrative on Professional Development” found in Part III asks each local school system to discuss the district’s professional development.

Teachers Participating In High-Quality Professional Development School Year 2003-2004	
% of Teachers Who Completed Survey	% of Teachers Participating In High Quality Professional Development
45%	36%

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 as translators and parental involvement assistants) who are qualified.

Please complete the following table.

Percentage of Qualified Paraprofessionals Working in Title I Schools					
2003-2004			2004-2005*		
# of Paraprofessionals	# of Qualified Paraprofessionals	% of Qualified Paraprofessionals	# of Paraprofessionals	# of Qualified Paraprofessionals	% of Qualified Paraprofessionals
50	12	24%	46	42	91%

* Use data available as of July 15.

Please discuss the strategies the local school system is using that address increasing the percentage of qualified paraprofessionals working in Title I schools. In the district's response, the school system must address the following questions:

- Which parts of the Master Plan addressing qualified paraprofessionals **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

All of the strategies that were implemented were successful. By the end of the 2005-2006 school year, all of the paraeducators, term SMCPSS uses for paraprofessionals, in Title I schools will be highly qualified.

- Which parts of the Master Plan addressing qualified paraprofessionals **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

We have met the challenge of ensuring that paraeducators are qualified.

- What new strategies, if any, is the school system implementing to address increasing the percentage of qualified paraprofessionals working in Title I schools? Why?

An emphasis has been placed on hiring qualified paraprofessionals for all positions with St. Mary's County Public Schools. Paraprofessionals working in Title I schools that may not be qualified will be transferred to other positions for which they are qualified by the end of the 2005-2006 school year.

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 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 [Code of Maryland Regulations (COMAR) 13A.08.01.18B(4)].

Please complete the following table:

Number of Persistently Dangerous Schools		
2002-2003	2003-2004	2004-2005
0	0	0

1. Identify all schools that met the criteria in SY 2004-2005 for being placed on ‘probationary status’ under the provisions of COMAR 13A. 08.01.19A(1), which states:

“The State Board of Education shall place on probationary status any school having each year for a period of 2 consecutive school years, the total number of student suspensions for more than 10 days or expulsions for any of the offenses set forth in Regulation .18B(4) of this chapter equal to 2-1/2 percent or more of the total number of students enrolled in the school.”

In St. Mary’s County, no schools were identified as persistently dangerous in 2003, 2004, or 2005.

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

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 table by filling in data from the 2005 Maryland Report Card--Graduation Rate (comprehensive, by race/ethnicity and gender, and by students receiving special services).

Percentage of Students Graduating From High School			
Subgroup	2002-2003	2003-2004	2004-2005
<i>Annual Measurable Objective (AMO):</i>	<i>80.99%</i>	<i>80.99%</i>	<i>83.24%</i>
All students (Counts toward AYP)	87.19	87.95	86.97
American Indian/Alaskan Native	*	77.78	83.33
Asian/Pacific Islander	96.3	100.00	87.50
African American	78.26	81.10	81.55
White (Not of Hispanic Origin)	88.45	88.97	94.44
Hispanic	100.00	100.00	87.93
Free/Reduced Meals (FARMS)	67.42	70.48	81.95
Special Education	77.89	82.29	84.93
Limited English Proficient (LEP)	100.00	*	71.43
Male	84.20	87.23	83.33
Female	89.96	88.69	89.98

* Fewer than 5 students

Please discuss the strategies the school system is using that address students graduating from high school. In the district’s response, the school system must address the following questions:

Our data shows that we continue to be significantly above the state target for graduation rate. In the current year, we do see a slight downward trend (1%) for all students. While graduation rate for White, Special Education, African American, and FARMS students increased, Asian/Pacific Islander and Hispanic subgroups showed a decline. Since the groups are so small, even minor variations in their data has a drastic impact on the numbers. For example, the Asian Pacific Islander population in this category was 12 students. Three students withdrew and that caused a reduction from the 100% last year to 87.5% this year. It would appear that the drastic change in the small subgroups had a negative impact on our overall data that was lower by 1%. Although not part of AYP, we recognize the nearly four point decline in the male graduation rate as an area of concern.

- Which parts of the Master Plan addressing students graduating from high school **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

The overall strategy for graduation from high school is to provide information and support to students and families with below average attendance in all subgroups in order to increase graduation rate. Research has shown that a pattern of poor attendance leads to a decrease in achievement, an increase in frustration, and eventual dropping out of school. St. Mary's County Public Schools implemented a number of activities that addressed this area of concern. The activities that were fully implemented include the public relations campaign, the Interagency Committee on School Attendance, support to Alternative Learning Center (ALC) students, counseling at the Evening Counseling Center, pre-referral training to staff, school-based graduation rate initiatives, support for homeless children, and support for children with disabilities as they transition to college and world of work. The school system intends to continue each of these initiatives as there was demonstrated progress for four subgroups. The significant decline in two small subgroups (Hispanic and Asian) caused a decrease for all students. In addition, graduation data reflects a cohort of students over their four years in high school and the impact occurs over time. Therefore, a decline in only two males and two small subgroups indicates that we should continue with what worked and increase our focus on the groups that declined. These activities coupled with an increased focus on the ones below will help us to move forward with all students. For example, there was progress made in engaging the other county agencies in assisting us with getting students to come to school regularly. Additionally, two ALC students graduated from their home high schools this year after two years at that site. Eighty families accessed the Evening Counseling Center last year, double the number from the year before. The new program at the College of Southern Maryland that allowed students with disabilities to attend the campus for their instructional program utilizing St. Mary's County Public Schools staff provided these 18-21 year olds with valuable experience in a setting more appropriate to their age.

- Which parts of the Master Plan addressing students graduating from high school **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

The initiatives that were not fully implemented include transition activities between grades/levels of school, Project Attend, Instructional Consultation, alternative scheduling options for students who need to recover credit, and peer and adult support for non-traditional students taking honors and advanced placement courses. With regard to Instructional Consultation, this is currently an elementary school initiative and as such does not have a direct impact over one year's time. It requires time built into staff schedules to implement it properly and is only done at six sites. Scheduling constraints did not allow opportunities for master teachers to observe in classrooms and conduct collegial discussions. The staff who implement it feel strongly that it is a valuable problem-solving tool for schools to identify students who can remain in general education with appropriate support. To more fully benefit from this initiative, components of the program must be put into place for all schools. That can be done as part of the pupil services team at each site.

For Project Attend, 50% of the students who were involved improved in their attendance after the intervention. The issue is the recruitment of mentors for each of the students who go through the program. The system will seek to continue this initiative if we can recruit the mentors to work with these students. It is a middle school initiative. The transition activities need to be revisited and identified as a focus for the system in order for them to be effective. There needs to be funds committed to this initiative in order to really complete the activities outlined in the system's plan. There is a committee that is looking at the transition plan over the next year. Pilot programs were in place for credit recovery and support for non-traditional students in advanced coursework. These will be expanded to one or more additional high schools in 2005-2006.

- What new strategies, if any, is the school system implementing to address students graduating from high school? Why?

During the 2005-2006 school year, several new initiatives will be implemented in order to provide more focus on students with the greatest need for assistance in the areas of attendance, behavior, and achievement. A more stringent attendance regulation will stress to all stakeholders the importance of regular, consistent attendance and its effect on student achievement. The attendance regulation is a K-12 initiative that at the elementary and middle level considers a student for retention if they are unlawfully absent more than 25 days. At the high school level, students with more than five unlawful absences fail for the marking period. There is a recovery component that allows students to regain course credit if they are unlawfully absent fewer than five times the next marking period.

An additional Pupil Personnel Worker (PPW) will be hired to allow us to realign PPW staff to more fully and regularly support the two schools (one middle and one high school) with the highest FARMS, African American, and special education populations. In addition, a middle school counselor has been hired for the middle school with the greatest need to improve the ratio of counselor to students. (Funding increases are reflected in the general fund change of expenditure portion of the budget section, pages 108-109)

Six positions were assigned to one high school in order to provide them additional support for attendance, instruction, behavior, and climate. These positions include: mentor teacher, safety advocate, hall monitor, registrar, and assistant principal for special education, and an administrative secretary for assistant principals. Their achievement, attendance, and safety data will be reviewed monthly to determine the effectiveness of these positions. (Funding increases are reflected in the general fund change in expenditure portion of the budget section, pages 108-109)

Within the Master Plan, our activities include identification of students in low-performing subgroups. Once identified, staff will work with these students to address any barriers to success and completion of schooling. The previous plan addressed discipline issues only. We will expand this to include attendance improvements, dropout prevention, and graduation support.

All of these initiatives will impact both goal 4 as well as goal 5.

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 2005 Maryland Report Card-Dropout Rate (comprehensive, by race/ethnicity and gender, and by students receiving special services).

Percentage of Students Dropping Out of School			
Subgroup	2002-2003	2003-2004	2004-2005
<i>State satisfactory standard:</i>	3.00%	3.00%	3.00%
All students	2.30	2.47	2.91
American Indian/Alaskan Native	6.45	0.00	2.63
Asian/Pacific Islander	0.83	0.92	4.07
African American	1.98	2.48	3.75
White (Not of Hispanic Origin)	2.41	2.60	2.72
Hispanic	1.22	0.00	0.93
Free/Reduced Meals (FARMS)	2.70	3.92	5.60
Special Education	0.20	1.50	1.38
Limited English Proficient (LEP)	0.00	0.00	N/A
Male	2.64	2.98	3.45
Female	1.93	1.94	2.36

Please discuss the strategies the school system is using that address students dropping out of school. In the district’s response, the local school system must address the following questions:

St. Mary's County Public Schools’ dropout rate remains in the satisfactory range in that it is below the 3% level for all students and most subgroups. The dropout rate for three subgroups (Asian/Pacific Islanders, African American, FARMS) increased by 1 or more percentage points and is above the 3% target. For the Asian/Pacific Islander subgroup, the population was so small that the withdrawal of three students out of twelve had a very negative effect on the data. For the African American subgroup, the three year trend shows a steady increase in the number of students dropping out of school. This statistic requires immediate action on the part of staff. For the FARMS students, this is a significant jump in a trend that has been rising for three years. The significant increase in the male dropout rate is also an area of concern. The strategies will be outlined below and in the next two questions.

- Which parts of the Master Plan addressing students dropping out of school **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

The activities that were fully implemented include the public relations campaign, the Interagency Committee on School Attendance, support to Alternative Learning Center students, counseling at the Evening Counseling Center, pre-referral training to staff, school-based graduation rate initiatives, support for homeless children, and support for children with disabilities as they transition to college and world of work. The school system intends to continue each of these initiatives as they have had a positive impact on previous dropout rates. Dropout rate has improved for the three years prior to 2004-2005. These activities coupled with an increased focus on the ones below will help us to move forward with all students. For example, there was progress made in engaging the other county agencies in assisting us with getting students to come to school regularly. Additionally, two ALC students graduated from their home high schools this year after two years at that site. Eighty families have accessed the Evening Counseling Center, double the number from 2003-2004. The new program at the College of Southern Maryland that allowed students with disabilities to attend the campus for their instructional program utilizing St. Mary's County Public Schools staff provided these 18-21 year olds with valuable experience in a setting more appropriate to their age.

- Which parts of the Master Plan addressing students dropping out of school **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

The initiatives that were not fully implemented include transition activities between grades/levels of school, Project Attend, Instructional Consultation, alternative scheduling options for students who need to recover credit, and peer and adult support for non-traditional students taking honors and advanced placement courses. With regard to Instructional Consultation, this is currently an elementary school initiative and as such does not have a direct impact over one year's time. It requires time built into staff schedules to implement it properly and is only done at six sites. Scheduling constraints did not allow opportunities for master teachers to observe in classrooms and conduct collegial discussions. The staff who implement it feel strongly that it is a valuable problem-solving tool for schools to identify students who can remain in general education with appropriate support. To more fully benefit from this initiative, components of the program must be put into place for all schools. That can be done as part of the pupil services team at each site. For Project Attend, 50% of the students who were involved improved in their attendance after the intervention. The issue is the recruitment of mentors for each of the students who go through the program. The system will seek to continue this initiative if we can recruit the mentors to work with these students. It is a middle school initiative. The transition activities need to be revisited and identified as a focus for the system in order for them to be effective. There needs to be dollars attached in order to really complete the activities outlined in the system's plan. There is a committee who is looking at the transition plan over the next year in order to provide more direction to schools on this topic. Pilot programs were in place for credit recovery and support for non-traditional students in advanced coursework, and will be expanded to at least one additional high school next year. These programs resulted in students meeting with success

because students earned credits for courses they had previously failed and would not have attempted without support. Since they were pilot programs they were not sufficiently implemented across the system and have a significant impact on the data.

- What new strategies, if any, is the school system implementing to address students dropping out of school? Why?

During the 2005-2006 school year, several new initiatives will be implemented, including a more stringent attendance regulation. The attendance regulation is a K-12 initiative that at the elementary and middle level considers a student for retention if they are unlawfully absent more than 25 days. At the high school level, students with more than five unlawful absences fail for the marking period. There is a recovery component that allows students to regain course credit if they are unlawfully absent fewer than five times the next marking period.

An additional PPW will be hired to allow us to realign PPW staff to more fully and regularly support the two schools with the highest FARMS, African American, and special education populations. In addition, a middle school counselor was hired for the middle school with the greatest need to improve the ratio of counselor to students. (Funding increases are reflected in the general fund change of expenditure portion of the budget section, pages 108-109)

Six positions were assigned to one high school in order to provide them additional support for attendance, instruction, behavior, and climate. These positions include: mentor teacher, safety advocate, hall monitor, registrar, and assistant principal for special education and an administrative secretary for assistant principals. Their achievement, attendance, and safety data will be reviewed monthly to determine the effectiveness of these positions. (Funding increases are reflected in the general fund change of expenditure portion of the budget section, pages 108-109)

Within the Master Plan, our activities include identification of students in low-performing subgroups. Once identified, staff will work with these students to address any barriers to success and completion of schooling. The previous plan addressed discipline issues only. We will expand this to include attendance improvements, dropout prevention, and graduation support.

All of these initiatives will impact both goal 4 as well as goal 5.

Additional MSDE Reporting Requirements

HIGH SCHOOL PERFORMANCE

Percentage of Students Passing the English 9 HSA

Note: In 2005, the English HSA becomes the English II HSA. This data will not be available until mid-November. Therefore, English HSA data will be reported in the 2006 Annual Update. In addition, no analysis of English 9 HSA is required here.

HIGH SCHOOL PERFORMANCE (continued)

Percentage of Students Passing the Biology HSA

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).

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

* Fewer than 5 students

Please discuss the strategies the school system is using that address students passing the Biology HSA. In the district's response, the school system must address the following questions:

The above chart illustrates an achievement gap in five identified subgroups. The largest gap, 52.6, occurs between our special education students and all students. African American students are also achieving well below all students with a gap of 34.1, while our FARMS students posted a smaller gap at 28.4. Two subgroups, LEP and American Indian/Alaskan Native, although representing a small number of students, are areas of concern as they also reported gaps in achievement. Our percentage of LEP students passing the Biology HSA represents 1 out of 7 students with an achievement gap of 51.8. While 4 out of 9 American Indian/Alaskan Native /students passed the assessment, resulting in a gap of 21.7.

- Which parts of the Master Plan addressing students passing the Biology HSA **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

While final versions of the SMCPS Biology Curriculum Map are in place, and significant training is in place, 7 out of 14 biology teachers were teaching biology for the first time this past year. At one school, 3 out of 4 biology teachers were teaching biology for the first time. One of these positions had significant turnover with 3 teachers assigned over the course of the year. Two positions had student teachers. Training and implementation of the biology curriculum map will continue with more focus on new teachers.

While training in unit planning, according to *Understanding by Design(UbD)* and the 5-E Model, has taken place, few teachers attended the training. Increased focus on this will take place this year with four biology workshops near the beginning of the school year tied to unit planning according to these formats. Differentiation within the classroom has not been effective as noted in the performance of certain subgroups at some schools. Increased focus on differentiation throughout the year based upon data will take place. Environmental Education workshops included some, but not all, biology teachers at environmental field sites. These teachers did implement what was learned during the workshop. More teachers will be encouraged to attend future content workshops.

Some, but not all, teachers participated in Biology item-writing workshops. Classroom assessments are reviewed revealing progress but not full proficiency toward inclusion of appropriate items according to the Biology HSA format. A range finding activity helped teachers understand the MSDE Science Rubric to score BCRs. This is also a progressing skill. Data analysis related to the mid-course assessment was used to make decisions related to review prior to administration of Biology HSA. Refinement of this process is needed since not all teachers used the data effectively.

Equipment funds were used to purchase equipment for science instruction including biology to ensure an investigative approach to teaching science. More local funding is needed since state funding for MEIF is ending.

Student participation in Science Fair and Envirothon significantly increased in numbers with biology participants well represented. We do not have individual student data yet, but expect the data will indicate that every biology student that participated in Science Fair or Envirothon passed HSA. The summer science enrichment activities will continue for grades 5-7. Long term benefits should be seen. When these students take biology, their performance on Biology HSA will be noted. The first group should have some students enrolled in Biology this year.

- Which parts of the Master Plan addressing students passing the Biology HSA **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

Establishment of department chairs as part-time instructional resource teachers will not take place until the 2006-2007 budget due to funding constraints. Additional assistance intervention for students needing help on HSA will be implemented in the 2006-2007 school year.

- What new strategies, if any, is the school system implementing to address students passing the Biology HSA? Why?

SMCPS will implement Professional Learning Communities within schools to address specific needs. Biology teachers will identify specific goals based on an ongoing analysis of the assessment data. Quarterly department action plans to focus on the Algebra HSA will be required to increase student learning and teacher accountability.

The elementary curriculum was mapped this summer according to the Science VSC. Workshops related to content, science pedagogy, and unit writing will be implemented resulting in long term benefits for Biology HSA.

Another day of professional development was added to assist teachers with focusing classroom instruction, ongoing classroom assessment, root cause analysis, and determining intervention/extra help strategies. This additional day will be part of the ongoing professional development provided each year to ensure follow-up at the classroom level.

An extra pay for extra duty lead teacher at each elementary school will be established in the 2006-2007 school year. This will have long term benefits for HSA by improving science instruction at the elementary level.

An IRT position is proposed at the central office which will allow more focus on biology with the sharing of other responsibilities.

HIGH SCHOOL PERFORMANCE (continued)

Percentage of Students Passing the Algebra/Data Analysis HSA

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).

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

* Fewer than 5 students

Please discuss the strategies the school system is using that address students passing the Algebra/Data Analysis HSA. In the district's response, local school systems must address the following questions:

The above chart illustrates a significant achievement gap in three identified subgroups. The largest gap, 39.9, occurs between our special education students and all students. African American students are also achieving below all students with a gap of 27.1, while our FARMS students posted a smaller gap at 19.2.

- Which parts of the Master Plan addressing students passing the Algebra/Data Analysis HSA **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

The performance results of all students and subgroups of students increased from spring 2004 to 2005 except Asian/Pacific Islander (12 of 21 students passed). During 2005, the subgroups of African American, FARMS, and special education students, while showing progress, are still far from meeting the target of all students passing to graduate from high school.

The Master plan strategies focused on aligning instruction to the Algebra/Data Analysis CLG, increasing teacher knowledge of new mathematics pedagogy, and continually assessing students at the level of the Algebra/Data Analysis HSA. A curriculum notebook was provided for and reviewed with all teachers. Quarterly assessments were provided. Throughout the year, algebra teachers engaged in ongoing analysis of student progress and met to review results from the first quarter and mid-course assessments.

In addition, ongoing professional development for algebra teachers was provided. The professional development focused on aligning instruction to the CLG and providing opportunities for students to improve their proficiency in all areas. A continued emphasis on rigorous instruction and the alignment with the CLG and HSA was the focus throughout teacher observations.

A pilot of Cognitive Tutor Algebra was placed into Great Mills High School for two class periods, a total of 45 students. Since the pilot did not start until late November and the teacher received only two hours of training on the program instead of the recommended three days, the results were minimal. While not indicated as a strategy in the Master Plan, the pilot allowed one teacher to become familiar with the program before full implementation in 2005-2006.

Algebra Acceleration was in place at all three high schools for students taking Algebra 1. The course provides extra time and support for students who want to complete Algebra 1 and may not have all the necessary mathematics skills. This strategy is working where the Algebra Acceleration teacher collaborates with the Algebra 1 teachers to enhance instruction.

While each strategy was key, not all strategies were fully implemented by every teacher for every student. Every teacher must understand and accept their vital role in the knowledge development of each student. This consistency among all algebra teachers is critical for the success of all students. Secondary school principals are participating in a study group this year to support efforts of collaboration among teachers and a professional learning community at their site. Each department is also developing data based department action plans to identify and focus on strategies to support increased student learning. Also, the increase in rigor at the middle schools plays a huge part in student preparation. As seventh and eighth grade students are exposed to the rigor set out by the VSC, the learning, especially those of the students in the underperforming subgroups of African American, FARMS, and special education will increase.

- Which parts of the Master Plan addressing students passing the Algebra/Data Analysis HSA **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

Extra interventions for students in all subgroups are still needed in every high school. While most teachers attended the professional development related to extra help at the individual student level, some teachers have not fully implemented extra help options in their classroom instruction. The school district has planned additional professional development as well as more options for teachers to attend. The sessions will focus on using ongoing assessments to impact classroom instruction and determine appropriate intervention/extra help. It is imperative that all teachers focus the instruction on each student to ensure success.

While schools have some graphing calculators, they would benefit with additional graphing calculators and overhead calculators. Local funding is limited, but efforts will continue to identify funding sources to support additional graphing calculators. The Materials and Equipment Incentive Fund (MEIF) from MSDE is being phased out.

- What new strategies, if any, is the school system implementing to address students passing the Algebra/Data Analysis HSA? Why?

SMCPS will implement Professional Learning Communities within schools to address specific needs. Algebra teachers will identify specific goals based on an ongoing analysis of the assessment data. Quarterly department action plans to focus on the Algebra HSA will be required to increase student learning and teacher accountability.

SMCPS is placing Cognitive Tutor, a classroom and technology based program at all three high schools, instead of just one high school as indicated in the master plan. It aligns with the Core Learning Goals, is real world based, and continually asks students to explain their thinking. The curriculum focuses upon real world algebra and how it applies to every day situations. Several counties in Maryland already implement the Cognitive Tutor curriculum with excellent results, including subgroup performance. During the 40% of class time spent in the computer lab, students work on a self paced program that provides them with instant feedback. During the 60% of class time spent in the classroom, students work in groups to solve problems, sharing strategies, and learning from each other.

The special education and supervisor of instruction for mathematics met with general and special educators who are teaching the co-taught courses to discuss how to more effectively implement the model in 2005-2006. For the co-teaching model to be successful, both teachers must be equal partners in instruction. By having the two departments address the learning challenges together and develop classroom strategies, some as simple as saying, “our classroom” as opposed to “my classroom,” will create the vision of shared instruction for student learning.

Another day of professional development was added to assist teachers with focusing classroom instruction, ongoing classroom assessment, root cause analysis, and determining intervention/extra help strategies. This additional day will be part of the ongoing professional development provided each year to ensure follow-up at the classroom level.

HIGH SCHOOL PERFORMANCE (continued)

Percentage of Students Passing the Government HSA

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).

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

Please discuss the strategies the school system is using that address students passing the Government HSA. In the district's response, local school systems must address the following questions:

The above chart illustrates an achievement gap in five identified subgroups. Special education students are performing significantly below all students with the gap existing at 44.1. African American and FARMS students showed an almost equal gap, with African American students performing 27.6 below all students and FARMS students performing 27.9 below. Two subgroups, LEP and American Indian/Alaskan Native, although representing a small number of students, are areas of concern as they also reported gaps in achievement. Our percentage of LEP students passing the Biology HSA represents 2 out of 10 students with an achievement gap of 47.2. While 5 out of 11 American Indian/Alaskan Native students passed the assessment, resulting in a gap of 21.7.

- Which parts of the Master Plan addressing students passing the Government HSA **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

Curriculum maps, based on the Government Core Learning Goals, were developed and implemented as the basis of the instructional program. A first quarter assessment, aligned with the Government Core Learning Goals, was added to the local assessment program. Three professional development sessions were held for teachers to analyze assessment data, identify root cause for students not learning, and determine appropriate interventions.

The strategies did not produce the intended results in that more students were expected to pass the High School Assessment. Instruction must be clearly focused on the curriculum maps. Ongoing assessment data must be used not only to monitor student learning, but also to determine appropriate interventions for students who are not successful.

The district does intend to continue with their implementation, but will revise the curriculum map and provide additional professional development to teachers regarding root cause analysis and determining appropriate intervention/extra help strategies. The focus must be on each individual student. Both general education and special education teachers will be required to participate in the professional development that will include follow-up sessions and classroom observations. The research of Ruby Payne and Eleanor Renee Rodriguez will be revisited to determine next steps for addressing subgroup performance.

- Which parts of the Master Plan addressing students passing the Government HSA **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

Extra interventions for students in all subgroups were not fully implemented. Not all teachers are teaching with a focus on each student and are not using assessments to determine which students need intervention. Some teachers are slow to change and still rely on traditional methods of instruction that do not include differentiation or intervention strategies. Professional development focused on analyzing data, determining root cause for learning challenges, and implementing appropriate interventions will be held in 2005-2006 to support teachers with enhancing their effectiveness.

- What new strategies, if any, is the school system implementing to address students passing the Government HSA? Why?

SMCPS will implement Professional Learning Communities within schools to address specific needs. Government teachers will identify specific goals based on an ongoing analysis of the assessment data. Quarterly department action plans to focus on the Government HSA will be required to increase student learning and teacher accountability.

During 2005-2006, we will revise the curriculum map based on guidance from the Maryland State Department of Education and adding instructional units to support the curriculum map.

The online instructional resources, provided by the Maryland State Department of Education, will be used to support instruction. Another day of professional development has been added to assist teachers with focusing instruction, ongoing classroom assessment, root cause analysis, and determining intervention/extra help strategies. This additional day will include follow-up sessions throughout the school year. The research of Ruby Payne and Eleanor Renee Rodriguez will be revisited to determine next steps for addressing subgroup performance and be included within professional development activities.

SAFE LEARNING ENVIRONMENTS

Please note that additional indicators associated with creating and maintaining ‘Safe Schools’ are contained in Attachment 11: Title IV, Part A, Safe and Drug-Free Schools and Communities Act Program.

Harassment

Section 13A.01.04.03 of the Code of Maryland Regulations, School Safety, states that: “All students in Maryland’s public schools, without exception and regardless of race, ethnicity, region, religion, gender, sexual orientation, language, socioeconomic status, age, or disability, have the right to educational environments that are safe, appropriate for academic achievement, and free from any form of harassment.”

Please complete the following table.

Total Number of Suspensions/Expulsions (Incidents) for Sexual Harassment and Harassment			
Offense	SY 2002-2003	SY 2003-2004	SY 2004-2005
Sexual Harassment	14	35	32
Harassment	17	30	21
Total	31	65	53

Briefly describe what actions are being taken by the LSS to prevent/reduce:

a) **Sexual Harassment:**

Counselors provide lessons on sexual harassment and harassment in the sixth and seventh grade to all students. The offenses are defined, examples are shown, and emotions of victims are clarified. It is clearly communicated that this is against the law and against school regulations. School system consequences are spelled out and students are given specific direction on how to respond to and report either type of harassment.

The student handbook is reviewed the first week of school in every third through twelfth grade classroom and it includes a section on bullying and harassment (both types).

Offenders are referred to the school counselor. Steps to Respect and Second Step are used in classrooms and in small group counseling sessions and certain parts of both programs will be implemented for all students next year in grades 3, 5, and 6-9. Character education initiatives reinforce respectful behavior in all settings and are tied to the discipline code. Discipline consequences are specific and enforced.

Bullying and harassment prevention training was presented to all assistant principals and pupil service staff this year.

Sexual harassment prevention brochures are provided to all 6th and 7th grade students and are available in the guidance offices for all secondary students as needed.

b) Harassment: See above.

SAFE LEARNING ENVIRONMENTS (continued)

Elementary Schools With A Suspension Rate That Exceeds 18 Percent

Section 7-304.1 of the Education Article of the Annotated Code of Maryland mandates that local boards of education require elementary schools that have a suspension rate that exceeds 18% of the school’s enrollment to implement a Positive Behavioral Interventions and Supports (PBIS) Program or an alternative behavioral modification program in collaboration with the Maryland State Department of Education. The percentage is determined by dividing the number of suspensions during the school year by the September 30 enrollment.

Please provide the following information:

SY 2003-2004		SY 2004-2005	
Number of Elementary Schools in the LSS	Number of Elementary Schools With a Suspension Rate that Exceeds 18%	Number of Elementary Schools in the LSS	Number of Elementary Schools With a Suspension Rate that Exceeds 18%
16	0	16	0

Are there any elementary schools with suspension rates higher than 18% in SY 2004-2005 in which PBIS or an alternative behavioral modification program has **not** been implemented?

YES NO. N/A If YES, please provide the following information for each school:

In St. Mary’s County, no schools were identified as persistently dangerous in 2003-2004 or 2004-2005.

School Name	State why PBIS or an alternative behavioral modification program has not been implemented	Provide a timeline for implementation of PBIS or an alternative behavioral modification program

Local School System Policies and Procedures

1. Has the LSS policy been updated to align with COMAR 13A.01.04.03, School Safety?

X YES NO. If NO, state when the LSS policy will be updated to align with COMAR 13A.01.04.03, School Safety.

2. What additional processes or procedures, if any, have been implemented to assess school climate and create a safe learning environment for all students and staff?

The high school with the highest suspension rate and lowest attendance will be a PBIS site in 2005-2006. One PBIS coach has been trained to evaluate school climate and implementation and has conducted an evaluation in the above mentioned high school. The Department of Pupil Services will work with schools to identify the yellow and red zone students and to create behavior plans for those students at all sites. An additional counselor was hired for the middle school with the greatest need. Through the addition of an additional PPW, the two secondary schools with the highest suspension rate will have increased PPW support. As a result of a recent school enhancement group report, St. Mary's County Public Schools Board of Education and St. Mary's County Commissioners provided funds for differentiated staffing at the high school with the highest suspension rate. Discipline record audits were conducted at each secondary school during 2004-2005 to determine the effectiveness of our disciplinary procedures. A monthly audit of discipline incidents for IEP carriers, consequences, and procedures will be conducted at each school. Bullying and harassment prevention training was conducted for all pupil services staff, in-school suspension monitors, hall monitors, and assistant principals. A bullying/harassment prevention session was offered for elementary teachers as part of the annual professional development day in September 2005. All schools are utilizing the bullying/intimidation reporting form for students, parents, and close relatives. These forms are submitted to and reviewed by the Director of Pupil Services along with the investigation report on the incident. Training for assistant principals, conducted in August 2005, focused on prevention and intervention to develop a positive school climate and reduce disruption.

ATTENDANCE

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

Note: The state satisfactory standard for attendance is 94%. Attendance for 2004-2005 will be based on data through March 15th.

Elementary Attendance Rates			
Subgroup	2002-2003	2003-2004	2004-2005
All students	94.6	94.9	95.0
American Indian/Alaskan Native	93.6	94.5	93.2
Asian/Pacific Islander	97.0	96.6	97.1
African American	94.0	94.4	94.4
White (Not of Hispanic Origin)	94.7	95.0	95.1
Hispanic	94.9	94.7	94.7
Free/Reduced Meals (FARMS)	92.9	93.3	93.4
Special Education	93.8	94.1	94.2
Limited English Proficient (LEP)	95.7	95.0	95.8

Middle Attendance Rates			
Subgroup	2002-2003	2003-2004	2004-2005
All students	92.9	92.9	93.5
American Indian/Alaskan Native	89.6	88.0	86.1
Asian/Pacific Islander	96.3	96.3	97.1
African American	91.9	91.8	92.4
White (Not of Hispanic Origin)	93.1	93.1	93.7
Hispanic	93.2	93.2	95.1
Free/Reduced Meals (FARMS)	89.4	89.4	90.5
Special Education	90.6	90.3	90.8
Limited English Proficient (LEP)	95.6	94.6	95.5

High Attendance Rates			
Subgroup	2002-2003	2003-2004	2004-2005
All students	89.8	91.0	90.9
American Indian/Alaskan Native	89.9	87.9	86.6
Asian/Pacific Islander	94.5	94.1	95.1
African American	87.0	89.0	88.5
White (Not of Hispanic Origin)	90.3	91.5	91.3
Hispanic	90.0	91.7	91.9
Free/Reduced Meals (FARMS)	84.1	85.8	85.9
Special Education	87.7	88.9	87.9
Limited English Proficient (LEP)	95.7	91.3	93.7

Please discuss the strategies the school system is using that address attendance. In the district's response, local school systems must address the following questions:

At the elementary and middle school level, with the exception of just one area, all students and the subgroups either remained statistically the same or improved in the area of attendance. The subgroup that did not improve is the American Indian/Alaskan Native group which is a very small number of students. At the high school level, African American, and special education groups' attendance rates declined by .5% and 1.0%. Other groups remained the same statistically, or made progress.

- Which parts of the Master Plan addressing attendance **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

The activities that were fully implemented include the public relations campaign, the Interagency Committee on School Attendance, support to ALC students, counseling at the Evening Counseling Center, pre-referral training to staff, school-based graduation rate initiatives, support for homeless children, and support for children with disabilities as they transition to college and world of work. The school system intends to continue each of these initiatives as we did make progress in five groups at the elementary level, seven groups at the middle school level, and four groups at the high school level. We need to ensure strategies are implemented with fidelity to the model at all sites in order for all subgroups to make progress.

- Which parts of the Master Plan addressing attendance **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

The initiatives that were not fully implemented include transition activities between grades/levels of school, Project Attend and Instructional Consultation, alternative scheduling options for students who need to recover credit, and peer and adult support for non-traditional students taking honors and advanced placement courses. With regard to Instructional Consultation, this is currently an elementary school initiative and as such does not have a direct impact over one year's time. It requires time built into staff schedules to implement it properly and is only done at six sites. Scheduling constraints did not allow opportunities for master teachers to observe in classrooms and conduct the necessary collegial discussions. The staff who implement it feels strongly that it is a valuable problem-solving tool for schools to identify students who can remain in general education with appropriate support. To more fully benefit from this initiative, components of the program must be put into place for all schools. That can be done as part of the pupil services team at each site. For Project Attend, 50% of the students who were involved improved in their attendance after the intervention. The challenge is the recruitment of mentors for each of the students who go through the program. The system will seek to continue this middle school initiative if we can recruit the mentors to work with these students. The transition activities need to be revisited and identified as a focus for the system in order for them to be effective. There needs to be funding designated in order to really complete the activities outlined in the system's plan. There is a committee reviewing the transition plan over the next year in order to provide more direction to schools on this topic. Pilot programs were in place for credit recovery and support for non-traditional students in advanced coursework, and will be expanded to at least one additional high school in 2005-2006. These programs resulted in students meeting with success because students earned credits for courses they had previously failed and would not have attempted without support. Since they were pilot programs they were not sufficiently implemented across the system and have a significant impact on the data.

- What new strategies, if any, is the school system implementing to address attendance? Why?

During the 2005-2006 school year, several new initiatives will be implemented. A more stringent attendance regulation will focus all stakeholders on the importance of regular, consistent attendance. The attendance regulation is a K-12 initiative that at the elementary and middle level considers students for retention if they are unlawfully absent more than 25 days. At the high school level, students with more than five unlawful absences fail for the marking period. There is a recovery component that allows students to regain course credit if they are unlawfully absent fewer than five times the next marking period. An additional PPW will be hired to allow us to realign PPW staff to more fully and regularly support the two schools with the highest FARMS, African American, and special education populations. In addition, a middle school counselor was hired for the middle school with the greatest need to improve the ratio of counselor to students. Six positions were assigned to one high school in order to provide them additional support for attendance, instruction, behavior, and climate. These positions include a mentor teacher, safety advocate, hall monitor, registrar, and assistant principal for special education and an administrative secretary for assistant principals. Their achievement,

attendance, and safety data will be reviewed monthly to determine the effectiveness of these positions.

Within the Master Plan, our activities include identification of students in low-performing subgroups. Once identified, staff will work with these students to address any barriers to success and completion of schooling. The previous plan addressed discipline issues only. We will expand this to include attendance improvements, dropout prevention, and graduation support.

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 in Public Schools Act* requires that the updated plan "shall include goals, objectives, and strategies" for the performance of students enrolled in Career and Technology Education (CTE) programs.

1. Please discuss the implementation of strategies for the performance of students enrolled in CTE programs. In the district's response, local school systems must address the following questions:
 - Which goals, objectives, and strategies in the original Master Plan regarding the State-established measures of performance for student achievement and program performance in CTE **were not fully implemented**? Why not? (If these strategies were not fully implemented, the school system may be out of compliance.)

To date, all specific CTE strategies presented in the Master Plan for the 2004-2005 school year have been implemented. What was intended to be funded and addressed was completed.

- What **new or revised strategies have already been implemented** that were not part of the original Master Plan, such as the alignment of the local school system's CTE programs to MSDE's Career Clusters, and implementation of MSDE's CTE Pathway Programs within the local school system's career and technology education program offerings?

As a part of the Dr. James A. Forrest Career and Technology Center (FCTC) renovation, all new programs have been aligned within state clusters and appropriate pathways per the new state proposal process. In addition, a refinement of all CTE programs at the FCTC and home high schools have been aligned accordingly with the state cluster initiative. This is reflected in numerous ways, including but not limited to, the new High School Program of Studies document to be implemented in 2006 and the location and distribution of program environments throughout the FCTC and home high schools to facilitate cross-training for students and collaboration among academic and CTE staff.

- What **new or revised strategies** does the school system plan to implement in the upcoming 2005–2006 school year, such as additional resources to assist students who are members of special populations in achieving success in CTE programs, and deployment of resources to eliminate the gaps and accelerate student achievement and program performance?

A focus on literacy in reading and mathematics will be accomplished with the expansion of the Vocational Support Services Team (VSST) at the FCTC to accommodate a more focused and individual program of academic assistance for the lowest performing programs based on the state Program Quality Index (PQI). In addition, teachers will be involved in specific training for non-traditional program placement and retention to address both gender and ethnicity.

2. Briefly discuss how professional development is being delivered to ensure CTE teachers stay current both academically and technically in order to deliver high quality CTE programs.

Professional development is accomplished in the following ways:

General population experiences provided as part of school system planned events with the following themes:

- Effective unit and lesson development
- Quality Assessments
- Differentiated Instruction
- Blended Instruction

Specific staff development and training is accomplished as appropriate with selected staff to address the following:

- Updating technical skills per the most current industry standards
- National Skill certifications per the most current industry standards
- Academic knowledge and skill through tuition reimbursement for appropriate course beyond specific technical fields
- Development and refinement of Information Technology (IT) skills per teacher individualized educational plan

Early Learning

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

1. Please discuss the implementation of strategies for Early Learning—prekindergarten and kindergarten students and include reference to the local school system’s MMSR Work Sampling System™ (WSS) school readiness results for school year 2004-2005. In the district’s response, local school systems must address the following questions:
 - Which strategies in the original Master Plan regarding prekindergarten and kindergarten **were not fully implemented**? Why not? (If these strategies were not fully implemented, the school system may be out of compliance.) Discuss any changes in the percent of kindergarten students with previous prekindergarten experience who were assessed as being “fully ready” in Language and Literacy, Mathematical Thinking, and in the composite score. Discuss changes in the disaggregated school readiness data for 2002-2003, 2003-2004, and 2004-2005.

All strategies in the original Master Plan were accomplished except the strategy for enhancing family literacy programs through an Even Start Grant. The strategy was not accomplished because St. Mary’s County Public Schools was not awarded an Even Start Grant by the Maryland State Department of Education.

SMCPS provides opportunities to enhance family literacy through several mechanisms. In the Lexington Park area, the Judy Center provides family training on enhancing literacy; identifies individuals who are non-literate and refers them to the SMCPS Adult Basic Education Program for intensive literacy training; and contracts with the Southern Maryland Child Care Resource Center to provide training to informal child care providers, such as grandparents, aunts, and uncles, which focuses on enhancing family literacy. Additionally, workshops are held and family literacy materials disseminated by SMCPS at interagency participation county events, school activities, and parent training seminars. While the school system provides numerous activities to address family literacy, the SMCPS intends to submit a proposal in the spring of 2006 for an Even Start Grant for the next school year. The grant would allow the school system to provide more intensive, comprehensive services and a strong support system for the neediest families in St. Mary’s County.

The MMSR School Readiness Data results for 2004-2005 are discussed below:

The number of kindergartners entering school “fully ready” to learn increased substantially as reported in the School Readiness Report for 2004-2005. Upon review of individual school data and implementation of the assessment process, there appears to be several factors to which the increase in ratings may be linked. They are: emphasis on training to ensure that procedures were consistently followed by kindergarten teachers; review of MMSR Fall Exemplars to ensure that teachers were using the same criteria for scoring; increased collaboration of public schools, Head Start, and child care providers to ensure quality early learning opportunities in all environments; and increased staff development for prekindergarten and kindergarten teachers through the MMSR Staff Development Grant and locally sponsored training.

The following table provides a comparison of scores for kindergarten students who have had previous preschool experience with scores for the total population.

Total Population				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Language and Literacy	Developing	16%	13%	7%
	Approaching	42%	43%	24%
	Fully	42%	43%	69%
Mathematical Thinking	Developing	15%	12%	5%
	Approaching	40%	42%	19%
	Fully	44%	46%	75%
Composite Score	Developing	12%	9%	2%
	Approaching	41%	42%	17%
	Fully	47%	49%	80%

Prior Prekindergarten Experience				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Language and Literacy	Developing	14%	8%	6%
	Approaching	43%	45%	33%
	Fully	43%	46%	61%
Mathematical Thinking	Developing	11%	6%	4%
	Approaching	41%	43%	27%
	Fully	48%	51%	68%
Composite Score	Developing	9%	4%	1%
	Approaching	42%	45%	27%
	Fully	48%	50%	72%

The following tables provide a snapshot of the data in the areas of Language and Literacy, Mathematical Thinking, and the composite score for the years of 2002-2003, 2003-2004, and 2004-2005.

Total Population				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Language and Literacy	Developing	16%	13%	7%
	Approaching	42%	43%	24%
	Fully	42%	43%	69%
Mathematical Thinking	Developing	15%	12%	5%
	Approaching	40%	42%	19%
	Fully	44%	46%	75%
Composite Score	Developing	12%	9%	2%
	Approaching	41%	42%	17%
	Fully	47%	49%	80%

Not Free and Reduced Meals				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Composite Score	Developing	12%	7%	2%
	Approaching	41%	42%	16%
	Fully	47%	51%	82%
Free and Reduced Meals				
Composite Score	Developing	Not reported	14%	4%
	Approaching	Not reported	42%	22%
	Fully	Not reported	44%	74%
Regular Education				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Composite Score	Developing	11%	8%	2%
	Approaching	39%	40%	15%
	Fully	50%	52%	83%
Special Education				
Composite Score	Developing	20%	17%	8%
	Approaching	60%	60%	38%
	Fully	21%	23%	54%
Prior Care-Public School Prekindergarten				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Composite Score	Developing	9%	4%	1%
	Approaching	42%	45%	27%
	Fully	48%	50%	72%

- What **new or revised strategies** regarding prekindergarten and kindergarten **have already been implemented** that were not part of the original Master Plan? (These new or revised strategies may be in response to recent changes in COMAR, or they may have been implemented for another reason. In either case, new and revised strategies need to be reviewed for compliance.) Discuss any changes in the percent of kindergarten students with previous prekindergarten experience who were assessed as being “fully ready” in Language and Literacy, Mathematical Thinking, and in the composite score. Discuss changes in the disaggregated school readiness data for 2002-2003, 2003-2004, and 2004-2005. What other data is the school system using at all schools to monitor the progress of prekindergarten and kindergarten students? How is professional development being delivered to prekindergarten and kindergarten teachers to ensure that they are delivering high quality instruction?

In response to the changes to COMAR 13A.08.01.02 (Age of Attendance) regulations passed in May 2005, St. Mary’s County Public Schools has begun the process for revising the early entrance to kindergarten guidelines and developing guidelines for early entry to prekindergarten. The supervisor of instruction for early childhood and elementary education in SMCPS has met with the supervisors in Charles and Calvert Counties to review the MSDE guidelines and discuss development of the Early Entry Guidelines. The three counties are striving to develop procedures that will be consistent in the three Southern Maryland school systems.

2. The MMSR School Readiness Data results for 2004-2005 are discussed below.

The number of kindergartners entering school “fully ready” to learn increased substantially as reported in the School Readiness Report for 2004-2005. Upon review of individual school data and implementation of the assessment process, there appears to be several factors to which the increase in ratings may be linked. They are: emphasis on training to ensure that procedures were consistently followed by kindergarten teachers; review of MMSR Fall Exemplars to ensure that teachers were using the same criteria for scoring; increased collaboration of public schools, Head Start, and child care providers to ensure quality early learning opportunities in all environments; and increased staff development for prekindergarten and kindergarten teachers through the MMSR Staff Development Grant and locally sponsored training.

The St. Mary’s County Public Schools Systems’ operational calendar has designated professional days for staff development. Two of the days are countywide sponsored activities with all staff attending at central locations. Workshops are planned for all grade levels including early childhood. Last year the focus was on literacy development and sessions focused on providing a balanced literacy approach and the five components of literacy development: phonemic awareness, phonics, comprehension, vocabulary, and fluency. Additionally, prekindergarten teachers were provided stipends to attend an orientation on the Houghton Mifflin Prekindergarten Series which has been adopted as the anchor program for St. Mary’s County. Trainings for the other designated professional days on the calendar are determined by each school based on needs. Instructional Resource Teachers and other staff provide on-site training on topics such as mapping, the VSC, differentiation of instruction, and effective teaching strategies. Other locally sponsored professional development opportunities include summer workshops such as the one-week training in implementing *TERC Investigations*, our K-5 mathematics program; participation by faculties in literacy circles for discussing professional journals and books, and attendance at state and national conferences. Early childhood teachers are included in all professional development opportunities.

The following table provides a comparison of scores for kindergarten students who have had previous preschool experience with scores for the total population.

Total Population				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Language and Literacy	Developing	16%	13%	7%
	Approaching	42%	43%	24%
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	Approaching	40%	42%	19%
	Fully	44%	46%	75%
Composite Score	Developing	12%	9%	2%
	Approaching	41%	42%	17%
	Fully	47%	49%	80%

Prior Prekindergarten Experience				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Language and	Developing	14%	8%	6%

Literacy	Approaching	43%	45%	33%
	Fully	43%	46%	61%
Mathematical Thinking	Developing	11%	6%	4%
	Approaching	41%	43%	27%
	Fully	48%	51%	68%
Composite Score	Developing	9%	4%	1%
	Approaching	42%	45%	27%
	Fully	48%	50%	72%

The following tables provide a snapshot of the data in the areas of Language and Literacy, Mathematical Thinking, and the composite score for the years of 2002-2003, 2003-2004, and 2004-2005.

Total Population				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Language and Literacy	Developing	16%	13%	7%
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Composite Score	Developing	12%	9%	2%
	Approaching	41%	42%	17%
	Fully	47%	49%	80%

Not Free and Reduced Meals				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Composite Score	Developing	12%	7%	2%
	Approaching	41%	42%	16%
	Fully	47%	51%	82%
Free and Reduced Meals				
Composite Score	Developing	Not reported	14%	4%
	Approaching	Not reported	42%	22%
	Fully	Not reported	44%	74%

Regular Education				
Areas	Ratings	2002-2003	2003-2004	2004-2005
Composite Score	Developing	11%	8%	2%
	Approaching	39%	40%	15%
	Fully	50%	52%	83%
Special Education				
Composite Score	Developing	20%	17%	8%
	Approaching	60%	60%	38%
	Fully	21%	23%	54%
Prior Care-Public School Prekindergarten				

Areas	Ratings	2002-2003	2003-2004	2004-2005
Composite Score	Developing	9%	4%	1%
	Approaching	42%	45%	27%
	Fully	48%	50%	72%

In addition to the Work Sampling System (WSS) data, other assessments are used and the data analyzed to monitor progress. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading assessment is given to all kindergarten students. This information is entered on the University of Oregon Website where it is analyzed by individual class, individual school, and the school system. These assessments help to identify the areas of strength and areas of need to create a plan to address the areas of need. Progress monitoring takes place as well, through short versions of DIBELS. The full DIBELS is repeated mid-year and at the end of the year.

Classroom teachers also administer a Rigby Running Record or Informal Reading Inventory for kindergarten students in order to plan small group guided reading instruction and meet the needs of each individual student. Individual schools may administer pre and post tests in the content areas to assess student progress. Examples of additional assessments include developmental checklists, anecdotal records, work samples, portfolios, and parent interviews.

Staff development is provided as designated through the SMCPS Master Plan for all staff in the St. Mary's County Public School System. Early childhood personnel take part in the countywide trainings held in September and in March. Presentations are planned to meet the needs of early childhood staff. Additionally, several professional/staff training days are provided on the school calendar. The training is planned and implemented at the school sites to meet the needs of staff as specified by the schools' implementation plans. Prekindergarten and kindergarten staff receive training as determined by their needs.

St. Mary's County Public Schools Maryland Model for School Readiness (MMSR) Staff Development Grant "MMSR Training for Prekindergarten and Kindergarten Teachers" provides training to prepare early childhood teachers to effectively prepare young children for the learning demands of schooling. The components of the training include the following:

- Intensive training for prekindergarten and kindergarten teachers in appropriate assessment methods for young children, including applying observational techniques and documenting observations; completing the Work Sampling System checklists for each child in their classes; and planning instruction to meet the needs of their students based on the observations. In Year One, four training sessions are offered and in Year Two, three training sessions are offered.
- Other training sessions in the areas of literacy, mathematics, science, and/or social studies are provided for prekindergarten and kindergarten teachers who have completed MMSR training Year One and Year Two.
- Training and activities to ensure successful transitioning of students from Head Start to kindergarten in the public schools.

Training opportunities are provided for teachers and staff in the Lexington Park area through the Judy Center Grant. Activities and topics include:

- Developing Parent Partnerships
 - Home Visit Training
 - Interagency Involvement
 - Conduction Family Literacy Classes
 - Child Care Provider Training
 - Leadership in Action Program
 - Nutrition and Health Concerns
- What **new or revised strategies** regarding prekindergarten and kindergarten does the school system plan to implement in the upcoming 2005-2006 school year? (These new or revised strategies may be in response to recent changes in COMAR, or they may be selected for implementation for other reasons. In either case, new and revised strategies need to be reviewed for compliance.)

In response to changes in COMAR, review of individual and school assessments/programs, review of SIPs, and analysis of needs, the following strategies will be implemented:

- All primary teachers at each elementary school will pilot a new K-2 report card that is fully aligned to the VSC and Maryland Model for School Readiness criteria.
- Revision of the Early Entry to Kindergarten Guidelines and development of guidelines for early entry to prekindergarten.
- Alignment of objectives and mapping for the Houghton Mifflin Series for prekindergarten and kindergarten with the VSC/MMSR standards and the WSS Domains.
- MMSR training to include four sessions for Year One and three sessions for Year Two, two sessions on differentiated instruction for Year Three participants and two sessions in social studies.
- Increased collaboration of public schools, Head Start, and child care providers to ensure quality early learning opportunities in all environments.
- Development of the Early Childhood component on the SMCPS Website to provide information and tips to parents to help prepare children to be ready to learn when they enter kindergarten.

During the 2005-2006 school year, 21 new sessions of full day kindergarten were implemented. Each session has a full time paraeducator to support and enhance the program. That brings SMCPS to a total of 50 full day sessions of kindergarten. We have 10 remaining half-day sessions that will be increased to full day sessions in the 2006-2007 school year bringing us to full implementation of our full-day kindergarten initiative. (Funding reflected in the changes in expenditure portion of the budget, pages 108-109) (10.5 kindergarten teachers and 21 of the 32 new paraeducators go to this initiative-page 108) (The cost of the furniture and equipment is reflected in the other category on page 109) (Comparison of Prior Year Expenditure Table page 276)

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 legislation states that “a gifted and talented student needs different services beyond those normally provided by the regular school program” and that “gifted and talented students are to be found in youth from all cultural groups, across all economic strata, and in all areas of human endeavor (§8-202).”

1. In the district’s update, discuss the implementation of program goals, objectives, and strategies for gifted and talented students as defined by code. Please address the following topics:
 - Summarize the progress the school system has made in the implementation of Master Plan goals, objectives, or strategies for gifted and talented students. Include supporting data as needed to document progress; for example, gifted and talented student enrollment or achievement/performance data.

This year, the school system has focused on establishing an identification procedure that allows for a fair representation of students from all backgrounds and subgroups. We have researched and piloted tools such as the Renzulli scales and the Slocumb-Payne Teacher Perception Inventories in order to collect information about students’ academic strengths. This pilot attempt at identification resulted in uneven identification of students, and data that we believe was a result of a choice of materials that did not work for our school system. Because we want to be sure that the enrollment data accurately reflect the students’ abilities and talents, the process will be repeated again at the beginning of the 2005-2006 school year.

While establishing the framework for identification, the school system reviewed curricular options for the students in the areas of reading/language arts and mathematics. The William and Mary curriculum units were selected for reading/language arts and the Interact simulations were chosen to supplement mathematics instruction.

The school system has also focused on expanding access to the Advanced Placement (AP) courses that are offered in the high schools. Efforts to train teachers in AP and Pre-AP instructional strategies are ongoing. Data from the AP exams reveals the need for ongoing efforts to develop support programs for non-traditional and new AP students. Although individual high school data varies, the pass rate for the school system dropped three percent,

from 441 scoring 3 or higher in the 2003-2004 school year to 598 in the 2004-2005 school year. Programs such as AVID are being explored to help students as young as fifth grade learn the skills to prepare them for success in AP courses. The school system also plans to reintroduce local training in Pre-AP and AP strategies in order to build common expectations and consistent instructional practices.

- Which of the Master Plan goals, objectives, or strategies addressing gifted and talented students were not fully implemented in 2004–2005? Why?

Due to budget constraints, training for teachers and administrators on effective identification techniques was not fully implemented and remains an area of focus for the 2005-2006 school year. A pilot identification process was completed and data was used to help revise the criteria and to choose and design more appropriate tools for this process.

Efforts to implement a Primary Talent Development (PTD) program began in the 2004-2005 school year with the choice and purchase of materials developed by the Baltimore County Public School System. The PTD program will not be fully implemented in the classrooms until the 2005-2006 school year. Ongoing professional development is planned throughout the 2005-2006 school year.

- What new or revised program goals, objectives, or strategies does the school system plan to implement in the upcoming 2005–2006 school year?

The need for a goal specifying professional development initiatives for AP and Pre-AP became clear. This has been added to for the 2005 Master Plan Update. This professional development includes a local Pre-AP/AP Mini-Institute that will be offered at a local school. Funding is also available for teachers to attend the AP institute that supports their specific AP course. This professional development is a key part of our efforts to prepare for the upcoming AP course audit in 2006-2007.

2. Briefly discuss program goals, objectives, or strategies for the upcoming 2005–2006 school year that support the requirements for gifted and talented student identification specified in the Annotated Code:
 - Use of a variety of information during the screening process is evident. Examples include information gained through the PTD portfolio, Slocumb-Payne Teacher Perception Inventory, plans for a GT Assessment (Otis-Lennon School Abilities Test-OLSAT) and MSA data.
 - Students will be assessed for the purposes of GT through the implementation of the OLSAT for all second graders.
 - Screening will occur on ALL second grade students.
 - Identification matrices will be kept generic enough to allow schools to make data-based decisions based on their total school population.

- Identification by “professionally qualified individuals”

Classroom teachers will complete the identification procedures for all students in the fourth and fifth grades. Principals have been trained on the definition of GT as it pertains to the program in SMCPS. This will be followed by training for all Instructional Resource Teachers who will oversee the identification process at their schools.

- Identification of students “showing potential” as well as “performing at remarkable high levels”

New identification procedures include provisions for data from the Stanford 10, an abilities test such as the OLSAT, and information that will be provided through the PTD portfolio system. MSA scores will be considered, but not used as a single criterion for entrance or exclusion.

- Identification of students from “all cultural groups” and “economic strata”

The use of the Slocumb-Payne Teacher Perception Inventory is new to SMCPS. It will be used to ensure that students from all subgroups have a chance to be identified. The forms for identification have been revised to allow schools to make decisions that are based on their total school population, and not a cut score that has been set countywide. This initiative upholds the pledge made by SMCPS to support a tailored approach to system initiatives. Ongoing professional development will also focus on the identification of giftedness in underrepresented subgroups. The OLSAT will also be administered to all students in grade two to be sure that students’ reasoning abilities are captured as part of the identification process.

- identification of students with “intellectual, creative, artistic, leadership, or specific academic” abilities.

The use of the PTD portfolios will allow students to showcase an opportunity that they had to develop their abilities in being creative and showing leadership. Academic abilities will be showcased through the other criteria in the identification process, such as MSA and Stanford 10 scores.

Special Education

The *Bridge to Excellence in Public Schools Act* 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.”

As the Annual Update is being prepared, please consider issues such as access, achievement, collaboration with general educators, and professional development and qualified staff when completing Section 1 beginning on page 13.

- Which parts of the Master Plan addressing these areas of concern **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the school system intend to continue with their implementation despite the lack of success? Why?

Goal 1

- All elementary, middle, and high schools in St. Mary’s County Public Schools received research based reading intervention programs and resource materials. The materials were specifically provided to the special education departments with the expectation that all students with disabilities in reading/language arts will receive instruction in the intervention(s) targeted for their area(s) of weakness. Although all schools received materials of instruction and staff development activities were offered repeatedly, staff development was not fully provided to all general education and special education teachers. Therefore, not all schools fully implemented the interventions with fidelity to the models. Available data indicates that the interventions were effective and should be implemented throughout the system. This will continue to be an area of focus in 2006.
- Eighth grade students, with and without IEPs (Individualized Education Plan), who were identified as experiencing the greatest challenges in reading were provided a co-taught reading period in addition to their regularly scheduled language arts class. This double dosing allowed implementation of the targeted interventions in a small class with two trained professionals. In addition to interventions including Wilson Reading Systems and REWARDS, students in the Academic Literacy classes received literacy instruction through Bridges to Literature, a program designed for struggling middle school students. Prior to participation in this class, 5% of the students achieved proficient on MSA 2004. Thirty percent of the students achieved proficient on MSA 2005. Because of the successes noted, this class will continue to be offered at middle schools and will be expanded to all high schools.
- Job descriptions for two special education instructional resource teachers were adjusted to focus their responsibilities on curriculum and instruction at middle and high schools. These professionals supported the Academic Literacy classes at the middle and high schools. To enhance their skills as literacy coaches, these

resource teachers participate in all staff development opportunities provided to general education IRTs. They will continue in their current roles for the 2005-2006 school year.

- Special education staff received training in the use of the Voluntary State Curriculum and Content Standards in the development of IEPs. This will also continue to be a focus of staff development during 2005-2006. This training was designed to ensure that students with disabilities receive instruction designed to ensure their success on MSA, HSA, Voluntary State Curriculum, and Content Standards.
- Special education teachers, Alt MSA managers, and IRTs received training in the writing and alignment of mastery objectives with the VSC for students taking Alt MSA. A review of Alt MSA performance indicates that teachers are able to create appropriate mastery objectives for this population, however, are less successful in matching instruction to the objectives and collecting appropriate evidence of student mastery. This will become a focus for the 2005-2006 school year.
- The initiative to expand the use of Kurzweil Screen Reading Systems to all elementary and secondary schools progressed according to plan. Students at all schools have access to Kurzweil to assist with achieving general education curricular outcomes. SMCPs Department of Special Education will continue to expand this initiative during 2005-2006.
- Students with disabilities were provided opportunities to participate in the eleven month school year program offered at three Title I schools. Fifty students with IEPs are presently participating in the program.
- All students with disabilities received literacy and mathematic instruction, including accommodations and modifications, in accordance with their IEPs. Instruction was provided in a continuum of service delivery models, however, the focus was on the provision of services in a co-teaching model. Professional development in differentiation of instruction and models of co-teaching were offered throughout 2005 to general and special educators.
- Students with disabilities received related services in accordance with their IEPs. Occupational therapy, physical therapy, and audiological services enhanced students' ability to access general education classrooms and to achieve outcomes. During 2006, related service providers will develop team and individual goals that support the goals of the system and the special education department. By engaging this group of professionals in the dialogue around system goals, they will be better able to understand their role in the alignment of system initiatives.
- SMCPs maintained an active Partners for Success Resource Center to assist parents in understanding their children's disabilities and learning needs. This center will continue during the coming school year as it increases parents' ability to participate in their children's education.
- SMCPs developed a cluster site autism spectrum classroom for elementary age students. Students in this class received the behavioral and communication supports necessary to allow them to make academic progress.

- The Gateway to Independence Program was developed to allow students with disabilities, ages 19–21, to access age appropriate academic and work environments. Five of the students in the program exited public schools in June 2005. Each of these students is currently employed, either supported or competitively, by a community business.
- SMCPS Department of Special Education collaborated with the Department of Curriculum and Instruction to include all children with IEPs enrolled in kindergarten in the MMSR Assessment process.

Goal 3

- To enhance our ability to recruit and retain highly qualified special education teachers, the Department of Special Education covered expenses for prospective candidates who visited the area for an interview and provided relocation stipends to new staff who moved to the area to accept employment in SMCPS.
- The Department of Special Education offered a series of workshops which focused on the needs of first and second year special education teachers. Eight-five percent of the participants indicated on evaluations that the trainings enhanced their skills and comfort as a special education teacher.

Goal 4

- To reduce the number of suspensions of students with disabilities and to increase their ability to participate in class, the Department of Special Education provided staff development in the regulations regarding discipline of students with disabilities and in alternatives to suspensions, provided counseling to students and their families, supported students in alternative environments through reassignment of staff, and the provision of materials.

Which parts of the Master Plan addressing these areas of concern **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update? Why?

- Special education teachers submitted quarterly assessment data relative to the performance of students with IEPs in the area of reading. Data submitted included areas of continued concern and interventions being implemented to address the concerns. Materials to implement targeted interventions and training were provided throughout the school year. Not all special education staff fully implemented the interventions this year. The expectation is that the interventions will be fully implemented during 2005-2006. The expectation that all students with disabilities will be assessed **four** times per year and that updated data will be submitted to the Department of Special Education will continue during the 2005-2006 school year. Supervisors of special education will meet with each teacher to review the data and to ensure that appropriate instructional decisions are being made for all students with IEPs.

- Workshops relative to the development of literacy and language skills were provided for parents during 2005. This continues to be identified as a need and a goal for the 2005-2006 school year.
 - Speech/language therapy services were not delivered to all students with IEP due to our inability to hire certified speech pathologists. Compensatory services were provided to all students during the summer 2005. SMCPS faces an ongoing shortage of speech pathologists as we begin the 2005-2006 school year. The Department of Special Education continues to collaborate with the SMCPS Department of Human Resources and MSDE to resolve this challenge and to seek methods to ensure that all IEPs are fully implemented and that all children receive the speech and language support they need.
 - The Department of Special Education provided training for IEP teams in appropriate decision making to determine a student's eligibility for special education and to identify his/her educational needs. This training was not accessed by all IEP chairs and will continue to be an area of focus for the 2005-2006 school year. This training will focus on the over representation of African American students in special education and in specific disability groups.
 - Professional development in differentiation and models of co-teaching was offered to special educators and general educators. This continues to be an area of need. Anecdotal data collected during observations of co-teaching teams indicate increased student engagement in this learning environment. Therefore, SMCPS will continue its efforts to effectively implement co-teaching as the primary model of service delivery.
 - Special education teachers continue to need training in the implementation of strategies and interventions designed to enhance students' performance in literacy and mathematics. Professional development will be offered in the acquisition of reading skills and the implementation of specific interventions.
 - Teachers and therapists will continue to receive training in data collection and interpretation.
 - Training which enhanced school teams' understanding of Alt MSA and the expectations for this group of students was provided throughout 2005. After analyzing our Alt MSA data, it is clear that additional training is needed on matching the instruction to the mastery objectives and collecting evidence that documents student achievement. This will become the focus of the Alt MSA training for 2006.
- What new strategies, if any, is the school system implementing to address these areas of concern? Why?
- During 2004-2005, the Department of Special Education collaborated with the Department of Curriculum and Instruction to identify research based targeted interventions for mathematics. The Department of Special Education will provide the recommended materials for use during the coming school year. The supervisor of special education and the supervisor of instruction for mathematics will develop and provide the training for all staff.

- To support the delivery of mathematics instruction in co-taught classes at the secondary level, a professional learning community will be established for mathematics teaching teams. This community will meet after school to discuss instructional practices, effective co-teaching strategies, and necessary interventions for all students.
- A cluster site classroom for middle school students with autism spectrum disorders has been established for the 2005-2006 school year. This model will provide the supportive environment needed by students with autism spectrum disorders to allow them to progress academically in accordance with the Voluntary State Curriculum. Students assigned to this program will continue to receive their instruction in a continuum of placements, including co-teaching and general education.
- Academic Literacy courses will be offered at all middle and high schools.
- To reduce the overrepresentation of minority students in special education, the Department of Special Education will provide materials and support to general education classrooms and teachers to assist students identified as being at risk of not developing reading and mathematics skills.
- To increase the achievement of students who participate in the Alt MSA, the Department of Special Education has identified and obtained targeted reading materials for this group of students. These materials have been delivered to schools and training in their use has been scheduled. Additional opportunities for training in the development of mathematics abilities of this group of students will be offered throughout 2005-2006.
- An observation tool, including Look Fors, will be developed to assist in ensuring that instruction for students who participate in Alt MSA is directly related to the VSC and master objectives. Observations will occur at each school during 2006 using this tool.

Early Intervening/Over Representation

As a result of an audit conducted in the spring of 2005 by MSDE, St. Mary's County Public Schools has been identified as being significantly disproportional, based on race and ethnicity, in three areas. The specific areas identified for St. Mary's County are:

- identification of minority students as having the educational disabilities of mentally retarded and learning disabled;
- placement of minority students with disabilities outside of the general education classroom; and
- multiple suspensions of minority students with disabilities summing to greater than ten days in a school year.

In accordance with federal policies, St. Mary's County Public Schools is required to reserve 15% of our federal allocation to provide comprehensive coordinated Early Intervening Services to students in the groups that are significantly over-identified. The regulations specify that these funds (\$442, 244) must be dedicated to students in grades kindergarten through grade 12 who have not been identified as needing special education or related services but who need additional

academic and behavioral support to succeed in a general education environment. These activities can include professional development, evaluation, services and supports.

To develop the grant amendment to address the allocation of 15% of federal funds, the St. Mary's County Public Schools Department of Special Education conducted a study of services and supports needed by students in the targeted groups to meet the goal and intent of this regulation. This review included conferring with building administrators and central office staff in the Departments of Pupil Services and Instruction, a review of data at the school and student levels and a review of the impact of interventions already in place.

St. Mary's County Public Schools allocates a significant percentage of Passthrough funds to salaries and wages. As a part of the study, each of these positions was reviewed and a determination made regarding the revision of the job responsibilities to include the provision of early intervening services.

The Department determined that SMCPS will meet its financial obligation through:

- Provision of technology (\$22,202)
- Provision of resource materials (\$8,000)
- Realignment of staff (\$408,597)
- After school programs (\$8,000)

St. Mary's County Public Schools will implement interventions and programs which address behavioral concerns and academic achievement.

Behavioral Interventions

- The Departments of Pupil Services and Special Education have supported the implementation of PBIS in 9 schools. For the coming school year, the focus will be on creating intervention plans for targeted students. By increasing time that students with troubling behaviors remain in class we expect to reduce the number of suspensions.
- Pupil personnel workers will meet quarterly with site based administrators to review suspension data and academic achievement of identified students. Behavioral and academic plans will be implemented prior to students being at risk of multiple suspensions.
- St. Mary's County Public Schools has instituted the position of behavior specialist. This position will provide behavioral supports to students in schools with disproportionate rates of identification and suspension of African American students with disabilities. He/she will assist school teams in the development of behavior plans and enhancing the match between students' ability levels and the educational expectations. The behavior specialist will support parents through a family systems approach.
- Stipends will be paid to staff who support after school and Saturday school programs designed to provide academic assistance or to be used in lieu of out of school suspensions. Additional funds will be made available to provide transportation.

Academic Interventions

- Targeted academic interventions, particularly in the area of reading, will be provided to minority students who are not achieving in accordance with the VSC prior to referral for special education services.
- PST and IEP chairs will be trained to build the capacity of school teams to appropriately identify students with disabilities. Focus will be on understanding the cultural and environmental differences and distinguishing them from the identification of a disability.
- IEP chairs will be trained in the provision of special education and related services in the least restrictive environment.
- Research based literacy materials which target students at risk for reading failure will be provided for use in early childhood and primary grade classrooms.
- Software to support early literacy development will be distributed to all elementary schools for use in PreK and K classrooms.
- On going staff development for general and special education teachers to increase the effectiveness of co-teaching will be provided.
- Special education staff will be realigned to monitor the implementation of academic interventions.
- Special education staff will quarterly collect data and monitor the academic achievement of targeted students, the rate of referrals to special education, and the placement of students in educational environments. Schools with high rates of identification will be provided with on-site support.
- Job descriptions for the positions of Child Find Specialist, Preschool Special Education and Infant and Toddler teachers have been revised to dedicate a significant percentage of their time to supporting children in their homes and the community prior to referring to special education. Family training has been included in the job responsibilities to enhance the learning environment in the home.
- The job responsibilities of the Audiologist and the Instructional Resource Teacher for Assistive Technology have also been revised to reflect greater attention to the needs of students in the general education classroom. A sound field system has been placed in all language arts classrooms at Spring Ridge Middle School, a school in improvement. The audiologist will train and monitor the implementation of this initiative.

The Department of Special Education has set specific goals for each of the components of over representation. The goals for the 2005-2006 school year include:

- African American students will represent no more than 21.42% of the total students with disabilities population. This represents a reduction of 2%.
- African American students will represent no more than 22.34% of the students in St. Mary's County Public Schools identified as having mental retardation.
- African American students will represent no more than 22.34% of the students with disabilities who receive their special education services in LRE C.
- The number of students with disabilities suspended will reduce 2.5%.

St. Mary's County Public Schools Department of Special Education anticipates that the implementation of these initiatives will decrease the overrepresentation of minority students in special education.

CROSS-CUTTING THEMES **(Education 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 in Public Schools Act* 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 *No Child Left Behind* requirements to:

- Promote the use of technology to improve student achievement and teacher effectiveness in elementary and secondary schools;
- Implement strategies that help every student to become technologically literate by the end of 8th grade; and
- Integrate educational technology into instruction through access to technologies, high quality professional development and effective instructional applications.

Questions

Please discuss the implementation of strategies for Educational Technology. In the district's response, the local school system must address the following questions. (If the district has already addressed the questions in other areas of the update or in the updated Technology Plan, please indicate page numbers.)

1. Which educational technology goals, objectives, and strategies outlined in the original Master Plan or 2004 Update have not been fully implemented, perhaps because of revisions to Master Plan goals, objectives and strategies, or extenuating circumstances, for example? (If these strategies were not fully implemented, the school system may be out of compliance.)

During the 2004-2005 school year, all goals, online resources, and software have been provided as outlined in the Master Plan.

2. What new or revised educational technology goals, objectives, and strategies have already been implemented that were not in the original Master Plan or 2004 Update? (These new or revised strategies may be in response to recent changes in COMAR, or they may have been implemented for another reason. In either case, new and revised strategies need to be reviewed for compliance.)

During the 2004-2005 school year, the following activities were implemented to accomplish Master Plan strategies:

- Online report cards for grades 3-5
- Electronic grade book in elementary schools (elementary)
- The use of electronic grade books and reports was implemented to improve the teachers' time on administrative tasks.

3. What new or revised educational technology goals, objectives, and strategies does the school system plan to implement in the upcoming 2005-2006 school year, based on revisions to other aspects of the Master Plan Update and/or on results of current educational technology data? (These new or revised strategies may be in response to recent changes in COMAR, or they may be selected for implementation for other reasons. In either case, new and revised strategies need to be reviewed for compliance.)

During the 2005-2006 school year, the following activities will be implemented to support the Master Plan:

- **Use Data Warehousing and Online Reports**
Administration and schools will have access to *online reports* in order to make data driven instructional decisions. This endeavor involves a great deal of restructuring of the assessment process currently used by SMCPS.
- **Implement a new Web-Based Follett Destiny Media Manager (May 2005)**
Secondary schools only: Destiny provides Web access for patrons including elementary to view secondary holdings. It provides maximum use of resources.

- **Implement Cognitive Tutor**
All students taking Algebra 1 in high school will be taught using the Cognitive Tutor program with the intended results being scores of proficiency or better on the HSA.
- **Provide Access to Streaming Video**
Teachers and students need access to content that aligns with the MD State Curriculum. Schools will pilot use of the streaming video.
- **Primary Progress Reports**
SMCPS will implement the use of the electronic Primary Progress Reports in order to communicate the curriculum being taught. These word documents will also eliminate the high cost of NCR reports.
- **SMCPS Web**
SMCPS will redesign its Website in order to communicate more clearly to its stakeholders in the schools and community.
- **Online Resources and Software Integration**
Continue to provide professional development and curriculum integration of online resources and software

Education That Is Multicultural

The *Bridge to Excellence in Public Schools Act* requires that the updated plan “shall include goals, objectives, and strategies” for the cross-cutting theme ***Education That Is Multicultural (ETM)***. The ETM Regulation (COMAR 13A.04.05) defines education that is multicultural as a “continuous, integrated, multiethnic multidisciplinary process for educating all students about commonality and diversity ... It prepares students to live, learn, interact and work creatively in an interdependent global society.”

ETM supports academic achievement and positive interpersonal and inter-group relations, and encompasses five areas:

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

Discuss the implementation of goals, objectives, and strategies for Education That Is Multicultural (COMAR 13A.04.05) in the Master Plan. In the district’s response, please be sure to address the following questions, utilizing the checklist provided by the Maryland State Department of Education’s Equity Assurance and Compliance Branch. This checklist document, *Maryland Local School System Protocols for Infusing Education That is Multicultural and Achievement*, is for use in planning and assessing local implementation of the ETM Regulation.

1. What ETM strategies in the original Master Plan were not fully implemented?

The strategy that a required Education that is Multicultural class be offered to all employees was not fully implemented during the 2004-2005 school year. The plans were discussed, and a draft proposal was completed, and submitted for approval for the 2005-2006 school year. Although the required course was not fully implemented, other professional development opportunities were offered for staff. These activities were offered as separate workshops or as a part of on-site school activities. One of the most comprehensive staff development opportunities was the annual March Professional Day. For the last three years, this day has been planned around the theme, “Eliminating the Achievement Gap.”

2. What new or revised ETM strategies have already been implemented that were not part of the original Master Plan?

There are several strategies focused directly on parent and community involvement that were not a part of the original Master Plan. These include public diversity forums, use of the National Network of Partnership Schools strategies, and the use of parent surveys.

Diversity Forums

As a part of our community and parent involvement activities, the school system held four public forums to provide opportunity for school system and community collaboration. The forums were

designed to identify challenges and solutions to areas of concern identified by both the school system and community members. Four forums were held at four different locations of the county to reach our diverse communities.

Each forum was structured to allow community members and school representatives to discuss recruiting for diversity and student achievement. Each forum was structured around four study groups. Each group was facilitated by a community member and at least one school system central office representative in each group. Discussions centered around three overarching questions:

- Where are we now (results of Spring 2004 state assessments)?
- What strategies are we implementing in our SMCPS Master Plan to improve student achievement?
- What other strategies could we implement to improve student achievement?

At the conclusion of the fourth and final forum, participants received a draft of the system's response to their feedback and questions. Participants will have more opportunity to discuss and review the document when the forums continue during the next school year. The school system will continue its collaboration through public forums to build on what was learned and to explore other topics of interest to the community.

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 2004-2005 school year, six schools were involved in this initiative, and five additional schools will be involved 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 to implement some of the NNPS tools and approaches. By being a part of this program the schools and system also received on-going technical assistance from NNPS staff.

Parent Surveys

Although the school system has administered various system, school, teacher, and parent/community surveys, during the 2004-2005 school year, some schools administered their own surveys to get feedback from their individual parent communities. The school system also administered a parent survey as another opportunity to get feedback from parents.

3. What new or revised ETM strategies does the school system plan to implement in the upcoming 2005-2006 school year?

Diversity Training

Education That is Multicultural courses and professional development opportunities have always been provided to staff, but a required program of training will be used as a pilot during the 2005-2006 school year. Professional development is a major component in the system's strategic plan. The pilot program for mandatory diversity training for staff is designed around a series of activities to increase teachers' effectiveness and understanding for teaching diverse learners. There will be multiple opportunities for learning and reflection where teachers can apply skills and understandings in working with diverse groups of students. Participants will further develop an understanding of how issues of cultural sensitivity are applied in both instructional and behavioral situations.

Training opportunities will include the following:

- Integrated professional development sessions in monthly new teacher seminars
- Summer opportunities for professional development
- Continuing professional development courses in diversity
- Continuation of the Education That Is Multicultural course
- Seminars targeting the learning and behavioral needs of diverse students

Departments within the Division of Instruction will work together to plan further professional development opportunities, based on student achievement and other data.

Protocols and Infusion Outcomes for Education That Is Multicultural

During the 2005-2006 school year, the protocols and the infusion outcomes will be used by the system and schools to more closely monitor the integration of ETM into programs and system initiatives. The protocol has been used in the past, but the revised document can serve as a monitoring tool for both the school and the system to assess implementation and needs.

Fine Arts

The *Bridge to Excellence in Public Schools Act* requires that the updated plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. COMAR 13A.04.16, effective on July 1, 1988 and amended on August 15, 1994, requires that Maryland fine arts instructional programs include the goals and sub-goals identified in the regulation. These goals and sub-goals are further clarified in State standards for the fine arts, approved by the State Board of Education in October 1997 and published as the *Essential Learner Outcomes for the Fine Arts*.

1. Please discuss the implementation of strategies for Programs in Fine Arts. In the district’s response, please be sure to address the following questions:
 - Which strategies in the original Master Plan **were not fully implemented?** Why not? (If these strategies were not fully implemented, the school system may be out of compliance.)

During the 2004-2005 cycle of St. Mary’s County Public School’s Master Plan, all strategies were implemented for the programs in Fine Arts.

- What **new or revised strategies** have already been implemented that were not part of the original Master Plan, such as development of system wide fine arts assessments, new curricula in theatre or dance, or discipline specific teacher professional development programs?

Revised strategies in Master Plan from 2004-2005 to 2005-2006 include curriculum mapping, staffing positions, middle school dance, and supplemental funding. The revised strategies were all part of the five-year Master Plan.

Discipline specific teacher professional development was held with initial training on the Voluntary State Curriculum and alignment of the curricula was provided. The curriculum mapping planned for 2004-2005 was postponed until 2005-2006 to allow the initial training and alignment to occur.

Due to system budget constraints, no new fine arts teaching positions were provided during the 2004-2005 budget cycle. However, several additional fine arts positions were provided in the 2005-2006 budget cycle (2.0 high school orchestra positions divided among the 3 high schools, 1.0 high school theatre position, 1.0 middle school visual arts position, 1.0 elementary art position, and 3.5 elementary music positions). The elementary positions were added due to the expansion of the full-day kindergarten program.

The middle school dance program has been postponed to the 2007-2008 budget cycle. This will allow time to develop a solid instructional program, provide sufficient staffing, and resolve facility use concerns.

Supplemental funding for high school band, chorus, and orchestra was provided in the 2004-2005 budget cycle, with an increase to each category in the 2005-2006 budget cycle.

However, increased middle school supplemental funding was not funded during the 2005-2006 budget cycle because of budget constraints.

- What **new or revised strategies** does the school system plan to implement in the upcoming 2005–2006 school year?

The school system plans to continue implementing the strategies in the Master Plan for 2005-2006 as planned with any revisions noted above. Strategies for 2005-2006 include developing curricula, implementing fine arts assessment tools, seeking additional staffing, implementing all-county jazz band at the elementary level, and displaying the Chesapeake Bay Blue Herons at the location of the benefactors. Uniform funding, Fine Arts Summer Camp, and public performances and displays will continue as planned. A Fine Arts instructional planner specific to the fine arts courses (General Music, Band/Orchestra, Chorus, and Visual Arts) and aligned to the VSC will be implemented in grades prekindergarten-5.

The fine arts staff position to supplement the completion of nonsupervisory tasks continues.

2. Briefly discuss how the fine arts instructional program is delivered system wide and the strategies that are used to measure student achievement at the elementary, middle, and high school levels.

St. Mary's County Public Schools provides fine arts instruction at the elementary, middle, and high school levels as follows:

Elementary School Level: The elementary school visual arts curriculum is designed to provide students with experiences in learning the basic art concepts while experimenting and discovering their own visual art skills. A multi-media approach, with lessons that are interdisciplinary, helps students develop their knowledge of art materials and techniques while developing the creative potential of each student. The influences of culture and history on the lives and works of artist are explored and students are encouraged to enjoy and respond to the art productions of today and those of yesteryear. Visual arts assessment is structured to meet the needs of the individual student and assigned projects. Assessments are measurable and/or observable. All students have various opportunities within the school year to exhibit their artwork. All students in grades prekindergarten-5 receive visual arts instruction. Prekindergarten receive a minimum of 20 minutes of instruction per week. Half-day kindergarten receive 30 minutes of instruction per week. Full-day kindergarten to grade 5, receive 45 minutes of visual arts instruction per week.

The elementary school music curriculum is designed to provide students with experiences in creating, listening, performing, and responding to music. Students study the rich and varied cultures and the historical events that inspired composers and performers throughout the ages and which still influence the music of today. Students study basic musical concepts and practice skills through lessons involving movement, singing, listening, playing musical instruments, creating, analyzing music, and evaluating their own performances as well as those of others. Consideration is given to music activities which foster creative potential of

each student, encourage risk taking, and build self-confidence. Assessments are measurable and/or observable. All students have various opportunities within the school year to participate in public performance. All students in grades prekindergarten-5 receive music instruction. Prekindergarten receive a minimum of 20 minutes of instruction per week. Half-day kindergarten receive 30 minutes of instruction per week. Full-day kindergarten–grade 5 receive three 45 minutes of instruction in general music within a two week cycle (one class in A week and two classes in B week, or vice versa). Chorus is offered in grades 4 and 5, and receives 45 minutes of instruction per week. String instruction is offered in grades 3-5 for 35-45 minutes of instruction twice per week. Band instruction is offered in grades 4 and 5, and receives 35-45 minutes of instruction twice per week.

Middle School Level: The middle school visual arts curriculum is designed to refine and reinforce skills and experiences begun in the elementary school. Visual arts activities are offered that develop and extend intellectual and academic competencies. Problem solving in visual arts will encourage critical and analytical thinking on the part of students. Discovering and developing creative potential is an important aspect for increasing self-confident and self-discovery. The visual arts program teaches the value of uniqueness in the individual and a tolerance for the ideas, expressions, and interpretations of others. By offering a variety of experiences, including interpretations correlation, the visual arts offers a necessary balance in the total education of the child. Visual arts assessment is structured to meet the needs of the individual student and assigned projects. Assessments are measurable and/or observable. Visual arts instruction is offered in grades 6-8 for approximately 50 minutes every other day. In addition, a special topics mixed media course is offered to 8th graders every day.

The middle school music curriculum is designed to refine and reinforce the skills and concepts that have been introduced in the elementary schools. Students study music concepts through activities involving listening, singing, movement, and playing musical instruments. Performances may result from these activities. Students continue their study of music theory and their exploration of the historical and cultural influences on music. Consideration is given to music activities for middle school students regarding the rapid physical changes involved with the changing voice and is developed to foster the creative potential of each student, encourage risk taking, and builds self-confidence. Assessments are measurable and/or observable. All students have various opportunities within the school year to participate in public performance. General music, band, choral, orchestral instruction is given in grades 6-8 for approximately 50 minutes every other day. Assessments are ongoing throughout the course. In addition, a special topics general music, jazz band, hand bells, and specialized chorus are offered to 8th graders every day.

High School Level: The fine arts program is designed to meet the needs of students who have varying degrees of interest and capability in visual arts, music, and theatre. Students must earn a minimum of one credit in fine arts as a requirement for graduation. Some courses have a public performance component, and students are required to perform in public. In all fine arts courses, students gain knowledge of techniques and personal skills development in expression, historical and cultural background, and aesthetic awareness. Students who plan to pursue their interest in fine arts should follow a suggested sequence for

the fine arts specialization in the Communication, Media, and Arts Cluster. Assessments are measurable and/or observable. All students have various opportunities within the school year to participate in public performance and exhibits, where appropriate for the course. Instruction in visual arts, band, chorus, orchestra, fine arts, and theatre are offered at all levels of experience. Advanced placement courses are offered in music and visual arts. All classes meet daily for approximately 50 minutes.

Please discuss the strategies the school system is using to address local goals that have not been addressed in the preceding sections. Please provide data from any relevant sources. In the district's response, school systems must address the following questions:

- Which parts of the Master Plan addressing these goals **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

Smaller Learning Communities

The Smaller Learning Community (SLC) strategies at Leonardtown High School and Great Mills High School were fully implemented. Each school has a similar plan with some individual differences. Both schools placed freshmen students and teachers on teams. Both schools provided an advisory period for students. Great Mills provided a credit recovery class for freshmen who had failed a first semester course. Leonardtown provided late buses to allow tutoring sessions after school one day per week. Both have a project coordinator who works directly with teams to improve the effectiveness of instruction. Both schools offered entering, struggling students a summer transition program and summer events for all entering students.

Chopticon High School was awarded a planning grant in 2004 and began implementation of a pilot version of selected components of the SLC.

Attendance

2005 improvements over 2004 are marked (✓), decreases are marked (×)

School	Year	Asian	African/ American	White	Hispanic	Whole School
LHS	2005	95.5✓	88.9×	92.3✓	91.5✓	91.9✓
LHS	2004	92.6	89.3	91.4	90.4	91.2
LHS	2003	95.8	84.7	89.9	89	89
GMHS	2005	95.1×	87.6×	89.5×	91.7×	89.0×
GMHS	2004	95.5	88.0	91.2	92.4	90.3
GMHS	2003	94.3	85.7	89.4	89.9	88.6
CHS	2005	94.2✓	91.4✓	91.7✓	93.2✓	91.7✓
CHS	2004	91.6	89.9	91.1	91.6	91.5
CHS	2003	93.4	92.7	92.7	91.2	91.4

St. Mary's County Public Schools Graduation Rate

Objective met is indicated with ✓

Percentage of Students Graduating from Schools			
Subgroup	2002-2003	2003-2004	2004-2005
Annual Measurable Objective	80.99	80.99	83.24
All Students	87.9✓	87.95✓	86.97✓
Asian/Pacific Islander	96.3✓	100✓	87.5✓
African American	78.26	81.10	81.55
White	88.45✓	88.97✓	94.44✓
Hispanic	100✓	100✓	87.93✓
Free/Reduced Meals	67.42	70.48	81.95
Special Education	77.89	82.29	84.93✓

- Which parts of the Master Plan addressing these goals **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update?

All parts of the Master Plan addressing smaller learning communities were fully implemented.

- What new strategies, if any, is the school system implementing to address these goals? Why?

Because of the increased population, and difficulty in creating a master schedule with 9th grade cross-curricular teams, Leonardtown High School will place teachers on subject area teams and into professional learning communities next year. Their advisory period becomes twice per month, instead of daily as in 2004-2005.

An intensive study group made up of school system staff and community members examined the performance of Great Mills High School and developed an action plan for improvement. Those strategies include increased staffing, implementing a Positive Behavioral Interventions and Support System, Teacher Expectation and Student Achievement training for teachers, and many other strategies. These strategies are compatible with and will be supported, to the degree possible, through the Smaller Learning Community Grant, which has one year of carryover funding for the 2005-2006 school year.

Please discuss the strategies the school system is using to address local goals that have not been addressed in the preceding sections. Please provide data from any relevant sources. In the district's response, school systems must address the following questions:

21st Century Community Learning Centers

- Which parts of the Master Plan addressing these goals **were fully implemented** by 2004-2005, and why did these strategies not result in the intended effect? Does the district intend to continue with their implementation despite the lack of success? Why?

The 21st Century Community Learning Centers Project was fully implemented. Achievement by school is summarized in the chart below:

Adequate Yearly Progress

	Green Holly	G.W. Carver	Lexington Park	Park Hall	Spring Ridge
Reading All students	Met	Met	Met	Met	Met
Reading Asian	Met	Met	Met	Met	Met
Reading African American	Met	Met	Not met	Met	Not Met
Reading White	Met	Met	Met	Met	Met
Reading Hispanic	Met	Met	Met	Met	Met
Reading FARM	Met	Not Met	Met	Met	Met
Reading Special Ed	Met	Not Met	Not met	Met	Met
Mathematics All students	Met	Met	Met	Met	Met
Mathematics Asian	Met	Met	Met	Met	Met
Mathematics African American	Met	Met	Met	Met	Not Met
Mathematics White	Met	Met	Met	Met	Met
Mathematics Hispanic	Met	Met	Met	Met	Met
Mathematics FARM	Met	Met	Met	Met	Met
Math Special Ed	Met	Met	Not Met	Met	Met

Program Results

Lexington Park Elementary School Mathematics	
+36.5	Average mathematics gain (local test change in %) for students attending less than 80% of sessions offered
+46.1	Average mathematics gain (local test change in %) for students attending more than 80% of sessions offered
Lexington Park Elementary School Reading	
+24.2	Average oral fluency (DIBELS) gain for students who attended program less than 80% of time
+27.4	Average oral fluency (DIBELS) gain for students who attended program 80% of time or better
G. W. Carver Elementary School Reading	
-1.6	Average change in MSA reading for students with less than 50% attendance in after school program
+5.9	Average change in MSA reading for students with over 50% attendance in after school program
Green Holly Elementary School Mathematics	
+24.1	Average MSA mathematics change for all students in 21st Century After School Program who took the test two years in a row
+34.8	Average change in local mathematics test from September pretest to May posttest for all students in Green Holly after school program

- Which parts of the Master Plan addressing these goals **were not fully implemented** by 2004-2005? Why not? What changes regarding these strategies is the district planning to make in the 2005 Update?

None.

- What new strategies, if any, is the school system implementing to address these goals? Why?

We will refine our direct instruction that takes place during the after school program next year. This will be done by using data analysis to determine which programs were most effective and by using those programs and techniques at all schools.

As we transition to the time when this grant funding will no longer be available, we are helping the Boys and Girls Clubs, our partner with whom we jointly operate the after school programs, to become a sustainable presence in St. Mary's County, providing no-cost or low-cost after school programming for students. In the upcoming year, the Boys and Girls Clubs will place a full-time leader at our Spring Ridge Middle School site, and will increase hours of operation. They will also increase hours and take on additional students beyond what the grant supports at the Lexington Park Elementary School and George Washington Carver Elementary School sites. The Boys and Girls Clubs will support these extensions of service to more students through their own fundraising efforts.

2005 – 2006 Budget Alignment

State statute requires that each county board submit, with its annual update, a detailed summary of how the board's current year approved budget and increases in expenditures over the prior year are consistent with the master plan. The Budget Variance Summary Table and the questions that follow are designed to address this question of budgetary alignment.

The Budget Variance Summary Table should reflect the overall change in the system's budget from fiscal 2005 to fiscal 2006 using revenue and expenditures reported in the FY 2005 final approved budget compared to revenue and expenditures reported in the FY 2006 approved budget. The uses of increased revenues, if any, should be presented in a format that is consistent with each system's adopted master plan goals and objectives. Add as many lines to the table as necessary to capture each of the system's goals and the key budgetary changes--**increases and decreases**--that relate to each goal.

Several options are available to capture changes of expenditures considered mandatory or part of the "cost of doing business." In all cases, these expenditures must be itemized and listed separately from program initiatives. At a minimum, salary and benefit increases for existing staff must be itemized. Changes in expenditures for transportation, utilities, plant operations, and other general inflationary increases can be itemized if material. Lastly, it would also be appropriate to include increased expenditures for nonpublic special education placements as a mandatory expense.

1. For those school systems that have an existing master plan goal designed to improve the efficiency of the system's operations and/or delivery of services, cost of doing business expenditures could be itemized and attributed to this goal.
2. For those systems that do not have a specific Master Plan goal for improving the efficiency of the system's operations and/or delivery of services, cost of doing business expenditures can be allocated in one of two ways.
 - a. Cost of doing business expenditures can be attributed to the school system's existing master plan goals. If a school system chooses this option, specific expenditures must be itemized and cost of doing business expenditures should be separated from programmatic expenditures.
 - For example, general wage increases for all staff might be allocated to a goal related to teacher quality. In this scenario, expenditures for wage increases must be listed separately from expenditures for staff development, National Board Certification Stipends, or other program initiatives designed to assist the school system to meet the particular goal.
 - b. A system may create a separate category to capture these types of expenditures. If a school system chooses this option, the system should itemize the specific costs in the section provided in the Budget Variance Summary Table labeled "Mandatory/Cost of Doing Business (Not Captured Elsewhere)".

Change in expenditures:

(FTE costs are listed as salary and fringe benefits)

LEA Master Plan Goal 1: Student Achievement

Increases:

1.0 FTE Programmer/Analyst	\$76,530
0.3 FTE Title I Supervisor	27,490
0.5 FTE Secretary Title I	23,615
1.0 FTE Technology Specialist ²	56,850
1.0 FTE Technology Integrator (Educational)	59,740
1.0 FTE T V Programmer	76,530
4.0 FTE Assistant Principals (A/P) ¹	254,580
10.5 FTE Kindergarten Teachers	557,340
32.0 FTE Paraeducators ¹	1,044,800
9.6 FTE Elementary classroom teachers	509,568
1.6 FTE Middle school classroom teachers	84,928
9.6 FTE High school classroom teachers	509,568
5.0 FTE Vocational/Technical/Career teachers	266,540
2.0 FTE Special Ed Elementary Ed teachers	106,160
2.0 FTE Special ED Middle school teachers	106,160
3.0 FTE Paraeducators ³	97,950
1.0 IRT Pre-school Special Ed ³	53,080
Summer science camp	10,685
HS summer school	12,000
Hourly paraeducator for Environmental Ed	18,500
Assessment software	2,500
Materials of Instruction	76,399
Consultants	127,884
Contracts (Environmental Ed.)	10,000
Data Warehousing ²	140,000
Other LEA	186,384
Gifted and Talented	7,609
Freshman football	<u>21,000</u>
Sub Total	\$4,524,444

Decreases:

-1.0 FTE Leadership Intern (A/P offset)	-\$88,200
-1.0 FTE Compensatory Ed. Admin (A/P offset)	-88,200
-1.8 Elem classroom teacher (HS and para offset)	-95,544
-0.2 Librarian (kindergarten para offset)	-11,874
-1.0 Technician (Career and Tech teacher offset)	<u>-56,850</u>
Sub Total	-\$340,668

Grand Total Goal 1**\$4,183,776****Rounded to nearest \$1,000****\$4,184**¹ Refers to Great Mills High School (6 positions)² Refers to Data Warehouse³ Refers to Full Day Kindergarten

LEA Master Plan Goal 2 English Language Learners³

LEA Master Plan Goal 3 Quality Teachers⁴

Increases:

1.0 Account Clerk	\$47,230
Extra pay for extra duty	<u>15,000</u>
Sub total	\$62,230

Grand Total Goal 3 **\$62,230**
Rounded to nearest \$1,000 **\$62**

LEA Master Plan Goal 4 Safe and Orderly Schools

Increases:

1.0 FTE Mentor Safe and Drug Free Schools ¹	\$53,080
1.0 FTE Safety Advocate (high school) ¹	91,660
1.0 FTE Registrar ¹	47,230
1.0 FTE Secretary ¹	39,370
1.0 FTE Guidance middle school ⁵	59,370
1.0 FTE Pupil Personnel Worker ⁵	80,910
2.0 FTE Registered Nurses	124,900
1.0 FTE LPN	38,500
Summer work for nurses	6,025
Summer Center	<u>1,000</u>
Sub total	\$464,645

Grand Total Goal 4 **\$464,645**
Rounded to nearest \$1,000 **\$465**

Mandatory/Cost of Doing Business (x\$1,000)

Increases:

Salary increase & Fixed Charges	\$7,600
Utilities	753
Bus contracts	<u>361</u>

Grand Total Cost of Doing Business **\$8,714**

Other⁶ **\$92**

Total **\$13,517**

³ This goal is subsumed in Goal 1 – The needs of this small population are addressed in the initiatives and interventions found in Goal 1

⁴ This goal is also supported by “Cost of doing Business” expenditures. We provided a salary increase of 2% effective July 1, 2005 and a 3% effective January 1, 2006 to our teachers

⁵ Goal 5 Middle School Initiative

⁶ A portion of “Other” represents kindergarten classroom furniture and equipment

There were no major shifts in demographics for the county. A \$4.3M (or 32% of “new money”) increase in healthcare (premium increases and increases to FTE and retiree counts) limited our ability to start new initiatives. Our budget priorities continue to center around fidelity to our negotiated agreements. Recruiting and retaining quality staff is the foundation of our Master Plan.

As stated earlier, our number one priority in the budget is our people. Without a “highly qualified” staff, none of the goals we have set for the school system could be attained. Over 83% of our budget goes to salaries and fringe benefits. This is a rural county and therefore we spend a considerable portion of the budget on transportation (7%). While we reflect changes in the cost of student transportation in the “Cost of Doing Business” section of this alignment, transportation supports all goals.

Minor personnel changes were made to support the Master Plan

- To support Goal 1, St. Mary’s County Public Schools reprogrammed five FTEs. The Leadership intern and the Compensatory Education Administrator used as offsetting resources for Assistant Principals were doing the job of an Assistant Principal. They both remained at their current school. There was no adverse impact on the system, nor did we have to eliminate a function.
- An elementary classroom teacher (0.8 FTE) was reprogrammed to cover enrollment increases in high school students. This is an annual balancing effort to place FTEs where the need dictates.
- An additional elementary classroom teacher slot was converted to two paraeducator positions to support the full-day kindergarten initiative. Under our timetable we will have universal full-day kindergarten at the start of the 2006-2007 school-year. We firmly believe the early intervention is the key to both overall student achievement and eliminating the achievement gap.
- The same rationale was used when we preprogrammed a librarian (0.2 FTE) to support the full-day kindergarten initiative. Neither program, elementary education or library, suffered as a result of this change.
- Finally, a technician slot that was vacant in our Career and Technology school was reprogrammed to offset the cost of an additional classroom teacher for one of the four new courses to be taught there.

The 2006 budget addressed the performance indicators through various initiatives.

- Goal 1, student achievement in reading and mathematics, establishes a target of all students attaining proficiency in reading and mathematics, as measured by MSA, by 2013-1014. It also establishes the goal of all students at the high school level will pass the HSA in Biology, Algebra, Government and English. To accomplish this, the school system adopted, as their interim goals, the annual measurable objectives (AMOs) at each grade level for each of the content areas (reading and math). The performance indicators for Goal 2 are subsumed in the initiatives for Goal 1
 - Numerous staffing initiatives were included in the 2006 budget that includes 21 new full day kindergartens each with a full time paraeducator. Classroom teachers were added across the grade levels to bring class size down to meet the BOE goals. Additionally, a technology integrator and specialist were added to enrich the use of technology as a part of all content areas and as a part of data collection and analysis

- A data warehouse system to provide real time, integrated data information at the classroom level
 - Additional materials of instruction to establish new classrooms as well as to purchase targeted interventions to address specific student needs.
 - New programs at our career and technology center required additional staff to support this new initiative
- Our Master Plan, Goal 3, identifies the need to recruit and retain highly qualified teachers and paraeducators.
 - We have 89.6% of our teachers at highly qualified status (state average 74.3%).
 - In our 2006 budget, and Title II, Part A, we have identified funds to provide stipends for teachers filling positions in areas of critical shortage.
 - We also provide funding for teachers to take Praxis and paraeducators to take the Parapro test.
 - We fund the additional coursework in reading and mathematics that teachers need to maintain their highly qualified status.
 - We provide tuition assistance to both teachers and paraeducators
- Our Master Plan, Goals 4 and 5, address a safe learning environment where children attend school regularly.
 - Again, the additional funding went for personnel, targeted to our school with the largest population of African American, FARMS and Special Education students (our underperforming subgroups).
 - At elementary and middle school an additional counselor and PPW were added to these schools.
 - At the high school, six positions were added to support the goal of a safe school where children attend regularly.
 - In all, 9 new positions were added to support this goal in the 2006 budget.

Our effort to bring teacher salaries in line with neighboring counties coupled with rising healthcare costs will place pressure on future budgets. Events impacting the energy market occurred after the FY-2006 was approved. The unprecedented price increases for fossil fuels and deregulation of electricity will present a serious challenge for all school systems in future budget years.

Budget Variance Table-2005 Master Plan Update
Local School System: St. Mary's County Public Schools
(\$ in Thousands)

	FY-2005 Current Budget	FY-2006 Original Approved Budget	Change	% Change
Local	\$58,900	\$62,634	\$3,734	6.34%
Other Local	\$2,700	\$3,079	\$379	14.05%
State	\$60,729	\$69,892	\$9,163	15.09%
Federal	\$2,030	\$2,450	\$420	20.69%
Other Resources	\$15	\$15	\$0	0.00%
Grants	\$9,449	\$9,270	-\$179	-1.89%
Total	\$133,823	\$147,340	\$13,517	10.10%

FY-06 Budget in Brief Approved

Current Revenue Projection: \$138,070,014

Requirements (Expenditures): \$138,070,014

Difference: \$0

Things to consider:

- **Revenue –**
 - State funding based final numbers from MSDE – State funding decreased by \$192,862 over initial estimates
 - County funding based on prior FY-06 budget submission figure plus \$10,556 for the change in initial student census figures (adjusted by MSDE) and \$600,000 for three initiatives (Great Mills High School, Criminal Justice, and Data Warehouse H/W S/W)
 - \$2,400,000 Fund Balance applied to FY-06
 - Impact Aid estimates were increased based on historical revenues
 - Interest Income estimates were increased in light of rising interest rates
 - Miscellaneous incomes were also adjusted to reflect actual experience and a change in fee structure

- **Expenditures –**
 - Master Plan review completed. Updates to the plan will be generated under separate cover.
 - Reclassification of paras will be phased in. In FY-2006 all paras will be moved to 7.0 hours vice 6.0, and those employed for 9 months or more will be moved to FTE vice hourly (impacts fixed charges – benefits for a para are valued at \$12,320).
 - Salaries for teachers and A&S increased by 6%
 - 3.5% COLA
 - 1.5% Added cost associated with annualizing the 5% COLA from FY-2005 in FY-2006.
 - 1.0% Steps
 - Salaries for Non-certificated increased by 4%
 - 3% COLA
 - 1% Steps

Narrative to Accompany FY-2006 Portion of the SMCPS 5-Yr Budget

Overall:

- **This budget supports and is tied to the St. Mary's County Public Schools' Master Plan and the Safe Schools Task Force Report**
- This St. Mary's County funding cited in this budget is based on the per pupil allocation for FY-2006 cited in the Bridge to Excellence Joint Resolution and our enrollment figures.
- CareFirst budgeted for a 22% increase for health insurance
- An inflation factor of 5% (where needed) was applied to non-personnel and insurance costs (other than health insurance)
- We are requesting an increase of **92.2 FTEs** (addressed in the pertinent category)
- We will add 19 sessions of full-day Kindergarten
- This budget fully funds all elements of our negotiated agreements
- This budget has removed all known personnel who intend to retire as of June 30, 2005. Their salaries have been replaced by average salary figures

Revenue:

- County Appropriation – increased by \$3,734,224 – the county's portion of funding is 45.4% of total revenue
- State revenue – increased by \$9,162,990 based on final figures from the state
- In total – Funding increased \$13,696,263M
 - Salary, wages, and benefits \$12.251M
 - Transportation 0.396M
 - Utilities 0.753M
 - All Other 0.300M

Note: Where salaries are shown as two figures, the first figure is the average salary and the second is the average salary plus fringes

Expenditures:

Board of Education

- FTE – None
- Expenditure change reflects:
 - Salary increase for assigned FTE
- Items not included:
 - Increase in Conference fees (\$5,000)
 - Increase in Legal fees (FY-04 actual \$50,552)

Executive Administration

- FTE – None
- Expenditure change reflects:
 - Salary increase for assigned FTE

Fiscal Services:

- FTE – None
- Expenditure change reflects:
 - Salary increase for assigned FTE

Purchasing:

- FTE – None
- Expenditure changes reflect:
 - Salary increase for assigned FTE

Information Technology Services:

- FTE – +1.0
 - +1.0 Programmer/Analyst (IT Plan)
- Expenditure change reflects:
 - Salary increase for assigned FTE
- Items not included:
 - 1.0 Trainer (Programmer/Analyst \$59,800/76,530)

Human Resources:

- FTE – +1.0
 - +1.0 Account Clerk
- Expenditure change reflects:
 - Salary increase for assigned FTE
 - Extra pay for extra duty \$15,000 (EASMC contract)

Assessment and Evaluation Services:

- FTE – None
- Expenditure changes reflect:
 - Salary increase for assigned FTE; and
 - Computer software \$2,500

Instructional Administration and Supervision:

- FTE – +3.9
 - +0.3 Supervisor from Title I (not a new position)
 - +0.1 IRT Safe and Drug Free Schools grant rollover
 - +0.5 Secretary From Title I (not a new position)
 - +1.0 Technology Specialist
 - +1.0 Technology Integrator Educational
 - +1.0TV Programmer (supports new cable TV studio)
- Expenditure change reflects:
 - Salary increase for assigned FTE
- Items not included:
 - 1.0 Grant writer (\$48,900/\$64,540)
 - 1.0 Staff attorney (Director \$95,980/\$116,330 – partially offset by a reduction in contracted services) (of concern to Mrs. Allen)
 - 3.0 Technology Integrators (\$57,070/\$73,530 each)

Office of the Principal:

- FTE – +4.0
 - +3.0 A/P (Middle School initiative to have 1 A/P per grade level, and 1.0 for GMHS initiative)
 - -1.0 Leadership Intern (offsetting resource for increase of A/Ps)
 - -1.0 SCEP Administrator (offsetting resource for increase of A/Ps)
 - +1.0 Safety Advocate for GMHS initiative
 - +1.0 Registrar for GMHS initiative
 - +1.0 Secretary for GMHS initiative
- Expenditure change reflects:
 - Salary increase for assigned FTE
 - Machine rentals based on actuals

Instructional Salaries:

- FTE – Net +67.3
 - +10.5 Kindergarten teachers to support the full-day K initiative (9.5 new and 1.0 annualized change from FY-05 see MS IRT)
 - +32.0 Paras (31.0 instructional, 1.0 Media para) –
 - +19.0 to support 19 additional sessions of full-day K
 - +1.0 annualized from FY-05 – (from 0.2 librarian and 0.8 ES classroom in FY-2005)
 - +8.0 annualize change to FTE from temp. in FY-05
 - +3.0 conversion from hourly positions (HS Child Development Program)
 - +1.0 conversion from media hourly para at a Title I school to maintain comparability
 - Net +7.8 ES classroom teachers
 - +8.8 for enrollment
 - +0.8 Fine Arts
 - -1.0 from Town Creek to HS – annualized from FY-2005 – see high school
 - -0.8 to cover a para change in FY-2005 – see paras
 - -1.0 MS IRT – annualized change. This FTE reallocated to K in FY-05
 - +1.0 MS Guidance
 - +1.6 Middle School
 - +1.0 Enrollment
 - +0.6 Fine Arts (currently using an ES allotment)
 - +9.6 HS Teachers
 - +6.0 Math and enrollment
 - +1.0 Annualized (pick-up from Town Creek)
 - 2.6 Fine Arts (currently using an ES allotment)
 - +1.0 Teacher Mentor GMHS initiative
 - +5.0 Vocational Ed. For new programs at the Forrest Center including 1.0 for Criminal Justice program
 - +1.0 Hall Monitor for GMHS initiative
 - -0.2 ES Librarian – annualized change. This FTE reallocated to K para in FY-05
 - -1.0 Technician – partial offset for 4.0 FTEs for Forrest Center
- Expenditure changes reflect:
 - Salary increase for current and requested FTE; and

- Summer work for science camp and Sotterly (\$10,685)
- HS summer school based on '05 actuals (\$12,000)
- In-service and stipends for GMHS initiative (\$11,000)
- Environmental Ed hourly para for expanded program (\$18,500)
- Items not included:
 - 1.0 para (\$19,910/\$32,650)
 - 1.0 High school classroom teacher (\$38,480/\$53,080 each)
 - 4.0 ES teachers (classroom and specials) (\$38,480/\$53,080 each)

Instructional Textbooks and Supplies:

- FTE – N/A
- Expenditure changes reflect:
 - Non-capital furniture increased to support additional full-day kindergarten and increased FTE, if needed
 - Life-cycle replacement for furniture (\$20,000)
 - Safety and Security equip (\$12,000)
 - Additional security camera (\$15,000)
 - SAT s/w (\$3K);
 - MOI
 - Increased enrollment (\$16,936)
 - CTBS for second grade (\$22,000)
 - DIBELS (\$9K)
 - MOI 7 K classes (\$17,500)
 - Gifted and Talented (\$6,404)
 - Summer Science (\$11,300)
 - MD summer center (\$2,250)

Other Instructional Costs:

- FTE – N/A
- Expenditure changes reflect:
 - Consultants:
 - A/P testing (\$400);
 - Naglieri (student ID - \$3,584)
 - MD summer center (\$1,900)
 - IMS (\$2,000)
 - Data Mining initiative (\$120,000)
 - Contracted Instruction (\$5,000) (Environmental Ed – Skipjack – partially offset by student fees);
 - Sotterly use fees (\$5,000 – partially off-set by state revenue and student fees)
 - Other outgoing MD LEA (\$54,600) – State;
 - Other outgoing MD LEA – Local (\$3,900);
 - Gifted & Talented Assessment (\$3,584)
 - Freshman Football (\$21,000)
 - Capital Equipment (H/W system for the Data Warehouse) \$20,000

Special Education:

- FTE – + 8.0
 - +2.0 ES Classroom Teachers (enrollment – SpEd Staffing Plan)

- +2.0 MS Classroom Teachers (enrollment – SpEd Staffing Plan)
- +3.0 Paras (enrollment – SpEd Staffing Plan)
- +1.0 IRT Infants and Toddlers – Preschool Special Ed
- Expenditure changes reflect:
 - Salary increase for current and requested FTE;
 - Subs, therapists (contracted) & travel
- Items not included:
 - 2.0 MS classroom teachers (\$38,480/\$53,080 each)
 - 1.0 Speech Therapist (\$57,070/\$73,530)

Student Personnel Services:

- FTE – +1.0
 - +1.0 Pupil Personnel worker – Supports Master Plan and BOE goals. Increased pupil FTE has increased the workload for the existing PPWs
- Expenditure changes reflect:
 - Salary increases for existing and requested FTE;
 - Non-capital – to provide furniture and computer for the requested FTE; and
 - Training and travel for FTEs

Health:

- FTE – +3.0
 - 2.0 RN – (\$47,000/\$62,450 – 2 RNs rollover as part of our continued initiative – FY-2008 will be the last year of rollover)
 - 1.0 LPN (\$25,230/\$38,500)
- Expenditure changes reflect:
 - Salary increases for existing and requested FTE;
 - Summer days for RNs (\$6,025);
 - Summer work
 - Gifted and Talented (\$4,025);
 - MD Summer Center (\$1,000);
 - In-service CPR, conferences, and travel; and

Student Transportation:

- FTE – None
- Expenditure changes reflect:
 - Salary increases for existing FTE;
 - 4 new contracts (3 regular, 1 special needs);
 - Increased maintenance fee;
 - Travel – curriculum related travel – Elms (\$33,500 partially offset by student fees);
 - Insurance (\$19,600);
 - Subs (\$16,000);
 - Athletic trips (\$2,750);
 - Out of county programs (\$5,500);
 - Drug and alcohol testing;
 - Repair of buses (\$1,550)
 - Expanded 11-month program; and

- 17 Buses replaced by contractors with related higher costs (Dr. Raspa asked if we could ask for a waiver on some of these)
- MS Summer School transportation (\$31,000)

Operation of Plant:

- FTE – +2.0
 - 2.0 Building Service Workers – increased square footage
- Expenditure changes reflect:
 - Salary increases for existing and requested FTE;
 - Repair/rental of printing equip (\$17,903);
 - Refuse disposal (\$8,500);
 - Property insurance (\$11,100)
 - Increased cost of utilities and square footage (SMECO 30% increase); and
 - Funding for new vehicles (PPW \$14,000)
- Items not included:
 - 1.0 BSW (\$24,650/\$37,870)
 - Normal increases due to increased sq footage (frozen for several years now)

Maintenance of Plant:

- FTE – +1.0
 - +1.0 Maintenance Trade Staff
- Expenditure changes reflect:
 - Salary increases for existing and requested FTE;
 - O/T (\$5,000 based on experience); and
 - Supplies and Materials (Heating, HVAC, plumbing, wastewater, vehicle operations – fuel costs)
- Items not included:
 - 1.0 Maintenance trade staff (\$30,310/\$44,090 each)
 - Normal increases due to increased sq footage (frozen for several years now)

Fixed Charges:

- FTE – N/A
- Expenditure changes reflect:
 - 22% increase in H/C insurance for all;
 - Increase H/C for additional FTEs;
 - Increased H/C – retiree for additional retirees and additional BOE contribution for retirees on PPN and HMO and 2 1/2 % for >65 retirees (\$25,000);
 - Social Security – to reflect increased salaries and new positions;
 - Retiree Life Ins. (\$12,500 – based on increased FTEs and actuals)
 - Worker’s Comp (\$14,519);
 - Accrued compensated absences (\$25,000)
 - Retirement to reflect additional FTEs and increased contribution rate
- Items not included:
 - 2.5% Increase for >65 retirees (\$25,000)

Capital Outlay:

- FTE – None
- Expenditure changes reflect:
 - Salary increases for existing FTEs
 - Part-time hourly (\$2,000)
 - Office supplies (\$2,400)
 - Computer S/W (\$2,000)
 - Consultants decreased (-\$7,500)
- Items not included:
 - Frozen expenditures

- What major demographic and fiscal changes are facing the school system for the 2005-2006 school year? How are these changes reflected in budget priorities? (*The answer should expound on highlight information provided in the Executive Summary.*)

St. Mary's county Public Schools does not anticipate any sizable change in the demographics of the county that would impact either funding or instructional priorities.

- Briefly highlight the system's budget priorities and the rationale behind these decisions. Discuss how these priorities are designed to ensure the school system continues to progress toward meeting its goals. (*The reader should be able to make a clear connection between the budgetary priorities and the answers to the questions in the "Progress Toward Meeting Federal, State and Local Goals: Using Data Analysis to Revise the Master Plan" section of this update.*)

SMCPS has seen several major successes since the implementation of the Master Plan. However, we have not met with success in all areas. After analyzing the results from FY-2004 and the anticipated results from FY-2005, SMCPS developed a budget to address the concerns and challenges posed by those results.

The FY-2006 budget places an emphasis on:

Full-day Kindergarten – SMCPS added 19 sessions of full-day K in the FY-2006 budget.

This continuing initiative required:

- 9.5 additional teachers
- 19 paraeducators
- 7 full sets of textbooks and supplies for the additional classrooms (other classrooms were outfitted from existing stocks)
- 8 full sets of desks and furniture for the new classrooms

School Safety and Achievement – This initiative required several strategies

Great Mills High School Initiative

- Assistant Principal
- Safety Advocate
- Registrar

- Secretary
- Full-time teacher mentor
- Hall monitor
- Technical Assistance Team (no additional cost)

Spring Ridge Initiative

- Assistant Principal
- Technical Assistance Team (no additional cost)
- Security camera

George Washington Carver Elementary

- Differentiated staffing
- Class size reduction
- Technical Assistance Team (no additional cost)

Lexington Park Elementary School

- Class size reduction
- Technical Assistance Team (no additional cost)

School Nurses/Pupil Services/Guidance

- Continued our initiative convert all Health Department nurses to SMCPS employees
- Converted two LPN FTEs to a nurse FTE to address non-delegatable care issues
- Added a Pupil Personnel Worker to address increased enrollment
- Added a middle school guidance counselor as part of an initiative to have one guidance counselor per grade level in middle schools

Special Education – Since this area provided significant challenges, SMCPS placed special emphasis in meeting those challenges:

Staffing

- Added 2 elementary school classroom teachers
- Added 2 middle school teachers
- Added 3 paraeducators
- Added 1 Instructional Resource teacher
- Provided additional funding for substitutes and outside contracts

Intervention

- Members of central staff participate in Technical Assistance Teams to address Special Education issues at a given school

Overall changes-

- Continued implementation of the Houghton Mifflin reading series
- 3 additional high school teachers to support the 4th credit in math requirement
- A 5% pay increase for teachers to attract and retain highly qualified teachers
- Added 5 teachers at the Forrest Career and Technology Center to provide additional opportunities for students
- We have modified the original FY-2006 budget to support the newly formed Department of Professional and Organizational Development. This change was made to increase our focus on professional development – the cornerstone of our efforts to improve the system and eliminate the achievement gap

- Were funds reallocated or other budget reductions necessary to fund current year priorities? Discuss these items in detail, with particular attention to the rationale behind the decision and the impact on achieving master plan goals. *(The answer should address all fund reallocations and budget reductions listed in Table 6.1. The reader should be able to draw a connection to any strategies that the system is choosing not to retain as discussed in the “Progress Toward Meeting Federal, State and Local Goals: Using Data Analysis to Revise the Master Plan” section of this update.)*

Funds and positions were reallocated to meet these goals

FTE Reallocation – To partially offset the cost of some of the new FTEs proposed, SMCPS conducted a full review of current positions to determine if they could be eliminated.

- Reduced 1 paraeducator to fund a secretary at the Alternative Learning Center (Safe Schools Initiative)
- Reduced 1 Special Education teacher to fund 2 Special Education paraeducators. This provided better coverage for both Special Education and conventional teachers. The position cut was vacant and had been for some time.
- Reduced 1 Special Education Coordinator. The duties assigned to this position were assigned to other people within the department without an adverse impact. The funds freed up were used to fund other initiatives within the department.
- As mentioned earlier, SMCPS reduced the number of LPNs by 2 to fund an additional RN. The system has more flexibility in assignments of RNs than it does with LPNs. The positions eliminated were vacant.
- Textbooks – we placed an emphasis on the Houghton Mifflin series. That necessitated a change in priorities for textbook purchases. The adjustment to our textbook replacement schedule did not adversely impact instruction (e.g., some items were replaced by the Houghton Mifflin adoption).

- Overall, how does the fiscal 2006 budget support the implementation and achievement of the master plan goals? (*The answer should include specific performance indicators and the results expected at the conclusion of the fiscal year.*)

The fiscal budget supports the implementation and achievement of the master plan goals through various performance indicators:

Reading

1. Goal 1.1.1 Implement a comprehensive scientifically based and aligned literacy program, PK-8, which includes all of the components of Reading First: phonemic awareness, phonics, comprehension, vocabulary, and fluency.
 - a. In 2005-2006, we are adding the PK component to our reading program (Houghton Mifflin 2005) completing the K-6 portion of our literacy initiative. (\$20,800)
 - b. In 2005-2006, we have adopted a new reading series in grades 7 and 8 (McDougal-Littell) which aligns with the Houghton Mifflin program, K-6. (\$150,000)
 - c. Provide the supporting professional development for these new components of the literacy program while continuing differentiated training for Houghton Mifflin, K-6.

The anticipated result will be improved MSA scores for students, 3-8, based on a consistent research based literacy program implemented with fidelity to the model

2. Goal 1.1.2 Accelerate the growth of struggling readers in grades 8 and 9 to ensure that targeted secondary students who have not met AYP become proficient in reading and writing.
 - a. In 2005-2006, we will expand the academic literacy program to all middle and high schools. This initiative had a profound impact on special education students during the 2004-2005 school year. Data indicates that 25% more students in this group achieved proficient after participating in Academic Literacy.
 - b. Seventy-five percent of students improved reading performance by over one grade level as measured on an Informal Reading Inventory.
 - c. Provide 11 month school year to students not meeting proficient in mathematics on MSA at all elementary schools in school improvement status (state) or any elementary school not making AYP and in local school improvement status. *Results from MSA 2004 to MSA 2005 indicate that students who attended 11 month school improved their performance. As an example, 20% of students in grade 3 in 2004 and grade 4 in 2005 moved from basic to proficient.*

The anticipated result would be a continuation of improvement based on results from the 2004-2005 implementation.

Mathematics

1. Goal 1.6.1 Implement and enhance the VSC and Core Learning Goals in mathematics with curriculum maps, model units and formative assessments based on MSA and HSA formats to assure appropriate sequencing of concepts, articulation and curricular consistency across school sites. Ensure that all components of a comprehensive, research based mathematics program are implemented.
 - a. In 2005-2006, we will provide additional training in new programs such as *Investigations* and the *Connected Mathematics Program* (CMP) to include an *Investigations*, Level II, training for 90 teachers (one full week, \$45,000) and additional *Connected Mathematics* training for middle school teachers (\$4,100).
2. Goal 1.8.2 Integrate instructional technology that supports the VSC and the components of the mathematics program at all grade levels, PK-12
 - a. Expand Cognitive Tutor to all high schools (\$66,187.00)
3. Goal 1.9.1 Provide academic intervention to all students who are not yet proficient in mathematics
 - a. Provide 11 month school year to students not meeting proficient in mathematics on MSA at all elementary schools in school improvement status (state) or any elementary school not making AYP and in local school improvement status.

Again, the anticipated result would be a continuation of improved student performance on MSA and HSA in 2006.

Staffing

Goal 1.22.1 Phase in offering of full day kindergarten at all schools based on the state mandated timeline

- The addition of 19 new full day kindergartens, each with a paraeducator, to enhance the early learning component of our instructional program, provide comprehensive reading and mathematics instruction

The anticipated result would be increased proficiency in reading and numeracy for entering first grade students. We realized positive results in student scores on both DIBELS and our mathematics pre/post assessment for students entering grade 1 from full day kindergarten classrooms

Goals 1 and 4 Differentiated staffing is reflected in various areas of Goal 1 and Goal 4 to address our lowest performing high school, middle school and 2 elementary schools. Additional staff have been assigned to the high school and middle school to assure both a safe environment and to enhance the instructional program. Teachers have been assigned to the elementary schools to bring down class size.

- Six additional positions at the high school
- Three additional positions at the middle school
- Three teachers at our elementary school in improvement, year 1; one teacher at our elementary school in local watch status (did not make AYP).

- What decisions made during the fiscal 2006 budget process, if any, will affect future budgets? What, if any, fiscal issues does the district anticipate impacting future fiscal years? (*The answer should include detailed discussion of issues.*)

SMCPS, like many others in the state and nation are facing three very serious issues:

Loss of discretionary dollars – As we compete with other counties and regions of the country for new teachers and attempt to hold on to those we already have, SMCPS has raised salaries for teachers significantly. Unofficially, at the end of FY-2006, SMCPS will be in the top 5 within Maryland with respect to teacher salary. When that is combined with the rising cost of health care (addressed separately), the percent of total budget dollars available for new initiatives is severely reduced. LEAs must address this issue, but there are no easy answers

Health care costs – The cost of health care has risen at a double-digit rate for the last several years, while LEA budgets have increased at a much slower pace. In FY-2000, SMCPS spent \$6.3M on active and retiree healthcare costs. In the FY-2006 budget the funding identified for the same groups is \$17M. LEAs cannot sustain this growth. In FY-2006 the increase in health care costs took approximately 30% of “new money” in the budget.

Reluctance to increase taxes – Local governments are reluctant to raise taxes, even if it is to fund education. Many politicians were elected on a “no new taxes” platform and they intend to keep that promise. Additionally with skyrocketing fuel and energy prices, politicians know budgets are tight among their constituents. They cannot increase taxes without adding to that burden. Locally, St. Mary’s County has a tax cap in place that limits the property tax increase to 5% in any given fiscal year. This only adds to the slow growth of tax revenue within the county. LEAs must find methods from within to balance the rapid growth of expenditures (e.g. salaries, health care, and energy) against the slow growth in local tax revenue.

PART II

ESEA and Fine Arts Program Components

**ATTACHMENT 4-A & B
SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY
Fiscal Year 2005-2006**

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

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding

SCHOOL NAME In Rank Order by Poverty (High to Low) After School Name Indicate: (SW) for T-I Schoolwide Schools (TAS) for Targeted Assistance T-I Schools	Poverty Percent Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Title V-A Innovative Programs	Title VI-B Rural and Low-Income Schools	Other Small Learning Communities	Other 21 st Century Grant	Total ESEA Funding by School
ELEMENTARY												
George Washington Carver (SW)	75.00%	\$263,070.00	N/A	\$103,895.47	\$0	\$0	\$0	\$0	N/A	\$0	\$125,490.00	
Lexington Park (SW)	65.00%	\$259,920.00	N/A	\$48,972.84	\$0	\$0	\$0	\$0	N/A	\$0	\$125,490.00	
Green Holly (SW)	62.00%	\$239,700.00	N/A	\$69,301.21	\$0	\$0	\$0	\$0	N/A	\$0	\$125,490.00	
Park Hall (TAS)	39.00%	\$86,940.00	N/A	\$28,558.83	\$0	\$0	\$0	\$0	N/A	\$0	\$125,490.00	
Ridge (TAS)	38.00%	\$46,865.00	N/A	\$50,985.96	\$0	\$0	\$0	\$0	N/A	\$0	\$18,000.00	
Greenview Knolls	30.00%	\$0	N/A	\$51,983.10	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
School System Administration		\$439,773.00										
System wide Programs and School System Support to Schools		\$648,662.00										
Nonpublic Costs		\$51,325.00										
PAGE TOTAL		\$2,036,255.00	\$0	\$353,697.41	\$0	\$0	\$0	\$0	\$0	\$0	519,960.00	

**ATTACHMENT 4-A & B
SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY
Fiscal Year 2005-2006**

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

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding

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Dynard	27.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
Benjamin Banneker	22.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
Oakville	22.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
Leonardtown	21.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
Mechanicsville	21.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
Piney Point	20.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
White Marsh	17.00%	\$0	N/A	\$53,004.61	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
School System Administration												
System wide Programs and School System Support to Schools												
Nonpublic Costs												
PAGE TOTAL		\$0	\$0	\$59,004.61	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

**ATTACHMENT 4-A & B
SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY
Fiscal Year 2005-2006**

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

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding

SCHOOL NAME In Rank Order by Poverty (High to Low) After School Name Indicate: (SW) for T-I Schoolwide Schools (TAS) for Targeted Assistance T-I Schools	Poverty Percent Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Title V-A Innovative Programs	Title VI-B Rural and Low-Income Schools	Other Small Learning Communitie s	Other 21 st Century Grant	Total ESEA Funding by School
Hollywood	15.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
Town Creek	12.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
Lettie Marshall Dent	8.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
MIDDLE												
Spring Ridge	40.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$125,490.00	
Esperanza	20.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
Leonardtown	18.00%	\$0	N/A	\$33,607.64	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
School System Administration												
System wide Programs and School System Support to Schools												
Nonpublic Costs												
PAGE TOTAL		\$0	\$0	\$38,607.64	\$0	\$0	\$0	\$0	\$0	\$0	\$125,490.00	

**ATTACHMENT 4-A & B
SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY
Fiscal Year 2005-2006**

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

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding

SCHOOL NAME In Rank Order by Poverty (High to Low) After School Name Indicate: (SW) for T-I Schoolwide Schools (TAS) for Targeted Assistance T-I Schools	Poverty Percent Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Title V-A Innovative Programs	Title VI-B Rural and Low-Income Schools	Other Small Learning Communities	Other 21 st Century Grant	Total ESEA Funding by School
Margaret Brent	15.0%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
HIGH												
Great Mills	29.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$105,883.00	\$0	
Leonardtown	12.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$138,617.00	\$0	
Chopticon	10.00%	\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$35,905.00	\$0	
ALTERNATIVE*												
Dr. James A. Forrest Career & Technology Center		\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
School System Administration												
System wide Programs and School System Support to Schools												
Nonpublic Costs												
Page Total		\$0		\$5,000.00	\$0	\$0	\$0	\$0	\$0	280,404.00	\$0	

**ATTACHMENT 4-A & B
SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY
Fiscal Year 2005-2006**

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

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding

SCHOOL NAME In Rank Order by Poverty (High to Low) After School Name Indicate: (SW) for T-I Schoolwide Schools (TAS) for Targeted Assistance T-I Schools	Poverty Percent Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Title V-A Innovative Programs	Title VI-B Rural and Low-Income Schools	Other Small Learning Communities	Other 21 st Century Grant	Total ESEA Funding by School
Alternative Learning Center		\$0	N/A	\$1,000.00	\$0	\$0	\$0	\$0	N/A	\$0	\$0	
School System Administration			N/A	\$20,790.00	\$1,099.00	\$463.00	\$1,491.00	1,056.00	N/A	\$5,609.00	\$12,550.00	
System wide Programs and School System Support to Schools				\$227,348.34	\$32,464.00	\$22,502.00	\$61,506.00	32,156.00		\$0	\$0	
Nonpublic Costs				\$22,500.00	\$4,927.00	\$926.00	\$13,048.00	3,764.00		\$0	\$0	
PAGE TOTAL		\$0	\$0	\$271,638.34	\$38,490.00	\$0	\$76,045.00	\$36,976.00	\$0	\$5,609.00	\$12,550.00	
CUMULATIVE TOTAL		\$2,036,255.00	\$0	\$727,948.00	\$38,490.00	\$23,628.00	\$76,045.00	\$36,976.00	\$0	\$286,013.00	\$658,000.00	

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2006**

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

Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)³. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

Transferability Limitations: 50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

St. Mary’s County Public Schools does not use this option at this time.

Funds Available for Transfer	Total FY 2005 Allocation	\$ Amount to be transferred <u>out of each program</u>	\$ Amount to be transferred into each of the following programs				
			Title I-A	Title II-A	Title II-D	Title IV-A	Title V-A
Title II-A Teacher Quality							
Title II-D Ed Tech							
Title IV-D Safe and Drug Free Schools & Communities							
Title V-A Innovative Programs							

³ A school system that is in school improvement may only use funds for school improvement activities under sections 1003 and 1116 (c) of ESEA.

**ATTACHMENT 5-B
CONSOLIDATION OF ESEA FUNDS FOR LOCAL
ADMINISTRATION [Section 9203]
Fiscal Year 2006**

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

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under *No Child Left Behind*;
- The dissemination of information regarding model programs and practices
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.

St. Mary’s County Public Schools does not use this option at this time.

Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)	Title II-D (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Title IV-A (Limit: 2 Percent)	Title V (Reasonable and Necessary)	Total ESEA Consolidation (Reasonable and Necessary)
\$	\$	\$	\$	\$	\$	\$

ATTACHMENT 6-A

**NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS
Fiscal Year 2006**

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

Enter the complete information for each **participating** nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A and Title V-A services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A		
	Number Nonpublic T-I Students Served AT	Students READING/ Lang. Arts	Students Mathematics	Staff	Students	Staff	Students	Staff	
The King's Christian Academy 20738 Point Lookout Road Callaway, MD 20620	Private School	22	22		22	275	22		
	Public School								
	Neutral Site								
Little Flower School 20410 Point Lookout Road Great Mills, MD 20634	Private School	26	26		19	244	19	1	
	Public School								
	Neutral Site								
St. Michael's School 16560 Three Notch Road Ridge, MD 20680	Private School	32	32		14	165	14	1	
	Public School								
	Neutral Site								

ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION FOR
ESEA PROGRAMS
 Fiscal Year 2006

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

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number Nonpublic T-I Students Served AT	Students READING/ LANG. ARTS	Students Mathematics	Staff	Students	Staff	Students	Staff
St. John's School P.O. Box 69 Hollywood, MD 20636				16	207	16		
Father Andrew White School P. O. Box 1756 Leonardtown, MD 20650				19	280	19		
St. Mary's Ryken 22600 Camp Calvert Road Leonardtown, MD 20650				48	647	48		
Holy Angels-Sacred Heart School 21335 Coltons Point Road Avenue, MD 20609				12	104	12		
Leonard Hall Jr. Naval Academy P.O. Box 507 Leonardtown, MD 20650				10	94	10		
Mother Catherine Spalding School 38833 Chaptico Road Helen, MD 20635				15	178	15		
Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619				4	70	4		

ATTACHMENT 6-B
**NONPUBLIC SCHOOL INFORMATION FOR
ESEA PROGRAMS**
Fiscal Year 2006

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

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)				Comments (Optional)
	Title IV-A		Title V-A		
	Students	Staff	Students	Staff	
The King's Christian Academy 20738 Point Lookout Road Callaway, MD 20620	0	0			
Little Flower School P.O. Box 257 Great Mills, MD 20634	246	30			
St. Michael's School P.O. Box 259 Ridge, MD 20680	165	13			
St. John's School P.O. Box 69 Hollywood, MD 20636	205	16			
Father Andrew White School P. O. Box 1756 Leonardtown, MD 20650	280	25			
St. Mary's Ryken 22600 Camp Calvert Road Leonardtown, MD 20650	640	65			
Holy Angels-Sacred Heart School 21335 Coltons Point Road Avenue, MD 20609	107	16			
Leonard Hall Jr. Naval Academy P.O. Box 507 Leonardtown, MD 20650	0	0			
Mother Catherine Spalding School 38833 Chaptico Road Helen, MD 20635	179	20			
Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619	0	0			

Attachment 7



Title I, Part A Improving Basic Programs Operated By Local Educational Agencies

ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
Title I-A Coordinator: Carol M. Poe	
Telephone: 301-475-5511 ext. 140	E-mail: cmpoe@smcps.org

A. **TITLE I THEMES IN BRIDGE TO EXCELLENCE MASTER PLAN** – Address each item below describing the school system's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer and be sure to address each bulleted item, where appropriate. If these strategies are addressed elsewhere in the school system's five-year comprehensive Bridge to Excellence Master Plan or this year's Update, please indicate the section and page number(s). REQUESTED DOCUMENTATION MIGHT INCLUDE THE FOLLOWING: MEETING EVALUATIONS, AGENDAS, SIGN-IN SHEETS, SCHEDULES, LIST OF INVITEES, ETC.

1. DESCRIBE the step-by-step process used to inform parents of each student enrolled in a Title I school identified for improvement, corrective action, or restructuring of each of the following issues:
Sec. 1116 (b)(6)(A-E)
 - a) what the identification means;
 - b) the reasons for the identification;
 - c) what the school is doing to address the problem of low achievement;
 - d) how the LSS and MSDE are helping the school address the achievement problem; and
 - e) how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement.

Include sample copies of letters and documentation to support that the above items a-e have been accomplished.

a) George Washington Carver Elementary School has been identified as a School in Improvement, Year 1, which means that the School Choice Transfer Option will be offered to allow parents the chance to transfer their child/children to other public schools in St. Mary's County that have made AYP.

Attachment 1: School Choice Transfer Option News Release

b) George Washington Carver Elementary School has been identified as a School in Improvement Year 1 because the school did not make the Annual Measurable Objective (AMO) in the same reported area (Special Education Reading) in 2004 and 2005.

Attachment 1: School Choice Transfer Option News Release

c) The school is addressing the problem of low achievement by implementing the research based *Houghton Mifflin* reading program and *Investigations* mathematics program. Low reading achievement is also being addressed by implementation of research based reading interventions, such as *Foundations*, *Read Naturally*, and *REWARDS*. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is administered quarterly to all students to monitor reading progress. Burns and Roe Informal Reading Inventory and Rigby Running Records additionally provide classroom teachers with assessment information to allow them to create data driven instruction. The Eleven Month School Program provides an additional month of school beyond the regular school year for identified low performing students.

d) A St. Mary's County Public Schools Technical Assistance Team (TAT) is in place at G.W. Carver Elementary School. The TAT meets monthly with the school instructional leadership team to provide timely and appropriate support and intervention in the areas of:

- School improvement planning
- Disaggregated data analysis
- Identification and implementation of professional development, instructional strategies, and methods of instruction based on scientifically based research
- School organization, support structure, leadership, and staffing

- Budget review and development to confirm direct alignment of funding sources with identified school improvement initiatives.

Attachment 2: Technical Assistance Team Support Plan

e) Parents can become involved in addressing academic issues that caused the school to be identified for school improvement by joining and participating in school decision making on the School Improvement Team and Parent Student Teacher Association. To assist parents with home involvement in reading instructional support, parents can attend the regularly scheduled Partners in Print workshops which take place at the school.

2. DESCRIBE the step-by-step process and specific timelines used to inform parents of students attending a Title I school in school improvement about student transfer and supplemental educational services options. Provide a projected start-up date for these services. Sec. 1116 (b)(6)(F)

School Choice Transfer Option step-by step process:

- The School Choice receiving schools were identified based on their achievement of Adequate Yearly Progress (AYP) on the 2005 administration of the MSA.
- The informational news release concerning the School Choice Transfer Option for parents of students enrolled or scheduled to be enrolled at G.W. Carver for the 2005-2006 school year appeared in the local newspaper, local radio station, and on the SMCPS website.
- Letters were mailed to parents of students scheduled to attend G.W. Carver for the upcoming school year (2005-2006) providing information on the School Choice Transfer Option.
- A Parent School Choice Information Night was scheduled for Thursday, June 23, 2005.
- The start-up date for the School Choice Transfer Option is the first day of school: August 29, 2005.

Include sample copies of letters and documentation used to accomplish these tasks.

Attachment 1: School Choice Transfer Option News Release

Attachment 3: Title I School Choice Transfer Option
Procedures for the 2005-2006 School Year

Attachment 4: Title I School Choice Transfer Option
Parent Information Sheet

Attachment 5: Parent letter

Attachment 6: Parent School Choice Information Night agenda

3. DESCRIBE the step-by-step process and specific timelines used to notify parents whose children attend Title I schools about the qualifications of their teachers. Sec. 1111 (h)(6)(A)

Parents in all Title I schools are notified about their right to request information on the qualifications of their teachers and paraeducators during the first week of each school year.

Include sample copies of letters and documentation used to accomplish this task.

Attachment 7: Parent Letter concerning teacher and paraeducator qualifications.

4. For LSSs with Title I schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs. Include the specific steps that will/have been taken to review and analyze how effective schoolwide programs have been in: (Reg. 200.25-28 and Sec. 1114)

- a) consolidating federal, state, and local funds for schoolwide programs;
- b) adopting research based strategies and methods to improve student achievement,
- c) following the progress of each student subgroup;
- d) providing extended learning time, such as an extended school year, before- and after-school, and summer program opportunities;
- e) accelerated, high quality curriculum; and
- f) using formative benchmark assessments aligned with the Voluntary State Curriculum.

In addition to the LSS Title I coordinator, identify by name the person/s responsible for activities a-f, as appropriate.

a) Development, implementation, monitoring, and evaluation of the school wide plan are components of the SMCPS Bridge to Excellence Master Plan, Goal 1, Objective 21, Strategy 1. Each school's School Improvement Plan incorporates the alignment of federal, state, and local funds. The School Improvement Plan for each school is reviewed and approved by an assigned School Improvement Plan review team composed of representative members from the Departments of Academic Support, Curriculum and Instruction, Pupil Services and Special Education.

Persons responsible: School Improvement Plan Review Team: Team Directors: Linda Dudderar, Kathleen Lyon, Charles Ridgell, Marilyn Mathes.

b) Scientifically based strategies and methods implemented at Title I schools include the *Houghton Mifflin* reading program. The program has been adopted in grades Pre-kindergarten through five at all Title I schools to ensure that all components of literacy are included in the 90 minute literacy instructional blocks. The primary mathematics resource used to teach the Voluntary State Curriculum is TERC *Investigations*, one of only three research based mathematics curricula currently available. Additional supplemental materials for the core reading and mathematics programs are provided for Title I schools, including Teacher Resource Kits, student workbooks, leveled texts and targeted intervention programs such as Wilson Rewards, Foundations, and Read Naturally.

Persons responsible: School leadership teams; Instructional Supervisors; Title I Supervisor: Carol Poe

c) Each school maintains a data base of formative and summative assessment data for every student. The data includes individual student MSA data and formative assessment data using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in preK- 5. Pre and post mathematics benchmark assessments are provided at each grade. Each pre and post assessment focuses on grade level objectives in the VSC. Unit assessments are also administered at grades 3-5 (See Master Plan Update pp. 23-30). The assessments demonstrate for teachers and students the level of knowledge and rigor MSA demands. Grade level teams develop Team Action Plans to monitor student data and impact classroom instructional decision making.

Persons responsible: The literacy and mathematics coaches assigned to each Title I school assist classroom teachers with collection and interpretation of individual student data. The SMCPS Assessment Specialist is available to provide analysis and disaggregation, when requested. Assessment Specialist: Denise Eichel

d) All Title I schools have 21st Century Community Learning Center after school programs in place. During the summer of 2005 an 11 Month School Program took place at the three Title I schools operating school wide programs. The Eleven Month School Program will be provided during the summer of 2006 for identified students who need additional assistance to achieve AYP. More than eighty per cent of the students who attended the 2005 program demonstrated progress in both reading and mathematics. This program will be implemented at the three Title I schools that have schoolwide programs in place.

Persons Responsible: 21st Century Community Learning Center after school programs: Coordinator of Special Programs: Mark Smith; 11 Month School Year Program: Supervisor of Instruction/Title I, Carol Poe.

e) The SMCPS Bridge to Excellence Master Plan, Goal 1, Objective 21, Strategy 1, provides for increasing challenge and achievement of all students through research based high quality curricula.

Persons responsible: Director of Curriculum and Instruction: Linda Dudderar; Supervisor of Gifted and Talented Programs: Laura Carpenter

f)Formative benchmark assessments aligned with the Voluntary State Curriculum have been developed for all grades in the areas of reading and mathematics. The DIBELS literacy assessment is in place in all Title I school for the 2005-2006 school year. The DIBELS literacy assessment is in place in all Title I school for the 2005-2006 school year. The results of these tests are included in grade level Team Action Plans which are monitored by the school leadership team and assist teachers with instructional decision making (See Master Plan Update pp. 23-30)

Persons responsible: Title I Literacy Coaches; Supervisor of Instruction for Reading: Liz Cooper

ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

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

Fiscal Year 2006

B. TARGETED ASSISTANCE SCHOOLS [Section 1115].

1. LIST the multiple selection criteria the school system will/has used to identify eligible children most in need of services. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Students in grades 3 through 5 who attend Targeted Assistance Schools will be identified based upon failure to achieve proficiency on the Maryland School Assessment, indication of the need for intensive reading remediation based upon the DIBELS assessment, and teacher recommendation. Students in preschool through grade 2 will be selected based upon teacher judgment, parent interviews, and developmentally appropriate measures. Students in preschool through grade 2 will also be assessed using DIBELS. Additional criteria will include teacher recommendation, parent interviews, and developmentally appropriate measures.
2. For LSSs with Title I targeted assistance programs, DESCRIBE how the school system will/has helped targeted assistance schools identify and implement effective methods and instructional strategies that are based on best practices and scientific research that strengthens the core academic program of the school. In the description, be sure to address how each of the following bullets has been provided:
 - a) extended learning time, such as an extended school year, before- and after-school, and summer program opportunities;
 - b) accelerated, high quality curriculum, including applied learning;
 - c) strategies to minimize the removal of children from regular classroom instruction for additional services; and
 - d) formative benchmark assessments aligned with the Voluntary State Curriculum.

a) Extended learning time is provided for identified low achieving students in the after school program. The Eleven Month School program provides an additional month of instruction for identified students. The Eleven Month School program provides an additional month of instruction for identified students who need remediation to achieve AYP. Student selection is data driven and includes MSA results, county developed mathematics assessments that are aligned with the VSC, DIBELS, and Rigby scores. This program provides four weeks of full day academic instruction prior to the beginning of the regular school year and is aligned with VSC objectives.

b) The research based *Houghton Mifflin* reading program and *Investigations* mathematics program provide the basis for differentiated and appropriately accelerated, high quality instruction to address the goals of the Voluntary State Curriculum.

c) To minimize the removal of children from regular classroom instruction for additional services, Title I funded paraeducators provide small group instruction in the classroom under the direct supervision of the classroom teacher.

d) Regular formative reading and mathematics assessments, which are aligned with the Voluntary State Curriculum, provide for regular assessment and monitoring of student academic progress.

C. LOCAL SCHOOL SYSTEM PARENT INVOLVEMENT POLICY [Section 1118(a)(2) and (b)(1)]. To encourage parent involvement, school systems and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. Parent involvement strategies should be woven throughout each system's Master Plan. School and system policies should address the following issues:

1. Involves parents in the joint development of the Title I program activities under section 1112, and the process of school review and improvement under section 1116.
Attachment 8: St. Mary's County Public Schools Title I Parent Involvement Policy
2. Provides the coordination, technical assistance, and other support necessary to assist participating Title I schools in planning and implementing effective parent involvement activities to improve student academic

achievement and school performance, including the development and review of the home-school compact that each Title I school must develop with parents annually.

Attachment 8: Reference - SMCPS Title I Parent Involvement Policy: Goal 5

3. Builds the schools' and parents' capacity for strong parental involvement.
Attachment 8: Reference - SMCPS Title I Parent Involvement Policy: Goals 1-5
4. Coordinates and integrates Title I parental involvement strategies with parental involvement strategies under other programs, such as the Head Start program, the Reading First program, Even Start program, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, special education services, and other federal and state programs.
SMCPS has an active partnership with the St. Mary's County Interagency Children's Committee that oversees the Head Start Program at the Judy Center which provides services for parents and children of SWP Title I schools. Goal 2 identifies family parenting support provided to both families of regular education and special education students.
5. Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving academic quality of the schools served under Title I.
Attachment 8: Reference - SMCPS Title I Parent Involvement Policy: Goal 2
6. Involves parents in the activities of the schools served under Title I.
 - a) Have there been changes made to the Parent Involvement Policy? ____ yes ___X_ no
 - b) Attach a copy of the school system's most current distributed Parent Involvement Policy that addresses the issues presented above. Please indicate where changes have been made.
Attachment 8
 - c) Does each Title I school in your system have a school level Parent Involvement Policy either through adoption of the LSS's or through development of their own? __X__ yes ___ no All Title I schools, including those implementing schoolwide and those implementing targeted assistance programs, have school level Parent Involvement Policies.
 - d) If no, how many schools have not adopted a Parent Involvement Policy? ___N/A___ # of schools
 - e) Describe the LSS's plan to ensure that all Title I schools will adopt a school level Parent Involvement Policy by the end of the 2005-2006 school year.
All Title I schools have parent involvement policies.

ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local School System: St. Mary’s County Public Schools Fiscal Year 2006

C. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A local school system must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. The data source(s) must be maintained in the applicant’s Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one.

	Free Lunch
X	Free and Reduced Lunch
	Temporary Assistance for Needy Families (TANF)
	Census Poor (Children ages 5-17 based on 2000 Census Data)
	Children eligible to receive medical assistance under the Medicaid program
	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, a LSS should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. **CHECK** the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

	A.	Use FARMS to identify low-income students (Private schools that participate in the FARM program must use the FARM program to identify low-income students.);
	B.	Use the same poverty data the LSS uses to count public school children;
	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families’ identify;
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
	E.	Use comparable poverty data from a different source, such as scholarship applications;
X	F.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local School System: St. Mary’s County Public Schools	Fiscal Year 2006__
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D. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-2	METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)
<p>Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A program. The following points summarize these requirements:</p> <ol style="list-style-type: none"> 1. The school system must first rank all of its schools by poverty based on the percentage of low-income children. 2. After schools have been ranked by poverty, the school system must serve in rank order of poverty schools above 75% poverty, including middle and high schools. 3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings. 4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings. <p>CHECK the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.</p> <p style="padding-left: 40px;"><u>Percentages</u> -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I-A funds may run out before serving all schools above the district-wide average. Schools below the district-wide average cannot be served. <u>Complete Table 7-3.</u></p> <p>X <u>Grade span grouping/district-wide percentage</u> -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. <u>Complete Tables 7-3 and 4.</u></p> <p style="padding-left: 40px;"><u>35% rule</u> -- all schools <u>at or above 35%</u> are eligible for services. Schools must be served in rank order of poverty. Title I-A funds may run out before serving all schools above 35%. <u>Complete Tables 7-3.</u></p> <p style="padding-left: 40px;"><u>Grade-span grouping/35% rule</u> -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. <u>Complete Tables 7-3 and 4.</u></p> <p style="padding-left: 40px;"><u>Special Rule:</u> Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. <u>Complete Tables 7-3 and 4.</u></p> <p>NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.</p>	

ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local School System: St. Mary’s County Public Schools	Fiscal Year 2006
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D. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN

The local school system may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 29, 2004 to complete this table along with the September 30, 2004 enrollment data.

<u>3,797</u>	+	<u>15,618</u>	=	<u>24%</u>
Total Number of Low-Income Children Attending ALL Public Schools		Total Local School System Student Enrollment		District-Wide Average (percentage) of Low-Income Children

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)

A school system’s organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, INDICATE below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (Grades K-5)	2,036		6,695	30%
Middle (Grades 6-8)	865		3,708	23%
High (Grades 9-12)	896		5,215	17%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)

N/A Local School System Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)	÷	N/A Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)	=	N/A Per Pupil Amount
--	---	--	---	-------------------------

Per-Pupil Amount \$ _____ X 1.25 = Minimum Per Pupil Allocation \$ _____ N/A _____
 MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.

ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local School System: St. Mary’s County Public Schools	Fiscal Year 2006
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D. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-6 CONTINUED ELIGIBILITY		
Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year.</u> LIST below any school(s) that the school system will grandfather for one additional year. Schools must be served in rank order.		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A		

Table 7-7 TITLE I SKIPPED SCHOOLS			
Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:			
<input type="checkbox"/> The school meets the comparability requirements of section 1120(A)(c). <input type="checkbox"/> The school is receiving supplemental funds from other state and local sources that are spent according to the requirements of section 1114 and 1115. <input type="checkbox"/> The funds expended from these other sources equal or exceed the amount that would be provided by Title I.			
Name of School(s)	Percent Poverty	Title I Allocation	Amount and Source of Other Funding
N/A			

ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local School System:	St. Mary’s County Public Schools	Fiscal Year 2006
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D. BUDGET INFORMATION

Table 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST** reserve funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.

Table 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION⁴

Total Title I 2004-2005 Allocation		\$ 2,036,255 (Taken from the C-1-25)	
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	ACTIVITY	RESERVA-TION	EXAMPLES OF DETAILED BUDGET DESCRIPTION
	1 <u>District-wide Title I Instructional Program(s) Reservation</u> (such as extended day, family literacy programs [not Even Start], home tutoring, etc.) Federal Register (Reg). Sec. 200.64.	0	
	2 <u>Parent Involvement</u> (not less than 1%) Sec. 1118 (a)(3)(A)	\$20,400	<ul style="list-style-type: none"> • \$6,006 Workshop expenses • \$3,400 Family involvement conference fees • \$10,994 Family Literacy Materials
	3 <u>Professional Development to train teachers to become highly qualified</u> (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.		<ul style="list-style-type: none"> • All teachers in St. Mary’s County Public Title I Schools are currently Highly Qualified
	4 <u>TOTAL reservations requiring equitable services.</u> (Present this number in Table 7-10 LINE 2.)	\$20,400	

⁴ References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003. Question 5, Pages 9-11.

Table 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION

Cont'd				
Reservations Not Requiring Equitable Services	5	Administration (includes services to public and private school students and capital expenses (non-instructional) for private school participants (Reg. Sec. 200.77 (f) (Present this number in Table 4-A School System Administration.)	\$439,773 <ul style="list-style-type: none"> • \$128,981 Administrative Salaries • \$36,221 Fringe Benefits • \$58,156 Indirect Cost • \$500 Office supplies • \$162,900 11 Month School Salaries(3 sites) • \$47,600 Fringe Benefits • \$5,415 Materials/Supplies 	
	6	School Improvement Initiatives under NCLB (not less than 20%- of which 5% is for Choice and 5% for SES) Sec. 1116 (b)(10)(A) and Sec. 1116 (e)(6) (Note: If a lesser amount or no funds are needed, a description*as to why should be provided here. No fixed charges or fringe benefits may be included.) *Attachments 9 and 10	\$37,960 <ul style="list-style-type: none"> • School Choice for G.W. Carver Elementary School – (Attached documentation of need for lesser amount than 20% - Transportation costs to provide 3 buses to transport 37% of the enrolled students (150). 	
	7	Support to Low Performing Title I Schools Sec. 1116 (b)(4) A-B (Local Discretion. This reference describes required technical assistance.)	0	Technical Assistance Teams are assigned to two Title I schools that did not make AYP. No Title I funding is used for the Technical Assistance Teams.
	8	Services to LEP Students (Local Discretion.)	0	
	9.	Services to Neglected Children Sec. 1113(c)(3) and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-4.	0	
	10	Services for Homeless Children Sec. 1113(c)(3) and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-4.	\$3,000	Educationally related support services to homeless children.
	11	Preschool Programs (Local Discretion) (Section 1112(b)(1)(K) and Non-Regulatory Guidance, Serving Preschool Children under Title I-D1)	0	
	12	Professional Development for LSS in Improvement (not less than 10%) Sec. 1116 (c) (7)(A)(iii) (Note: If there are no Title I schools identified for improvement in a system identified for improvement, the LSS must still set aside 10% for professional development for any Title I school to help them remain out of improvement status. Please provide an explanation.)	\$587,302	<ul style="list-style-type: none"> • \$411,535 Literacy (3) and Math (3) coaches • \$132,652 Fringe Benefits • \$12,000 Prof. development consultant fees • \$18,000 Substitutes/stipends for prof. dev. teacher participants • \$1,377 FICA (7.65%) • \$10,000 Conference fees • \$1,738 Prof. development supplies and materials
	13	Other (explain)	0	
	14	Incentives for Title I Teachers (Local Discretion) (not more than 5%) for schools in improvement, corrective action and restructuring. Sec. 1113(c)4	0	
15	Total Reservations Not Requiring Equitable Services (Sum of LINES 5-14.) Use this number in Table 7-10 LINE 3 below.)	\$1,068,035		

	16	<u>Total of Equitable (LINE 4) and Non-Equitable Reservations (LINE 15) minus Administration.</u> (Present this number in Table 4-A Systemwide Program and School System Support to Schools.)	\$648,662	
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ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

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

Fiscal Year 2006

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [SECTION 1120]:

1. Participating private schools and services: COMPLETE INFORMATION IN ATTACHMENT 6 A regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title I-A services. ATTACH WRITTEN AFFIRMATION (meeting dates, agendas, sign-in sheets, letters) signed by officials at each participating nonpublic school and/or their designee that consultation has occurred. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003, Appendix I-IV* for sample non-public forms.

Attachments 11, 12, 13: Affirmation of Consultation documents

2. DESCRIBE the school system's process for providing equitable participation to students in private schools. Process descriptions should address the following topics:

Attachment 14: Title I Services to Non-public School Children, Procedures for 2005-2006 provides an explanation for the following items a – e.

a) The manner and extent of consultation with the officials of interested private schools during all phases of the design and development of the Title I-A services;

Reference: Attachment 14: Non-Public Procedures #5, #9.

b) The basis for determining the needs of private school children, families, and teachers;

Reference: Attachment 14: Non-Public Procedures #4.

c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
The three participating non-public schools requested reading and/or mathematics tutoring provided by highly qualified teachers hired by SMCPS. Services will be provided at all three sites to eligible students in grades K-5.

d) The differences, if any, between the Title I-A services that will be provided to public and private school students and teachers, and the reasons for those differences. (Note: The school system provides services on an equitable basis to private school participants whether or not the services are the same Title I-A services the district provides to public schools. The expenditures for such services, however, must be equal to the proportion of funds allocated to participating Title I schools based on the number of low income children from low-income families who attend private schools, which the local school system may determine each year or every 2 years.)

Non- public individual and/or small group tutoring differs from the school wide Title I public school programs due to the small number of students to be served in the non-public schools.

e) How the Title I services provided to private school participants will be academically assessed and how the results of that assessment will be used to improve services. The non-public schools use Terra Nova and The Stanford Achievement Test as summative measures to determine eligibility for students who attend their schools and who reside in St. Mary’s County Public Title I school attendance areas. All eligible non-public students are assessed quarterly using DIBELS and a non-public school approved mathematics assessment. The results of these assessments are used to evaluate and improve the effectiveness of the Title I services to eligible non-public students in collaboration with non-public officials.

Reference: Attachment 14: Non-Public Procedures

TOTAL number of private school children from low-income families residing in participating public school attendance area, including those students going to schools in other LSSs: **80**

This number comes from the Title I Allocation Excel WorkSheet – the total from Column G “Number of low-income private school children grades Pre-K and up residing in this school’s Attendance Area.” Use this number for the reservation calculations in Table 7-9.

3. COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 and 200.65 of Regs.)

Monies calculated for equitable services to private school participants, their families, and their teachers.

Table 7-9				
<u>Districtwide Instructional Program(s) Reservation (Does Not Apply To Preschool Programs)</u>				
In participating public school attendance areas:				
_____80_____	÷	_____1115_____	=	_____0.072_____
Total # of <u>private school children</u> from low-income families including those going to schools in other LSSs (This number comes from the Title I Allocation Excel Worksheet Column G.)		Total # of children from low-income families in <u>Title I Public Schools</u> (This number comes from the Title I Allocation Excel Worksheet Column F)		Proportion of reservation
_____0.072_____	x	_____0_____	=	_____N/A_____
Proportion of reservation		reservation ⁶ (Use # from Table 7-8, Line 1)		Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
In participating public school attendance areas:				
_____80_____	÷	_____1115_____	=	_____0.072_____
Total # of <u>private school children</u> from low-income families including those going to schools in other LSSs		Total # of children from low-income families in <u>Title I Public Schools</u>		Proportion of reservation
_____0.072_____	x	_____20,400_____	=	_____1,469_____
Proportion of reservation		reservation ⁷ (see # from Table 7-8, Line 2)		Proportional monies available for equitable services to parents of private school participants
<u>Professional Development Reservation</u>				
In participating public school attendance areas:				
_____80_____	÷	_____1115_____	=	_____0.072_____
Total # of <u>private school children</u> from low-income families including those going to schools in other LSSs		Total # of children from low-income families in <u>Title I Public Schools</u>		Proportion of reservation
_____0.072_____	x	_____0_____	=	_____N/A_____
Proportion of reservation		reservation ⁸ (Use # from Table 7-8, Line 3)		Proportional monies available for equitable services for professional development to private school teachers of participants.

⁶ Reservation is for the districtwide instructional programs. (Use the number presented in Table 7-8 LINE 1)

⁷ Reservation for parent involvement is defined under Section 1118(a)(3)(A) and (200.65) as the 1% reservation off the top of the LSSs total Title I allocation. (Use the number presented in Table 7-8 LINE 2)

⁸ Reservation for professional development under Section 1119(l) is defined as not less than 5% off the top of the total LSS Title I allocation. (Use the number presented in Table 7-8 LINE 3.)

Local School System: _ St. Mary’s County Public Schools	Fiscal Year 2006
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Total proportional monies available for equitable services for Districtwide Instructional Programs, Parental Involvement, and Professional Development set aside for private school participants. (Totaled from Table 7-9)
\$ 1,469 _____

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	-----	\$2,036,255
2	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	minus	\$20,400
3	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 15.)	minus	\$1,068,035
4	Total Title I LSS allocation minus all reservations: Title I allocation (LINE 1 above) minus all Reservations (LINES 2 and 3 above). (All LSSs, except for those serving schools below the 35% poverty line, should use this number to determine the per pupil allocation.)	equals	\$947,820
5	Total Allocation (set aside for instructional services) for private eligible school children. This total comes from the Title I Allocation Excel Worksheet Column J. (Present this number in Table 4-A Nonpublic Cost.)	----	\$51,325

1. Use the Title I Allocation Excel Worksheet available online at www.marylandpublicschools.org (Bridge to Excellence website under programs) to determine public and private school Title I allocations. If the LSS applies different PPA amounts to schools, the amounts must always be applied in descending order.

THE TITLE I ALLOCATION EXCEL WORKSHEET MUST BE SUBMITTED TO MSDE AS PART OF THE LSS MASTER PLAN UPDATE.

ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local School System: St. Mary’s County Public Schools	Fiscal Year 2006
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F. BUDGET INFORMATION

Table 7-11	ESTIMATE OF “TITLE I CARRYOVER” (Annually as of September 30)
<p>Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2004 - September 30, 2005). <u>LSSs have two options for the use of carryover funds:</u> 1) add carryover funds to the LSS’s subsequent year’s allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8.)</p> <ol style="list-style-type: none"> 1. Total amount of Title I 2004-2005 allocation: \$ 2,061,520 2. The amount of Title I funds the school system will carryover: \$309,228 3. Explain why this Carryover occurred even after substantive discussions among the LSS Title I program, budget, finance, accounting, human resource, and procurement offices. The 15% carryover occurred primarily in the categories salaries/fringe benefits because the Eleven Month School Program budget was planned for three Title I sites. Due to lack of teacher response, the program took place at only one site. 4. The percentage of carryover Title I funds as of September 30, 2005 is <u>15</u>% (THIS IS A PROJECTION.) 5. <u>If the first option presented above is selected</u>, complete and submit the Title I Carryover Excel Worksheet which will calculate the distribution of Carryover Funds based on a per pupil allocation to public and private students. Carryover Excel Worksheet data should be based on the enrollment information reported on the Title I Allocation Excel Worksheet for the 2005-2006 school year. X :see Title I Carryover Excel Worksheet 6. <u>If the second option presented above is selected</u>, describe how the Carryover Funds will be used keeping in mind the equitable services to private school student requirements. Refer to Table 7-8 for a brief description of equitable services for non-public schools. N/A 	

G. PROPOSED BUDGET FORM AND NARRATIVE

1. Complete a detailed budget on the *MSDE Title I-A Proposed Budget Form (C-1-25)*. The Proposed Budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants.” The accompanying budget narrative should:
 - a) detail how the school system will use Title I-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I-A program, and
 - b) demonstrate the extent to which the budget is both reasonable and cost-effective.

**Title I, Part A Budget Narrative
2005-2006**

Category / Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Administration & Supervision Salaries & Wages	Administrative Staff Goal 1.21.1.1	1x 89,968 .5x 14,575 .3 x 24,438	128,981	0	128,981
Fixed Charges for administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	36,221	0	36,221
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials Goal 1.21.1.1	10 months x \$50	500	0	500
Regular Programs Salaries & Wages	Instructional School Staff Goal 1.21.1.1	5 Teachers 215,405 1.5 mentors 77,185 9 FTE paras 166,726 7 hourly paras 77,000	536,316	0	536,316
Fixed Charges for regular instructional program	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	165,155	0	165,155
Regular Programs Supplies & Materials	Research based instructional materials Goal 1.21.1.4	Instructional materials 33,790 Non-capitalized equip. 21,000	54,790	0	54,790
Regular Program Non-Public Tutor wages	3 Non-Public Tutors Goal 1.21.1.7	3 x \$14,000	42,000	0	42,000
Non-Public Fixed Charges	FICA	42,000 x 7.65%	3,213	0	3,213
Non-Public Supplies & Materials	Non-Public materials	3 x 2037	6,112	0	6,112
Eleven Month School Salaries & Wages	Instructional Staff Goal 1.21.6	3 lead teachers x21,000 30 teachers 141,900	162,900	0	162,900
Fixed Charges for 11 month school	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	47,600	0	47,600
11 Month materials & supplies	Research based instructional materials Goal 1.21.1.6	3 x 1805	5,415	0	5,415

Instructional Staff Development Salaries & Wages	Professional Dev for research based programs Goal 1.21.1.2	Literacy/math coaches 6 x 68,589	411,535	0	411,535
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends \$20hr x 1750 hr substitutes \$60x200	47,000	0	47,000
Fixed Charges for prof. dev: coaches, stipends, subs	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	136,247	0	136,247
Instructional Staff Development Contracted Services	Consultants to provied training in school imp., literacy, math Goal 1.21.1 2	2000/dayx20 600/dayx71	82,603	0	82,603
Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	20 x 264 sessions	5,273	0	5,273
Instructional Staff Development other charges	Conferences Goal 1.21.1.2	Regis. Fees 500 x 24 = 12,000 Travel/perdiem 14,360	26,360	0	26,360
Regular program supplies and materials	Student incentives Goal 1.21.8	5 schools x 803.60	4,018	0	4,018
Student Health Services Supplies & Materials	Provide supplemental heath services to low income students Goal 1.21.9	5 students x 100	500	0	500
NCLB School Choice Transportation	Provide school choice to elgible students Goal 1.21.1 8	3 buses x 12,653	37,960	0	37,960
Student Transportation Other Charges	After school program transportation Goal 1.21.6	2 buses x 7000	14,000	0	14,000
Community Services (Homeless educational support) Supplies & Materials	Educational Support to Homeless Students Goal 1.21.1 3	30 x \$100	3,000	0	3,000
Community Services Supplies & Materials	Family Literacy Program materials Goal 1.21.1.3	5 schools x 2158	10,790	0	10,790

Community Services Other Charges	Family night expenses Goal 1.21.1.3	5 schools x 1628	8,141	0	8,141
Community Services Non-Public	Family Involv. Non-Public Goal 1.21.1.3	3 schools x 490	1,469	0	1,469
Administration Business Support Services/Transfers	Indirect Costs	2.94% x direct costs (\$1,978,099)	58,156	0	58,156
	TOTAL		2,036,255	0	2,036,255

**Maryland State Department of Education
Program Improvement and Family Support Branch**

TITLE I FY05 CARRYOVER REPORT

This report was developed for local school systems (LSSs) to report carryover from their total FY05 allocation. In addition to Table 7-11, please complete this report to project and inform MSDE about the amount of FY05 carryover and its proposed use.

Local School System	St. Mary's County	Carryover Reported Table 7-11, line 2	\$308,000.00
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In the chart below, identify carryover coming from any of the three categories listed. Carryover in any of these categories must remain in the category if the original requirement has not been met.

- If any of these categories did not have carryover – insert a 0
- If you have no schools offering Choice and SES, insert an NA (not applicable)
- If your system is not in improvement, insert an NA
- If your system has met the 1% requirement for parent involvement and/or the **10%** professional development for LSS in improvement, insert an NA

Activity/Category	Amount carried over in this category
Parent Involvement (If the 1% requirement has been expended, any funds beyond the 1% requirement need not be reallocated or reported in this category.)	0
School Improvement Initiatives - Choice and SES	N/A
Professional Development for LSS in Improvement (If the 10% requirement has been expended, any funds beyond the 10% requirement need not be reallocated or reported in this category.)	0

LSSs have options for the use of carryover funds. Please indicate which option your system is selecting to use.

1. **X** **PER PUPIL ALLOCATION:** Distribute FY05 carryover funds to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children.
(COMPLETE THE TITLE I CARRYOVER EXCEL WORKSHEET TO DOCUMENT THESE ADDITIONAL FUNDS AVAILABLE FOR PER PUPIL ALLOCATIONS FOR THE 2005-06 SCHOOL YEAR.);
2. **SCHOOL SYSTEM RESERVATIONS:** Designate FY05 carryover funds for particular activities/categories (Lines 1-14 on the next pages) that could best benefit from additional funding keeping in mind equitable participation of non-public school children. (COMPLETE THIS CARRYOVER REPORT TO DOCUMENT THESE ACTIVITIES.)
3. **COMBINATION:** School systems may also select to allocate their FY05 carryover funds via a combination of per pupil allocation and school system expenses. (IN THIS CASE, BOTH THE CARRYOVER EXCEL WORKSHEET AND THIS CARRYOVER REPORT MUST BE COMPLETED.)

**BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS
PROPOSED FY - 2006 ESEA TITLE I, PART A BUDGET**

Recipient Agency Name	St. Mary's Public Schools
Revenue Source Name	

Grant Period	July 1, 2005 - June 30, 2007
Fund Source Code	

* "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL.

X	STATE/FEDERAL
	LOCAL/MATCH
X	TOTAL

Category/Program	Object						Budget by Cat./Prog.
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equipment	8-Transfers*	
201 Administration							
Program 21 General Support							0.00
Program 22 Business Support						58,156.00	58,156.00
Program 23 Centralized Support							0.00
202 Mid-level Administration							
Program 15 Office of Principal							0.00
Program 16 Inst. Admin. & Superv.	128,981.00		500.00				129,481.00
203-205 Instruction categories							
Prog 01 Regular Programs	699,216.00	0.00	80,205.00	4,018.00	0.00	48,112.00	811,551.00
Prog 02 Special Programs							0.00
Prog 03 Career & Tech Prog							0.00
Prog 08 Sch. Library Media							0.00
Prog 09 Instr. Staff Devel.	458,535.00	82,603.00	5,273.00	26,360.00	0.00	0.00	572,771.00
Prog 10 Guidance Services							0.00
Prog 11 Psychological Serv.							0.00
Prog 12 Adult Education							0.00
206 Special Education							
Prog 04 Public School Instr. Prog.							0.00
Prog 09 Inst. Staff Devel.							0.00
Prog 15 Office of the Principal							0.00
Prog 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services	0.00	0.00	0.00	500.00	0.00	0.00	500.00
209 Student Transportation				51,960.00			51,960.00
210 Operation of Plant							
Program 30 Warehousing and Distr.							0.00
Program 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				385,223.00		3,213.00	388,436.00
214 Community Services	0.00	0.00	13,790.00	8,141.00	0.00	1,469.00	23,400.00
215 Capital Outlay							
Program 34 Land & Improvements							0.00
Program 35 Buildings & Additions							0.00
Program 36 Remodeling							0.00
Total Expenditures By Object	1,286,732.00	82,603.00	79,768.00	476,202.00	0.00	110,950.00	2,036,255.00

*includes the following: Payments to another LEA, nonpublic school, or state institution; and indirect Cost Recovery

Grant Number	PROPOSED FY - 2006 ESEA TITLE I, PART A BUDGET
	Grant Name

Budget Reviewed and Approved: LSS Finance Officer: *Robert Jones* (301) 475 - 5511 ext. 185 8/2/2005
Signature Phone Number Date

Budget Approved By:	MSDE USE ONLY					
	LEA Official	301-475-5511	301-475-4270	Date	MSDE Official	Date



Dr. Michael J. Marbrano
Superintendent of Schools

St. Mary's County Public Schools

Attachment 1

Department of Academic Support
P.O. Box 641
23160 Monakley Street
Leonardtown, Maryland 20650
301-475-5511, ext. 134
301-475-4238 fax

News Release

School Choice Transfer Option for 2005-2006 School Year

The *No Child Left Behind Act* of 2001 is a federally funded program that provides supplemental services for students in high poverty schools to help them meet the same Maryland State Department of Education standards and performance that apply to all students. The Title I federal requirements include a provision that gives students enrolled in Title I schools that have been identified for school improvement in St. Mary's County Public Schools, and all Maryland schools, the option to request transfers to other selected public schools in the school system.

The St. Mary's Public School affected by this provision is George Washington Carver Elementary School. G. W. Carver Elementary School did not meet the AYP (Adequate Yearly Progress) standards for the 2004 and 2005 administration of the Maryland School Assessment (MSA) and has been identified on the list of Maryland State Title I schools needing improvement. Parents of students scheduled to attend G. W. Carver Elementary School for the 2005-2006 school year have the option to transfer their child/children to Green Holly Elementary School or Town Creek Elementary School. Both of the selected Transfer Option schools achieved Adequate Yearly Progress (AYP) on the 2005 administration of the Maryland School Assessment. Transportation to the Transfer Option schools will be provided by St. Mary's County Public Schools.

Parents who wish to take advantage of the transfer option must complete the Student Transfer Request form PS 105, available at the George Washington Carver Elementary School office. The form must be submitted for approval to the Director of Pupil Services by July 20, 2005.

A Parent School Choice Information Night is scheduled for Thursday, July 7, 2005 at G. W. Carver Elementary School. For additional information about the school transfer option, please contact Carol Poe at the Department of Academic Support, 301-475-5511, Ext. 140.

Submitted by

Carol M. Poe
Supervisor of Instruction/Title I

St. Mary's County Public Schools
Technical Assistance Team Support Plan

- Technical Assistance Teams (TATs) will be provided for each school that has been identified as low performing either because it is not making adequate yearly progress or because it is in local alert status (required by the *Master Plan*).
- The teams will be comprised of representative members from the departments of Academic Support, Curriculum and Instruction, Pupil Services, and Special Education.
- Identified Title I schools will have a two-day retreat before the start of each school year with a focus on school improvement planning that ensures that the ten components of school improvement plans (as outlined in NCLB sec. 1116) are present.
- The TAT will meet, at a minimum, quarterly with the instructional leadership team from each identified school to review, make recommendations, and provide timely and appropriate support and intervention in the areas of:
 - School improvement planning
 - Disaggregated data analysis related to formative classroom assessments
 - Identification and implementation of professional development, instructional strategies, and methods of instruction based on scientifically based research
 - School organization, support structure, leadership, and staffing
 - Budget review and development to confirm direct alignment of funding sources (Title I, other grant funds, and general fund) with identified school improvement initiatives.

All quarterly meetings will take place at school sites.

- The TAT, in collaboration with the school leadership team, will identify the focus of classroom “walk-throughs” which may take place regularly throughout the school year. TAT teams will also collaborate with school leadership teams to look at the implementation of the VSC/High School Core Learning Goals by reviewing student work.
- The TAT will provide a written feedback summary after each review meeting to the school leadership team who will share the feedback, as appropriate, with school staff.
- The first Technical Assistance Team meeting will take place no later than October 15, 2005.



St. Mary's County Public Schools

Attachment 3

Department of Academic Support
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, ext. 133
301-475-4238 - fax

TITLE I SCHOOL CHOICE TRANSFER OPTION

Procedures for Student Transfer for 2005-2006 School Year

1. Requests for student transfers under Title I will be handled on an individual basis, as received. Requests must be processed in a timely manner by the principal and take priority over other transfer requests.
2. Parents are encouraged to schedule an appointment to meet with the principal of the school which the student is scheduled to attend. During this meeting, parents/guardians should be fully informed about the transfer option, as well as, school improvement planning and the resources provided by the school.
3. Students who reside in the George Washington Elementary School attendance area may elect to transfer to Green Holly Elementary School or Town Creek Elementary School. This applies to students currently enrolled and attending in grades kindergarten through five, incoming kindergarten students, and students new to the school attendance area. Students new to the attendance area after the beginning of the school year, and throughout the school year, may elect to participate in the school transfer option.
4. Student Transfer Request form PS 105 must be completed by the parents/guardians and submitted to the Director of Pupil Services to obtain transfer approval.
5. The Director of Pupil Services will send a notice of transfer status/approval to parents/guardians. All transfer requests must be submitted on an annual basis.
6. After approval of the transfer, parents/guardians are encouraged to schedule an appointment with the principal of the receiving school.
7. Transportation for students who transfer from George Washington Carver Elementary School to an identified receiving school will be funded through Title I. Transportation will be provided to the transfer school as long as the home school remains in school improvement.
8. The deadline for submission of the request for transfer of students who are currently enrolled, including incoming kindergarten students is July 20, 2005.
9. For additional information, contact the Department of Academic Support, Title I Supervisor at 301-475-5511 Ext.140.

St. Mary's County Title I School Choice Program

PARENT INFORMATION

INTRODUCTION

Federal law requires school districts to offer parents in Title I public schools that have been identified for school improvement, the chance to transfer their children to other public schools in the same school district. Your child's school will participate in the school choice program beginning in the upcoming 2005-2006 school year. To help you understand how the choice program can work for you, here are some answers to questions you may have.

1. DO I HAVE TO TRANSFER MY CHILD TO ANOTHER SCHOOL?

No. We're providing parents with this opportunity as an option. The decision is entirely up to you. You should base your decision on what you think is best for your child. If you think your child would be better off remaining at your current school, all you have to do is make sure your child is at your school on the first day of class.

2. TO WHICH SCHOOL(S) MAY MY CHILD TRANSFER?

The following schools that have both achieved Adequate Yearly Progress (AYP) on the 2005 administration of the Maryland School Assessment (MSA) have been identified by the St. Mary's County Public School System as Accepting Schools:

Green Holly Elementary School
26060 Millstone Landing Road
Lexington Park, MD 20653

Town Creek Elementary School
45805 Dent Drive
Lexington Park, MD 20653

Parents should rank the choice of Accepting School as #1 (first choice) and #2 (second choice).

3. HOW WILL STUDENTS BE CHOSEN?

We want to accommodate as many choices as possible, but if many parents request transfers, we may not be able to transfer everyone. Under federal law, we must give first priority to the lowest-achieving, lowest-income students. Achievement will be based on the student's score on the 2005 results of the Maryland School Assessment for grades 3-5 and developmentally appropriate measures for grades K through 2. Income will be based on a student's eligibility for free or reduced lunch.

4. WHAT IF I WANT TO TRANSFER MORE THAN ONE CHILD?

If you choose to transfer more than one child to the same Accepting School, we will make every effort to transfer children in the same immediate family to that school. This decision may be impacted by specific program needs of a child.

5. HOW WILL MY CHILD GET TO AN ACCEPTING SCHOOL?

If your transfer is approved, your child will have free busing to the Accepting School for as long as your current school does not make adequate yearly progress on the statewide assessment program standards. But in the future, we will not be able to provide free busing to the Accepting School if your current school improves and starts meeting state standards.

6. WHAT'S THE DEADLINE FOR APPLYING?

If you decide you want to send your child to one of the Accepting Schools, you must complete the Student Transfer Request form PS 105 and return it to us no later than July 20, 2005. Forms are available in the school office. Please mail the form to: Kathleen Lyon, Director of Pupil Services, 23160 Moakley Street, P.O. Box 641, Leonardtown, MD 20650

7. WHAT IF MY TRANSFER APPLICATION ISN'T APPROVED?

If your transfer is not approved, your child will stay in your current school.

8. WHEN WILL YOU TELL ME IF MY TRANSFER APPLICATION IS APPROVED?

We will let you know by August 15, 2005 if your transfer is approved.

9. QUESTIONS

If you have any more questions about the school choice program or your options, please call Carol Poe at 301-475-5511 ext.140. Also, we encourage you to attend the Parent School Choice Information Night on Thursday, July 7, 2005 at 7:00 p.m.

St. Mary's County Public Schools



DR. R. LORRAINE FULTON
Interim Superintendent of Schools

Department of Academic Support
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, ext. 133
301-475-4238 - fax

Mrs. Deanna M. Nored
Director

June 20, 2005

Dear Parents/Guardians:

The No Child Left Behind Act of 2001 is a federal program that provides services for students in high poverty schools to help them meet the same Maryland State Department of Education performance standards that apply to all students. The Title I federal requirements include a provision that gives students enrolled in Title I schools that have been identified for school improvement in St. Mary's County Public Schools, and all Maryland schools, the option to request transfers to other selected public schools in the school system.

The St. Mary's Public School affected by this provision is George Washington Carver Elementary School. George Washington Carver Elementary School did not meet the AYP (Adequate Yearly Progress) standards for the 2004 and 2005 administration of the MSA (Maryland School Assessment) in the area of reading and has been identified on the list of Maryland State Title I schools needing improvement.

George Washington Elementary School will continue to receive technical assistance for implementing scientifically based instructional strategies and developing a school improvement plan to improve the academic achievement of all students in that school. Students residing in the George Washington Carver School attendance area will also have the option to transfer to another selected public school in St. Mary's County.

Since your child will be attending George Washington Carver Elementary School for the 2005-2006 school year, you have the option to transfer your child to Green Holly Elementary School or Town Creek Elementary School. Both schools have consistently achieved Adequate Yearly Progress on the Maryland School Assessment. Transportation for students to the school of your choice will be provided by St. Mary's County Public Schools. Student Transfer Request form PS 105, available at the school office, must be completed and submitted for approval to the Director of Pupil Services by July 20, 2005.

A Parent School Choice Information Night is scheduled for Thursday, July 7, 2005 at G. W. Carver Elementary School. If you wish further information about the school choice option, please contact Carol Poe at the Department of Academic Support, 301-475-5511, Ext. 140.

Sincerely,

Mark Murphy
Principal

cc: Dr. Fulton
Dr. Weiland
DOI Directors
Mrs. Miluski
Mrs. Pinto

George Washington Carver Elementary School
Title I School Choice Transfer Option
Parent Information Night
July 7, 2005
7:00 p.m.

Agenda

- NCLB Federal Requirements
- Schools in Improvement
- Adequate Yearly Progress (AYP) Guidelines
- Support Plan for G.W. Carver
- Choice Schools AYP Information
- Transportation
- Next Steps



Fulfilling the Promise in Every Child

DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Attachment 7

Central Administration
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 178
Fax: 301-475-4270

August 29 , 2005

Dear Parent:

In compliance with the "*No Child Left Behind*" Act of 2001, I am informing you that all parents/guardians have the right to request and receive information regarding the professional qualifications of your child's classroom teacher(s), including:

- Any college or university degrees or certifications held by the teacher;
- The subject area of the teacher's degree or certification;
- Whether the teacher is certified by the State of Maryland to teach a particular grade level or subject areas;
- Whether the teacher holds a provisional certificate; and
- Whether your child is served by paraeducators and, if so, the qualifications of the paraeducators.

If you would like to receive any such information about your child's classroom teacher, and/or paraeducators, please make the request in writing to your child's school principal. The principal will then provide the information to you in a timely manner.

Thank you for supporting your child's school and the St. Mary's County Public Schools. Should you have any questions, please contact your child's school principal.

Sincerely,

Michael J. Martirano, Ed.D.
Superintendent of Schools

St. Mary's County Public Schools

Title I

Parent Involvement Policy

The *No Child Left Behind Act* of 2002: Public Law 107-110, establishes requirements for parental notification and involvement in the development and implementation of their child's educational program to improve student academic achievement and school performance. The St. Mary's County Public Schools' Title I Parent Involvement Policy provides for compliance with all federal requirements and mandates, as defined by Public Law 107-110. The St. Mary's County Public School System Title I Parent Involvement Plan is aligned with the six goals of *Maryland's Plan for Family, School, and Community Involvement* as developed by the Division of Student and School Services of the Maryland State Department of Education, March 2003.

Goal 1: COMMUNICATION - Schools and families will communicate frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.

SMCPS activities will include:

- Parental Involvement Plan – In collaboration with parents and schools, develop and distribute a written Title I Parent Involvement Policy. (NCLB Requirement)
- Communication Methods – Parents will be informed of statewide, local, and school events through the SMCPS website, local news media, and newsletters.
- School Report Card/Individual Student Report - Each parent will be provided with information detailing the progress of the school and the level of achievement of the parent's child in each of the state academic assessments required under the law. (NCLB Requirement)

School activities will include:

- Annual Meeting – Each Title I school will convene a meeting at the beginning of each school year to inform parents of their school's participation in the Title I program and the right of parents to be involved. (NCLB Requirement)
- Understandable Communication – Information related to school and parent programs should be sent to parents in a format and, to the extent practicable, in a language the parents can understand. (NCLB Requirement)
- Teacher/Paraprofessional Qualifications – Parents have the right to request information concerning the professional qualifications of their child's teacher and qualifications of classroom paraeducators. (NCLB Requirement)
- Parent Conference – Each Title I school will offer parents the opportunity to participate in a parent-teacher conference, at least annually, during which the school-parent compact shall be discussed as it relates to the child's achievement. (NCLB Requirement)
- Communication – Schools will respond promptly and positively to parents' phone calls, letters, and visits.

Additional parental/community activities may include:

- Community Organizations – Schools may invite community organizations such as the public library to co-sponsor activities to enhance communication between schools and families.
- Business Partners – Schools may involve business partners in supporting and enhancing curriculum through project-based learning and academic challenges involving parents and students.
- Meet the Principal – Schools may hold informal monthly meetings with the principal to address questions or concerns.

Goal 2: PARENTING - Schools and communities will work together to support families' parenting skills and activities that prepare young children for school and promote ongoing achievement.

SMCPS activities will include:

- Promoting Family Literacy – Information will be disseminated on Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL) classes that are available in the county.
- Providing Family Support – Information will be disseminated on local sources of family support for health, nutrition, counseling, and other services.

School activities may include:

- Parent Workshops – Schools may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, gang and drug awareness, and child and adolescent development.
- Home Visits – Schools may schedule home visits.
- Parent Satisfaction Survey – Each Title I school shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement program in improving the academic quality of the school, including identifying barriers to greater participation by parents. (NCLB Requirement)

Additional parental/community activities may include:

- Public Library – Parents are encouraged to use the public library to promote early literacy.
- Safety Fair - Local law enforcement agencies may partner with schools to sponsor workshops on school, home, and community safety.
- Cultural Events – Schools may collaborate with local cultural institutions to provide family-friendly guides to local attractions.

Goal 3: STUDENT LEARNING - Families will support academic achievement at home by reading with children, helping them with homework, and engaging them in educational activities.

SMCPS activities will include:

- Professional Development – Professional development will be provided to teachers to enhance and support the development of student academic performance using scientifically proven research-based programs. (NCLB Requirement)

School activities may include:

- School-Parent Compact – Each Title I school shall develop, in collaboration with parents, a school-parent compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. (NCLB Requirement)
- Parent Workshops – Schools may hold workshops for parents on at-home learning strategies.
- Academic Night – Schools may sponsor academic nights for students and parents that focus on the school’s curriculum.

Additional parent/community activities may include:

- Daily Reading Time – Families may encourage reading by establishing a daily reading time during which parents read to children or listen to children read.
- Reading Day – School may invite parents and community partners to visit classrooms and read to students.

Goal 4: VOLUNTEERISM - Parents and community members will volunteer in support of school improvement and student success.

SMCPS activities will include:

- Volunteer Recognition – SMCPS will sponsor a Board of Education recognition ceremony for parents, community members and business partners who volunteer in our schools.
- Volunteer Support – All parents and community members who volunteer in schools will be required to follow the SMCPS established procedures for school visitors and school volunteers. All parents and community members who provide volunteer support in classrooms will work under the direct supervision of the school volunteer coordinator and classroom teacher.

School activities will include:

- Volunteer Log – Each Title I school will maintain a volunteer log that will be updated annually.
- Volunteer Training – Each Title I school will provide training and support to ensure volunteers participate in a meaningful capacity that supports school improvement goals.
- Volunteer Recognition – Each Title I school will sponsor an annual volunteer appreciation event to recognize school volunteers.

Additional parental/community activities may include:

- Mentoring – Schools may partner with community agencies to sponsor a mentor program for at-risk students.
- Multicultural Fair – Schools may collaborate with community and parent groups to sponsor a multicultural fair where families share customs and foods.

Goal 5: SCHOOL DECISION MAKING - Parents, schools, and community members will collaborate on educational decisions that affect children, families, and school improvement.

SMCPS activities will include:

- Advisory Boards – Parents and community members will be invited to serve on task forces and advisory panels that develop policies and guidelines for schools.
- Providing Information – Decisions involving changes in policy and curriculum will be provided in a variety of formats allowing ample time for feedback.
- Building Capacity for Involvement – SMCPS shall provide assistance to parents in understanding such topics as the state’s academic content standards and student academic achievement standards. (NCLB Requirement)

School activities may include:

- School Improvement Team – Parents will be invited to participate in the regularly scheduled school improvement team meetings, including Title I school budget approval. (NCLB Requirement)
- Information Sessions – Schools may provide information sessions on various areas of the curriculum (e.g., new math or reading series) at times and places accessible to family and community members.
- School Newsletter – Schools may highlight specific educational issues being addressed by the school improvement team.
- Classroom Visits – Schools may encourage parents and community members to visit classrooms.

Additional parental/community activities may include:

- Speakers – Schools may invite school board members and central office professional staff to address parents and teachers.
- Advocacy – Schools may provide a table or bulletin board to increase community awareness of upcoming events that may impact educational decisions.

Goal 6: COMMUNITY COLLABORATION - St. Mary's County Public School System, including all Title I schools, will strive to collaborate effectively with The Maryland State Department of Education and local community organizations, agencies, and businesses to promote the academic achievement of all students and the success of all schools.

SMCPS activities will include:

- NCLB Compliance – SMCPS will facilitate dissemination of information and compliance with all requirements of the No Child Left Behind Act. (NCLB Requirement)
- Community Resources – SMCPS will disseminate information about community resources (e.g., health and welfare agencies, libraries, cultural events) to allow for easy access to information and services.

School activities may include:

- Information Nights – Schools may hold information nights for community leaders, businesses, and organizations to describe the school's strengths and needs as a basis for potential partnering.
- Recognition – Schools may recognize publicly and/or privately the support of community/business partners.

Additional parental/community activities may include:

- Career Fair – Schools may collaborate with community partners to sponsor career fairs.
- Service Projects – Schools may partner with community agencies to identify student service learning projects.

Attachment 7, Table 7-8

Listed below are requested descriptions for the Activity sections of Table 7-8:

Table 7-8, Activity 3

Sec. 1119(1) requires that not less than 5% of the total grant award be allocated to train teachers to become highly qualified. All teachers placed in St. Mary's County Title I schools for the 2005-2006 school year are highly qualified.

Table 7-8, Activity 6

Sec. 1116 (b) requires justification as to why a lesser amount than 20% of the total grant award is needed to provide the School Choice Transfer Option for students of George Washington Carver Elementary School identified as a school in year 1 of school improvement:

- A news release providing AYP results and offering parents of G. W. Carver Elementary students the School Choice Transfer Option was provided to the community on June 20, 2005 via the SMCPS website, local newspaper, and local radio station. (Attachment 1)
- On June 21, 2005, School Choice Transfer Option information letters were mailed to the parents of all students of G.W.Carver Elementary School. (Attachment 5)
- On July 7, 2005, the School Choice Transfer Parent Information meeting was held at G.W. Carver Elementary School. Nine families were in attendance. (Attachment 6)
- As of August 1, only 12 families have requested the School Choice Transfer for a total of 14 children.

Summary: G.W.Carver has a total enrollment of 316 students. The annual Parent Involvement Survey results (survey conducted in May, 2005) indicate that 94% of Carver parents are pleased with their child/children's academic and personal success at the school. It is felt that the funding reservation of \$37,960 to provide transportation for 120 students from G.W. Carver to either of the two choice schools will exceed the demand for school choice transfer. The school choice transfer option will be a part of the new student registration packet at G.W. Carver and this option will be offered to new students registering throughout the 2005-2006 school year.



Phone: 301-475-4256, Fax: 301-475-4239

St. Mary's County Public Schools
Division of Supporting Services
 P.O. Box 641, Leonardtown, Maryland 20650

Reed A. Walker
 Supervisor of Transportation

Memorandum

To: Carol Poe, Supervisor of Instruction/Title I
From: Reed A. Walker, Supervisor of Transportation
Date: July 11, 2005
Re: Title I School Transfer Choice Transportation

Please find the following financial considerations for transporting Title I students for the 2005-2006 school year:

	Town Creek Choice School	Green Holly Choice School	
Buses	1	2	
Miles per Bus	21	15	
Mileage Rate	\$0.87	\$0.87	
Mileage Cost per Day	\$18.27	\$13.05	
Time per Day	2.25	1.1	
Time Rate	\$16.00	\$16.00	
Time Cost per Day	\$36.00	\$17.60	
Total Cost per Day per Bus	\$54.27	\$30.65	
Cost per Day	\$54.27	\$61.30	
Total Cost	\$8,768.60	\$11,034.00	
Midday			
Buses	1	1	
Miles per Bus	21	15	
Mileage Rate	\$0.87	\$0.87	
Mileage Cost per Day	\$18.27	\$13.05	
Time per Day	2	2	
Time Rate	\$16.00	\$16.00	
Time Cost per Day	\$32.00	\$32.00	
Total Cost per Day per Bus	\$50.27	\$45.05	
Cost per Day	\$50.27	\$45.05	
Total Cost	\$9,048.60	\$8,109.00	
Overall Total	\$18,817.20	\$19,143.00	\$37,960.20

Maintenance & Operations ❖ Design & Construction ❖ Capital Planning
 Food Services ❖ Transportation

St. Mary's County Public Schools

Title I Service to Private School Children Affirmation of Consultation

Section 1120(b) of the No Child Left Behind Act and §200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics will be reviewed during the consultation:

- The method or sources of data St. Mary's County Public Schools will use to determine the number of private school students from low-income families residing in participating public school attendance areas.
- The proportion of funds that will be allocated to provide these services.
- The timeline for service implementation and regular consultation.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to identify the needs of eligible private school children.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of services through a contract with a third-party provider.
- Pre and post assessment data of participating students will be reviewed to determine the effectiveness of the Title I Program.
- St. Mary's County Public Schools will provide equitable services to the teachers and families of participating private school children.
- If the St. Mary's County Public Schools representative disagrees with the views of the private school officials on the provision of service through a contractor, St. Mary's County Public Schools must provide the private schools the reasons in writing why St. Mary's Public Schools chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Carol H. Poe 05/17/05
 Public School Official Date

Jacob T. Patterson 5/17/05
 Private School Representative Date

The King's Christian Academy
 Name of Private School Agency or School

St. Mary's County Public Schools

Title I Service to Private School Children Affirmation of Consultation

Section 1120(b) of the No Child Left Behind Act and §200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics will be reviewed during the consultation:

- The method or sources of data St. Mary's County Public Schools will use to determine the number of private school students from low-income families residing in participating public school attendance areas.
- The proportion of funds that will be allocated to provide these services.
- The timeline for service implementation and regular consultation.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to identify the needs of eligible private school children.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of services through a contract with a third-party provider.
- Pre and post assessment data of participating students will be reviewed to determine the effectiveness of the Title I Program.
- St. Mary's County Public Schools will provide equitable services to the teachers and families of participating private school children.
- If the St. Mary's County Public Schools representative disagrees with the views of the private school officials on the provision of service through a contractor, St. Mary's County Public Schools must provide the private schools the reasons in writing why St. Mary's Public Schools chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Carol W. Poe 03/01/05
Public School Official Date

Diana Hebling 3/7/05
Private School Representative Date

Little Flower School
Name of Private School Agency or School

St. Mary's County Public Schools

Title I Service to Private School Children Affirmation of Consultation

Section 1120(b) of the No Child Left Behind Act and §200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics will be reviewed during the consultation:

- The method or sources of data St. Mary's County Public Schools will use to determine the number of private school students from low-income families residing in participating public school attendance areas.
- The proportion of funds that will be allocated to provide these services.
- The timeline for service implementation and regular consultation.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to identify the needs of eligible private school children.
- St. Mary's County Public Schools will work in collaboration with private school educational staff to make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of services through a contract with a third-party provider.
- Pre and post assessment data of participating students will be reviewed to determine the effectiveness of the Title I Program.
- St. Mary's County Public Schools will provide equitable services to the teachers and families of participating private school children.
- If the St. Mary's County Public Schools representative disagrees with the views of the private school officials on the provision of service through a contractor, St. Mary's County Public Schools must provide the private schools the reasons in writing why St. Mary's Public Schools chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Carol H. Poe 5-25-05
Public School Official Date

Regina M. Houzel 5-25-05
Private School Representative Date

Saint Michael School
Name of Private School Agency or School



St. Mary's County Public Schools

Department of Academic Support
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, ext. 133
301-475-4238 - fax

TITLE I SERVICES TO ELIGIBLE NON-PUBLIC SCHOOL CHILDREN

All children in grades K-5 who reside in a Title I serviced school attendance area are potentially eligible for services regardless of where they attend school. Thus, school districts receiving Title I federal funds must identify, and where appropriate, serve children who attend non-public private schools. All children are selected based upon an annual assessment of residence in a participating public school attendance area and students' educational need. Residency and poverty information used to determine funding for 2005-2006 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2004.

Procedures for the 2005-2006 School Year

1. All non-public schools interested in participating in the Title I Program for the 2005-2006 school year should return the Title I Participation Option Form to Carol Poe, Supervisor of Instruction for Title I, by February 18, 2005.
2. Non-public schools that elect to participate should provide an enrollment list with 911 addresses of all students in grades K-5 by February 28, 2005 (including students enrolled on or before September 30, 2004). The SMCPS Title I Supervisor will verify that the eligible non-public school children reside in participating public school attendance areas. The public schools eligible to receive Title I funding for the 2005-2006 school year are: George Washington Carver Elementary School, Green Holly Elementary School, Lexington Park Elementary School, Park Hall Elementary School, and Ridge Elementary School.
3. Proportionality will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.
4. The non-public students identified to receive Title I services must meet the criteria of residing in a public school Title I attendance area and demonstrating a need for academic intervention to increase achievement. In consultation with non-public school officials, the LEA must establish multiple, educationally related, objective criteria to determine which non-public eligible Title I students will be served.
5. Individual consultation will take place prior to August 1, 2005, between the SMCPS Title I Supervisor and each participating non-public school official to plan the design, implementation, and assessment of Title I services to eligible students.
6. Non-public teachers of Title I students will be invited to participate in professional development activities to increase their skills and knowledge regarding providing instruction to eligible Title I children.
7. Parent involvement of non-public Title I school participants is a component of the consultation with the public school Title I Supervisor. Parental notification, including receipt of permission to participate, should take place at each site.
8. The needs assessment and final assessment for the K-2 students will be based upon teacher judgment, interviews with parents, and developmentally appropriate measures. Non-public school officials, in collaboration with the SMCPS Title I Supervisor, will determine appropriate assessments to evaluate students' progress in grades 3-5.
9. Quarterly consultation meetings will be scheduled with each site to review delivery of Title I services: August, 2005; November, 2005; February, 2006; May, 2006.



St. Mary's County Public Schools

Department of Academic Support
P.O. Box 641
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, ext. 133
301-475-4238 - fax

Mrs. Deanna M. Nored
Director

Annual Planning Meeting for Federally Funded Programs

January 26, 2005
9:00 a.m. – 10:30 a.m.
23160 Moakley Street
Leonardtown, Maryland 20650
Building 1, Upstairs Conference Room

Agenda

For more information on the
listed topics, call 301-475-5511
and the extension listed below

- Welcome and Introductions Carol Poe
Supervisor of Instruction/Title I
- Special Education Marilyn Beach, Supervisor of
Special Education Ext 212
- Title I, Part A Carol Poe
Supervisor of Instruction/Title I Ext 140
- Title II, Part A Linda Dudderar, Director
Department of Elementary
Curriculum and Instruction Ext 108
- Title II, Part D/Title V Paula Juhl, Supervisor of
Instruction
Library Media Ext 117
- Title III/LEP Sylvia Rivers, Supervisor of
Instruction
English/Foreign Language/ESOL Ext 118
- Title IV, Safe & Drug-Free Schools Kathleen Lyon, Director
Department of Pupil Services Ext 198

**Meeting for Federally Funded Grants
Non-Public Schools**

Date: January 26, 2005

Representative	School	Address	Phone	E-Mail
Carol Roe	DAS	SMCPs BOE	301-475-5311	cmroe@smcps.org
Paula Juhl	DCI	SMCPs	301-475-5511 ext 113	prjuhl@smcps.org
Regina Greely	DCI	SMCPs	301-475-5511 ext 113	rgreely@smcps.org
Margie Myers	Abt. Home Bus	SMCPs	301-475-5511 ext. 212	myermm@smcps.org
F. Lewis	DOCI	SMCPs	301-475-5511 x 118	stivers@smcps.org
Mendith Quinn	DOE/PS	SMCPs	301-475-5511 x 146	mquinn@smcps.org
Trish Wilnce	Asst. Principal	SMCPs	301-475-5511 x 2	pwilnce@smcps.org
Patricia Swift	St. Anthony	St. Anthony Rd #19 Nellis, NV 89118	301-373-2111	swift@stanthony.org
Shirley Maloney	St. Anthony School	Po Box 1756 St. Anthony, NV	301-475-9995	maloney1@stanthony.org
Self-Maker J	DAS	SMCPs	301-475-5511 x 114	jamaker@smcps.org
Rick Wood	SMR	22600 Camp Calvert Rd Kennerly, VA	573-4187	rw@smcps.org

**St. Mary's County Public Schools
Registration Form
Federal Programs
Nonpublic Schools Meeting
January 26, 2005**

Please type or print all information.

School: _____ Address: _____

Contact Person: _____

Telephone Number: _____

E-mail Address: _____

Check the appropriate line.

_____ Either a representative or I will attend the St. Mary's County Public Schools Federal programs meeting.

_____ I am unable to attend the St. Mary's County Public Schools Federal programs meeting. However, please have the representative for the following programs contact me about participation during the 2005-2006 school year. (Please circle all that apply)

Title I, Part A (Supplemental program for academically low-achieving students in schools with high concentrations of low-income students).	Title II, Part A (Teacher and Principal Training).
Title III, Part A (English Acquisition, Language Enhancement Academic Achievement)	Title II, Part D (Educational Technology)
Title IV, Part A (Safe and Drug-Free Schools and Communities)	Title V, Part A (Innovative Programs)
Special Education	

_____ I decline participation in all federal grant programs during the 2005-2006 school year.

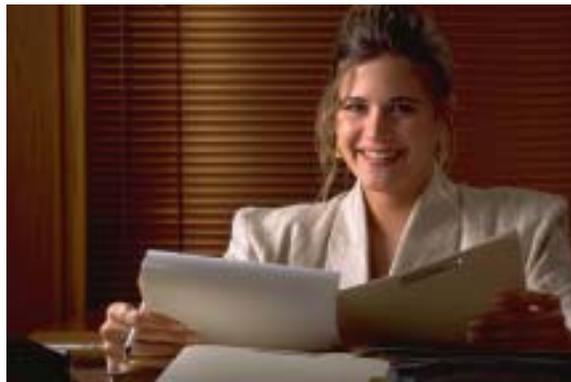
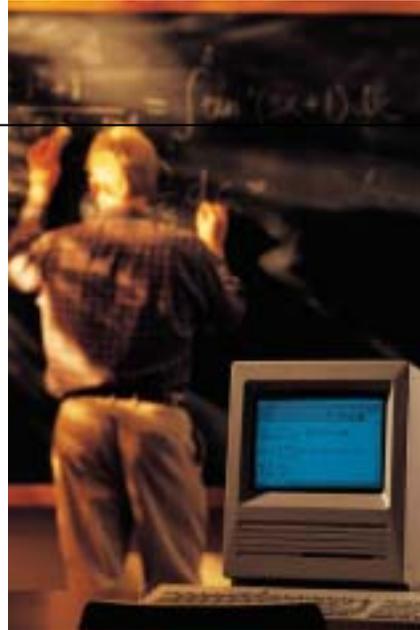
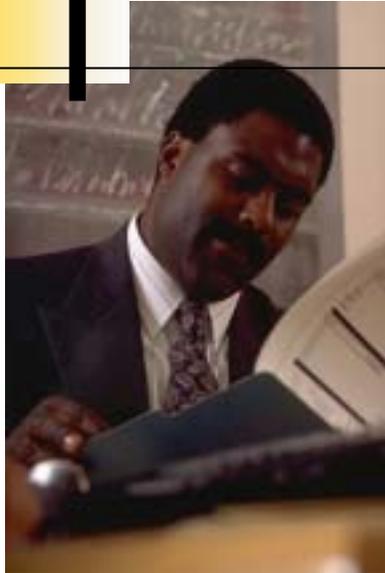
Administrator's Name

Date

Return this form by January 18, 2005 to:

Shelby Rondina
St. Mary's County Public Schools
Department of Academic Support
23160 Moakley Street
Leonardtown, MD 20650
Or Fax to (301) 475-4238

Attachment 8



Title II, Part A Preparing, Training And Recruiting High-Quality Teachers And Principals

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

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

Fiscal Year 2006

B. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. Use separate pages as necessary for descriptions.

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			X
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	Recruitment incentives and critical shortage stipends. To be paid by October 1, 2005 to all hired by September 1, 2005 and within 2 months of hiring any additional critical shortage hires throughout the school year. Goal 3.2.1.1	\$35,525	
1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].	Salaries for teachers to reduce class size. Eight schools will receive either a .5 or 1.0 FTE to help with class size reduction (9 FTEs) Goal 3.2.7.1	\$502,633 (includes FICA)	

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: <i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach; <i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].	Provide professional development activities in the areas of literacy and mathematics to teachers and principals addressing the VSC, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction to address the question, "What do we do when a student doesn't meet proficiency?" On-going throughout 2005-2006 school year	\$75,000	\$15,000
	Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the 2005-2006 school year Goal 1.1.1.1; Goal 1.1.3.6; Goal 1.1.4.1; Goal 1.6.11; Goal 1.6.1.5; Goal 1.8.1.2; Goal 3.7.1.3; Goal 3.7.1.1; Goal 1.11.2.3; Goal 1.4.1.3; Goal 1.4.1.4	\$2,500	\$500
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students 	As a component of our Teacher Performance Assessment System (TPAS), support collaborative teams (formative and summative) at each school, elementary, middle and high, to promote effective instructional practices, share student work, redesign instruction based on that work and the analysis of the formative assessments. Particular attention will be focused on	\$25,000	\$5,000

<p>with limited English proficiency;</p> <ul style="list-style-type: none"> • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 	<p>students in the subgroups and in the content areas where students did not meet proficiency. On-going throughout 2005-2006 Goal 3.5.1.5</p>		
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**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: ST. Mary's County Public Schools	Fiscal Year 2006
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	Provide professional development for aspiring leaders, current assistant principals and principals as well as supervisors, coordinators and directors. Implement the Leadership Development Plan. Goal 3.4.1.1; Goal 3.6.1.2; Goal 3.6.1.1	\$10,000	\$2,000
3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	Promote the retention of highly qualified teachers through mentoring and coaching initiatives and programs. Goal 3.3.3.2; Goal3.3.3.3; Goal 3.4.2.3 Goal3.3.3.1; Goal 3.4.2.1	\$17,000	
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	Improve the quality of the teaching force through payment of test fees to teachers who take and pass the appropriate content area tests required to become highly qualified. Goal 3.5.1.3	\$5,000	
3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].	Offer MSDE-approved course work in reading (and other areas) that promotes completion of certification and highly qualified requirements. Goal 3.5.1.1	\$12,000	
TOTAL TITLE II-A FUNDING AMOUNTS		\$727,948	I C: \$20,790

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

C. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.
2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services;
 - b) The basis for determining the professional development needs of private school teachers and other staff;
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
 - d) The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)

We invite the non-public schools, by written invitation, to come together with all of our ESEA program managers to discuss the scope and intent of the grant. We meet in the summer and mid year to work with the non-public principals, or designees, to draft the grant budget and to look, mid-year, at the implementation of the activities. The schools interested in participating either attend, ask a colleague to represent them, or call later to discuss the information. We provide an overview of our proposed program and receive input as to how the non-public schools will focus their resources from the grant.

At the meeting, our supervisor of professional development shares information about planned professional development for the school year through the public schools. Details are then provided through written communication. Equitable participation is provided on the expressed need of individual schools. We process all bills through our office as most of the non-public schools do not have the staff to manage the procedure.

We also work with the schools to cluster together some professional development so they can pool their funding to bring in consultants and speakers at less cost to each school. The services and per-pupil allocation are the same at the non-public as at the public schools in our county. The only circumstance that would be an exception is when a non-public school does not choose to participate in the program.

D. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Title II-A Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in Part C, Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants." The accompanying budget narrative should: (a) detail how the school system will use Title II-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-A program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

E. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level “Spreadsheet” Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Bridge to Excellence in Public Schools
Proposed FY 2006 ESEA Title II, Part A Budget

Recipient Agency Name	St. Mary's Public Schools	Grant Period	July 1, 2005 - June 30, 2007
Revenue Source Name	Title II Part A	Fund Source Code	

is "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

<input checked="" type="checkbox"/>	STATE/FEDERAL
<input type="checkbox"/>	LOCAL/MATCH
<input checked="" type="checkbox"/>	TOTAL

Category/Program	Object						Budget by Cat./Prog.
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equipment	6-Transfers*	
201 Administration							
Program 21 General Support							0.00
Program 22 Business Support						20,790.00	20,790.00
Program 23 Centralized Support							0.00
202 Mid-level Administration							
Program 15 Office of Principal							0.00
Program 16 Inst. Admin. & Superv.							0.00
203-205 Instruction categories							
Prog 01 Regular Programs	412,653.00						412,653.00
Prog 02 Special Programs							0.00
Prog 03 Career & Tech Prog							0.00
Prog 08 Sch. Library Media							0.00
Prog 09 Instr. Staff Devel.	91,863.00	14,516.00	13,215.00	19,878.00		22,500.00	161,972.00
Prog 10 Guidance Services							0.00
Prog 11 Psychological Serv.							0.00
Prog 12 Adult Education							0.00
206 Special Education							
Prog 04 Public School Instr. Prog.							0.00
Prog 09 Inst. Staff Devel.							0.00
Prog 15 Office of the Principal							0.00
Prog 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Operation of Plant							
Program 30 Warehousing and Distr.							0.00
Program 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				132,533.00			132,533.00
214 Community Services							0.00
215 Capital Outlay							
Program 34 Land & Improvements							0.00
Program 35 Buildings & Additions							0.00
Program 36 Remodeling							0.00
Total Expenditures By Object	504,516.00	14,516.00	13,215.00	152,411.00	0.00	43,290.00	727,948.00

*Includes the following: Payments to another LEA, nonpublic school, or state institution; and Interest Cost Recovery

Grant Number	Proposed FY 2006 ESEA Title II, Part A Budget
	Grant Name

Budget Reviewed and Approved: LSS Finance Officer: *Rose...* (301) 475 - 5511 ext. 185 9/19/2005

Signature Phone Number Date

Budget Approved By:	<u><i>Rose...</i></u>	MSDE USE ONLY				
		301-475-5511	301-475-4270			
	LEA Official	Phone #	Fax #	Date	MSDE Official	Date

Budget Narrative Title II, Part A

The Title II, Part A Grant addresses preparing, training and recruiting high-quality teachers and principals. There are nine (9) potential allowable activities associated with this grant. St. Mary's County Public Schools will use the funding to implement eight (8) of the allowable activities.

Activity 1 Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principal

Allowable Activity 1.1

Not implemented

Allowable Activity 1.2

In order to recruit highly qualified teachers, St. Mary's County Public Schools will pay a recruitment incentive/critical shortage stipend to new hires in areas of critical need (66 new hires at \$500 + FICA). The stipends will be paid to those hired prior to September 1, 2005 by October 1, 2005. Teachers hired later than September 1, 2005 will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1) **(\$35,525 including FICA)**.

Allowable Activity 1.3

In order to bring down our class size, particularly in the early grades, we have included 9 FTE positions in the grant. These positions will benefit 8 schools with either a 1.0 or a .5 FTE for 2005-2006. This is addressed in our Master Plan, Goal 3. A list of schools and a salary/staffing cost sheet are also provided for your review. (Goal 3.2.8.1) **(\$502,633 includes FICA)**

Activity 2 Strategies and Activities to Improve the Quality of the Teaching Force

Allowable Activity 2.1

We have targeted a sizeable portion of our grant funding to providing professional development activities that improve the knowledge of teachers and principals in the content areas of literacy and math as well as the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas. Activities in 2.1 will be ongoing across the 2005-2006 school year. Many, however, will take place in August, prior to the beginning of school, and in September in order to enhance the knowledge of teachers to use the information during this school year.

The focus for **elementary and secondary** teachers will be in assessing students; analyzing data in teaching teams to identify root cause of the delay for each student; completing item analyses to determine alignment of formative and summative assessment measures; attending professional development in specific interventions identified to address specific student needs; and working to improve content knowledge in both literacy and mathematics.

For **elementary** teachers, PK-5, this will include 3 potential hours of professional development beyond the school day in the areas of reading (one hour), mathematics (one hour) and data analysis and targeted interventions (one hour). These three hours of professional development will cost (\$26,610). Professional Development will have a continued focus on the implementation of the Voluntary State Curriculum (VSC), strategies for implementation of, designing and administering of and analyzing the results of formative assessments, then redesigning instruction for students who are not proficient. There is (\$4,800.00) available to

send 4 staff members (elementary) to professional conferences to build their capacity to lead others in this training. There is also \$3590 available for September and March Professional Days (all county) to provide a continental breakfast and materials such as chart paper, professional texts, printing, etc.

At the **secondary** level, there will also be training for Secondary Department Chairpersons in this area. In August, there will be a day of professional development for the secondary chairpersons. The total cost of that day (7 hours) including salaries, FICA and refreshments is (\$8,426.50). A second professional development activity will be held for content area teachers on the VSC (6 hours) and the cost of salaries, FICA and refreshments will be (\$9,218). In September, there will be a full day of training for all teachers, PK-12, and much of the professional development for secondary teachers will be funded from this grant (\$7,850). This includes the cost of consultants and refreshments.

Throughout the year, teachers at the secondary schools will be paid to analyze the first quarter and mid year assessment data and collaboratively redesign instruction. The overall cost of stipends and substitutes will be (\$10,532.50).

At the secondary level, there is also funding to send 4 participants to conferences to enhance their knowledge and provide trained trainers for local initiatives (\$3973.00).

We have also included (\$2,500.00) for the continued professional development of our Lead Teachers (Instructional Resource Teachers) who act as coaches in our elementary and middle schools. They have a day of professional development each month to build their capacity to lead the way in professional development at their schools. (Goal1.1.1.1;G1.1.3.6;G1.1.4.1;G1.6.1.1;G1.6.1.5;G1.8.1.2;G3.7.1.3;G3.7.1.1;G1.11.2.3;G1.4.1.3;G1.4.1.4)

The total allotment for allowable activity 2.1 for public schools is **\$75,000** with \$35,000 allotted to elementary and \$40,000 allotted to secondary (\$17,509.50 to middle school and \$22,409.50 to high schools) to provide professional development to teachers, principals, and paraeducators. Professional development, monthly, for instructional resource teachers accounts for the remaining **\$2,500**.

We have allotted **\$15, 500** for our non-public schools in this category. They identify their needs, target their dollars to activities similar to ours, and submit the bills through our department. They also are invited to attend our professional development, as appropriate.

Allowable Activity 2.2

We have focused the funding for this activity to collaborative teams at each school. As a component of our Teacher Performance Assessment System (TPAS), we have provided \$1,000 to each school to promote effective collaborative teaming and to support the teams in working to improve instruction, share effective instructional practices, share student work, analyze data and work products, redesign the instruction based on that analysis and review all formative assessments and do the same. This year, teams at each school will create team action plans, quarterly, that reflect data discussions and target instruction to identified student need. (Goal 3.5.1.5) (**\$25,000**)

We have allotted **\$5,000** to the non-public schools in this component

Allowable Activity 2.3

We have designed a professional development program for current administrators as well as aspiring leaders, current assistant principals, supervisors, coordinators and directors. We have focused \$10,000 to implement the Leadership Development Plan which includes training in looking at student work and analyzing data and making new instructional decisions based on the new knowledge. (Goal 3.4.1.1; G3.6.1.2; G3.6.1.1) **(\$10,000)**

We have allotted the non-public schools **\$2000** in this component.

Activity 3 Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals

Allowable Activity 3.1

We have targeted this funding to the promotion of highly-qualified teachers through mentoring and coaching initiatives and programs. These funds will also support the orientation activities for our newly hired teachers which take place in mid-August. There will be follow-up sessions throughout the year to support new teachers as well as activities to provide support to teachers in their second year as a part of the ongoing program. This allowable activity also provides for the professional development of administrators as well as the capacity building opportunities for aspiring leaders.

(Goal 3.3.3.2; G3.3.3.3; G3.4.2.3; G3.3.3.1; G3.4.2.1) **(\$17,000)**

Allowable Activity 3.2

Each year, the Maryland State Department of Education (MSDE) will complete a report documenting the percentage of classes taught by teachers who have been identified as “highly qualified” as defined by NCLB. An additional yearly report will include the number of classes taught by “highly qualified” teachers in Title I schools. Non-certificated paraeducators will also need to meet the standards identified by MSDE to be highly qualified. MSDE identified the *Praxis* tests (Educational Testing Service) that when successfully completed will complete the certification requirements for teachers and/or add an endorsement in an area that will enable them to be identified as highly qualified. Also, instructional paraeducators may pass the *ParaPro* test rather than complete the educational requirements of at least 2 years (or 48 credit hours) of undergraduate credit. We are providing reimbursement for *Praxis* and *ParaPro* for staff that successfully passes the assessment. (Goal 3.5.1.3) **(\$5,000)**

Allowable Activity 3.3

We address this activity by offering the MSDE-approved coursework in reading (and other areas) that promotes completion of certification and highly-qualified requirements. In meeting the certification and professional development needs of staff aligned with NCLB, state and local requirements, system and school goals, and TPAS, courses will be provided for teachers and administrators. Instructors will be paid and materials and supplies will be purchased to support the courses. (Goal 3.5.11) **(\$12,000)**

Throughout the Master Plan, each activity that has a budget requirement has a narrative page that is detailed. By referencing the goal, objective, strategy and activity number in the brief description box, you can find more detail regarding each allowable activity.

The total allotment for non-public schools is **\$22,500**. The total Indirect Cost is **\$20,790**.

TITLE II, PART A BUDGET NARRATIVE WORKSHEET

1.2 (Human Resources)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Salaries and Wages (G) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Recruitment stipends for critical shortage areas Allowable Activity 1.2 Goal 3.2.1.1	66 stipends x \$500.00	\$33,000.00		\$33,000.00
Fixed Charges (H) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	FICA	7.65% x \$33,000.00	\$2,524.50		\$2,524.50
1.2	TOTAL		\$35,524.50		\$35,524.50

1.3 (Human Resources)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Salaries and Wages (A) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Highly Qualified Teachers to reduce class size Allowable Activity 1.3 Goal 3.2.8.1	9 FTE positions	\$379,652.00		\$379,652.00
Fixed Charges	Total fringe benefits		\$122,978.51		\$122,978.51
1.3	TOTAL		\$502,630.51		\$502,630.51

TITLE II, PART A BUDGET NARRATIVE WORKSHEET

2.1 (Elementary)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	Stipends for Professional Development (Reading) (PK-5) Allowable Activity 2.1 Goal 1.8.1.1	412 participants x \$20.00	\$8,240.00		\$8,240.00
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	FICA	7.65% x \$8,240.00	\$630.36		\$630.36
Instructional Staff Development Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	Stipends for Professional Development (Math) (PK-5) Allowable Activity 2.1 Goal 1.8.1.1	412 participants x \$20.00	\$8,240.00		\$8,240.00
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	FICA	7.65% x \$8,240.00	\$630.36		\$630.36
Instructional Staff Development Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	Stipends for Professional Development (Assessment) (grade PK-5) Allowable Activity 2.1 Goal 1.1.3.4	412 participants x \$20.00	\$8,240.00		\$8,240.00
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	FICA	7.65% x \$8,240.00	\$630.36		\$630.36
	TOTAL		\$26,611.08		\$26,611.08

2.1 (Elementary)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Supplies and Materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Materials to support professional development (PK-5) Allowable Activity 2.1 1.6.1.4	Printing, notebooks, folders, chart paper, some professional text as resources	\$1,938.92		\$1,938.92
Instructional Staff Development Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Conference Registration Fees and Travel Allowable Activity 2.1 Goal 1.6.1.4	4 x \$1200.00	\$4,800.00		\$4,800.00
Instructional Staff Development Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Breakfast for September Professional Day Allowable Activity 2.1 Goal 1.6.1.4	323 x \$25.00	\$825.00		\$825.00
Instructional Staff Development Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Breakfast for March Professional Day Allowable Activity 2.1 Goal 1.6.1.4	323 x \$25.00	\$825.00		\$825.00
	TOTAL		\$8,388.92		\$8,388.92
Elementary TOTAL					\$35,000

2.1 (Secondary)

Category/Object	Line Item	Calculation	Amount	In-Kind	Middle School	High School	Total
Instructional Staff Development Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Stipends for Professional Development (Secondary Department Chairpersons) Allowable Activity 2.1 Goal 3.7.1.3	55 participants x \$140.00	\$7,700.00		\$3,920.00	\$3,780.00	\$7,700.00
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	FICA	7.65% x \$7,700.00	\$589.00		\$300.00	\$289.00	\$589.00
Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Continental Breakfast for Professional Development	55 participants x \$2.50	\$137.50		\$70.00	\$67.50	\$137.50
	TOTAL				\$4,290.00	\$4,136.50	\$8,426.50

TITLE II, PART A BUDGET NARRATIVE WORKSHEET

2.1 (Secondary)

Category/Object	Line Item	Calculation	Amount	In-Kind	Middle School	High School	Total
Instructional Staff Development Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Stipends for Professional Development (Secondary Content Areas Addressing the VSC/CLG) Allowable Activity 2.1 Goal 3.5.1.4	70 participants x \$120.00	\$8,400.00		\$6,000.00	\$2,400.00	\$8,400.00
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	FICA	7.65% x \$8,400.00	\$643.00		\$459.00	\$184.00	\$643.00
Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Continental Breakfast for Professional Development	70 participants x \$2.50	\$175.00		\$125.00	\$50.00	\$175.00
Instructional Staff Development Contracted Services <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Consultant Fees for Professional Development (September Professional Day) Allowable Activity 2.1 Goal 3.4.2.1	\$7,000.00	\$7,000.00		\$3,500.00	\$3,500.00	\$7,000.00
Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Continental Breakfast for Professional Development	340 participants x \$2.50	\$850.00		\$425.00	\$425.00	\$850.00
	TOTAL				\$10,509.00	\$6,559.00	\$17,068.00

TITLE II, PART A BUDGET NARRATIVE WORKSHEET

2.1 (Secondary)

Category/Object	Line Item	Calculation	Amount	In-Kind	Middle School	High School	Total
Instructional Staff Development Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Substitutes for Professional Development (Secondary Analyzing First Quarter Student Formative Assessments for Instructional Decision-Making) Allowable Activity 2.1 Goals 1.1.3.6, 1.6.1.4, 1.11.2.3, 1.18.1.4	72 participants x \$60.00	\$4,320.00		\$240.00	\$4,080.00	\$4,320.00
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	FICA	7.65% x \$4,320.00	\$330.00		\$18.00	\$312.00	\$330.00
Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Continental Breakfast for Professional Development	72 participants x \$2.50	\$180.00		\$10.00	\$170.00	\$180.00
	TOTAL				\$2,68.00	\$4,562.00	\$4,830.00

2.1 (Secondary)

Category/Object	Line Item	Calculation	Amount	In-Kind	Middle School	High School	Total
Instructional Staff Development Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Stipends for Professional Development (Secondary Analyzing Mid-Course Student Formative Assessments for Instructional Decision-Making) Activity Allowable Activity 2.1 Goals 1.1.3.6, 1.6.1.4, 1.11.2.3, 1.18.1.4	85 participants x \$60.00	\$5,100.00		\$480.00	\$4,620.00	\$5,100.00
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	FICA	7.65% x \$5,100.00	\$390.00		\$37.00	\$353.00	\$390.00
Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Refreshments for Professional Development	85 participants x \$2.50	\$212.50		\$20.00	\$192.50	\$212.50
	TOTAL				\$537.00	\$5,165.50	\$5,702.50

2.1 (Secondary)

Category/Object	Line Item	Calculation	Amount	In-Kind	Middle School	High School	Total
Instructional Staff Development Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Conference Registration Fees Allowable Activity 2.1 Goal 3.6.1.1	4 X \$993.25	\$3,973.00		\$1,986.50	\$1,986.50	\$3,973.00
	TOTAL				\$1,986.50	\$1,986.50	\$3,973.00
2.1	Secondary TOTAL				\$17,590.50	\$22,409.50	\$40,000.00

2.1 (Professional Development)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
C. Contracted Services <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	IRT Training Allowable Activity 2.1 Goal 3.7.1.1	\$1,000 consultant fee	\$1,000		\$1,000
Supplies and Materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	IRT Training Allowable Activity 2.1 Goal 3.7.1.1	50 IRTS x \$30 in materials	\$1,500		\$1,500
2.1	Professional Development TOTAL		\$2,500		\$2,500

TOTAL 2.1	\$77,500.00
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2.2 (Professional Development)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
A. Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	Collaborative Planning for TPAS Allowable Activity 2.2 Goal 3.5.1.5	25 schools x \$1,000	\$23,223.41		\$23,223.41
<input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant Title II, Part A	FICA	7.65% x \$23,233.41	\$1,776.59		\$1,776.59
	TOTAL		\$25,000		\$25,000

TITLE II, PART A BUDGET NARRATIVE WORKSHEET

2.3 (Professional Development)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Teachers-in-Charge Training Allowable Activity 2.3 Goal 3.7.1.3	20 x \$120	\$2,400		\$2,400
Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	FICA	7.65% x \$2400	\$200		\$200
Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Leadership Development Allowable Activity 2.3 Goal 3.6.1.2	Conferences 2 teacher leaders x \$700.00	\$1,400		\$1,400
Instructional Staff Development Contracted Services <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Leadership Development Allowable Activity 2.3 Goal 3.6.1.2	\$1,750 x 2 days of consultants	\$3,500		\$3,500
Supplies and Materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Leadership Development Allowable Activity 2.3 Goal 3.6.1.2	100 administrators x \$25.00	\$2,500		\$2,500
	TOTAL		\$10,000		\$10,000

TITLE II, PART A BUDGET NARRATIVE WORKSHEET

3.1 (Professional Development)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
A Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	New Teacher seminars Allowable activity 3.1 Goal 3.3.3.2	60 teachers x 2 sessions x \$50	\$6,000		\$6,000
B Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	FICA	7.65% x \$6,000	\$500		\$500
A Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	New Teacher seminars Allowable activity 3.1 Goal 3.3.3.2	2 instructors x \$500	\$1,000		\$1,000
B Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	FICA	7.65% x \$1000	\$77.00		\$77.00
C Contracted services <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Leadership Mentoring Allowable activity 3.1 Goal 3.6.1.1	2 days x \$1,500	\$3,000		\$3,000
D Supplies and materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	A & S Training Allowable activity 3.1 Goal 3.4.1.1	50 administrators x \$20	\$1,000		\$1,000
D Supplies and materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Support study groups Allowable activity 3.1 Goal 3.4.2.3	50 administrators x \$30	\$1,500		\$1,500
E Other <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Induction Plan Allowable activity 3.1 Goal 3.3.3.1	2 administrators x \$750	\$1,500		\$1,500
K Materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Evaluation Allowable activity 3.1 Goal 3.4.2.1	100 administrators x \$24.23 (text)	\$2,423		\$2,423
		TOTAL	\$17,000.00		\$17,000.00

TITLE II, PART A BUDGET NARRATIVE WORKSHEET

3.2 (Professional Development)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
J Other contracted services <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Praxis Reimbursement Allowable Activity 3.2 Goal 3.1.2.2		\$5,000.00		\$5,000.00
		TOTAL			\$5,000.00

3.3 (Professional Development)

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
D Supplies and materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Reading Courses Allowable activity 3.3 Goal 3.5.1.1	50 participants x \$20	\$1,000		\$1,000
D Supplies and materials <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Other courses Allowable activity 3.3 Goal 3.5.1.3	50 participants x \$26	\$1,300		\$1,300
A Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	Reading Courses Allowable activity 3.3 Goal 3.5.1.1	5 instructors x \$1,500	\$7,500		\$7,500
B Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	FICA	7.65% x \$7500	\$580		\$580
A Salaries and Wages <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	New Teacher Seminars Allowable activity 3.3 Goal 3.3.3.2	1 instructors x \$1,500	\$1,500		\$1,500
B Fixed Charges <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <u>Title II, Part A</u>	FICA	7.65% x \$1500	\$120		\$120
		TOTAL			\$12,000.00

Indirect Cost	\$20,790
Non-public Cost	\$22,500
Total Grant	\$727,948

CONFIDENTIAL

St. Mary's County Public Schools
 Title II Staffing Costs
 Improving Teacher Quality - Title II Part A
 Projected for FY 2006 - Proj. 119

Teacher	Account No	Location	FTE	Salary	Health Insurance	Life Insurance	.0765% FICA	9.35% Retirement	Workers' Comp. .0028	Total Fringes	Individual Total
Federal - Portion											
Smith, Adrienne	11-03-095-7113-0305-119	Leonardtown Middle	0.5	22,648.50	6,015.96	29.52	1,732.61	2,117.63	63.42	9,959.14	32,607.64
Hiles, Michele	11-03-150-7113-0104-119	Ridge Elem.	1.0	52,010.00	9,256.08	67.44	3,978.77	4,862.94	145.63	18,310.85	70,320.85
Eagan, Dawn	11-03-150-7113-0503-119	White Marsh	1.0	40,351.00	4,627.68	53.28	3,086.85	3,772.82	112.98	11,653.61	52,004.61
Richardson, Megan	11-03-150-7113-0810-119	Greenview Knolls	1.0	39,480.00	4,627.68	53.28	3,020.22	3,691.38	110.54	11,503.10	50,983.10
			3.0	131,841.00					369.15	41,467.56	173,308.56
Kemp, Jessica	11-03-160-7113-0104-119	Ridge	1.0	38,631.00	4,627.68	51.84	2,955.27	3,612.00	108.17	11,354.96	49,985.96
Paolillo, Linda	11-03-160-7113-0803-119	Green Holly	1.0	47,926.00	12,031.92	61.68	3,666.34	4,481.08	134.19	20,375.21	68,301.21
Dunkin, Kimberly	11-03-160-7113-0804-119	Lexington Park	1.0	38,631.00	2,614.56	51.84	2,955.27	3,612.00	108.17	9,341.84	47,972.84
Abell, Whitney	11-03-160-7113-0805-119	Carver Elem.	1.0	39,053.00	4,627.68	51.84	2,987.55	3,651.46	109.35	11,427.88	50,480.88
Hnatyszyn, Shawna	11-03-160-7113-0805-119	Carver Elem.	1.0	40,746.00	4,627.68	0.00	3,117.07	3,809.75	114.09	11,668.59	52,414.59
Csanadi-Schwartz, Re	11-03-160-7113-0808-119	Park Hall	0.5	20,175.50	3,670.36	26.64	1,543.43	1,886.41	56.49	7,383.33	27,558.83
			5.5	225,162.50					630.46	71,551.80	296,714.30
		Total Salaries	9.0	379,652.00					1,063.03	122,978.51	502,630.51
		Total Fringe Benefits		122,978.51							
		Total Salaries/Fringes		502,630.51							
PVR 4/27/05											

Attachment 9



Title II, Part D, Subpart 1
Formula Funding
Educational Technology
States Grants Program
(Ed Tech)

**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

Local School System: <u>St. Mary's County Public Schools</u> Fiscal Year <u>2006</u>
Title II-D Technology Coordinator: <u>Paula R. Juhl</u>
Telephone: <u>301-475-5511, ext. 117</u> E-mail: <u>prjuhl@smcps.org</u>

A. ALLOWABLE ACTIVITIES [Section 2416]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Provide Ongoing, Sustained, and Intensive High-Quality Professional Development. Note: Each Ed Tech recipient must use at least 25% of its funds to provide ongoing, sustained, and intensive high-quality professional development OR, through an Ed Flex waiver request to MSDE, satisfactorily demonstrate that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research.			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.1 Providing professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology to: a) access data and resources to develop curricula and instructional materials, b) enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators and to retrieve Internet-based learning resources, and c) lead to improvements in classroom instruction in the core academic subjects [section 2416(a)(1)].	<p>Provide professional development to teachers to develop lesson seeds to connect the curriculum to state standards and the technology standards and current resources.</p> <p>Provide professional development opportunities for conferences, workshops for strong technology leaders.</p> <p>Alignment to Master Plan: (Pg., 1.199, 1.200) Alignment to Local Tech Plan: (Pg. 12)</p>	\$3,230 \$3,889	\$517 \$630
2. Strategies and Activities to Integrate Technology into the Educational Process			
2.1 Developing and adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies [section 2416(b)(2)].			
2.2 Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content and student achievement standards [section 2416(b)(3)].			

**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

Local School System: <u>St. Mary's County Public Schools</u> Fiscal Year 2006
--

A. ALLOWABLE ACTIVITIES [Section 2416], Continued.

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2. Strategies and Activities to Integrate Technology into the Educational Process			
2.3 Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school [section 2416(b)(4)].			
2.4 Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders [section 2416(b)(5)].			
3. Strategies and Activities to Improve Access to Technology			
3.1 Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase awareness to technology for students and teachers, with special emphasis on the access of high-need schools to technology [section 2416(b)(1)].			
3.2 Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy [section 2416(b)(6)].			

**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

Local School System: <u>St. Mary's County Public Schools</u> Fiscal Year 2006
--

A. ALLOWABLE ACTIVITIES [Section 2416], Continued.

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
3. Strategies and Activities to Improve Access to Technology			
3.3 Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b)(7)].	Purchase software and hardware (ex: World Book Platinum and streaming video) linked to lesson seeds and curriculum aimed at improving student achievement in mathematics, science, and reading/language arts. Alignment to Master Plan: (Pg. 1.199, 1.200) Alignment to Local Tech Plan: (Pg. 11)	\$24,219	\$3,780
3.4 Developing, enhancing, or implementing information technology courses [section 2416(b)(10)].			
4. Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology)			
4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].			
4.2 Implementing performance measurement systems to determine the effectiveness of education technology programs funded under Title II-D Ed Tech, particularly in determining the extent to which Ed Tech activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards [section 2416(b)(9)].	Contract with an external evaluator to evaluate the effectiveness of our activities. Evaluation will look at how well technology is being integrated into the curriculum, how effectively we are helping teachers acquire proficiency with the technology, and what impact, if any, these efforts have on student achievement. Alignment to Master Plan (Pg. 1.199, 1.200) Alignment to Local Tech Plan: (Pg. 16)	\$1,126	
Indirect Costs (2.94%)		\$1,099	
TOTAL TITLE II-D ED TECH FUNDING AMOUNTS		\$33,563	\$4,927

**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

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

Fiscal Year 2006

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-D Ed Tech services.
2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-D Ed Tech services;
 - b) The basis for determining the needs of private school children and teachers;
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
 - d) The differences, if any, between the Title II-D Ed Tech services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-D Ed Tech services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-D Ed Tech services provided to public school children.)

Each year a written invitation is extended to representatives from the non-public schools to attend a meeting of all non-public schools interested in participating in the services and programs provided by Title II, Part D grant. During this meeting an overview of the proposed program is provided so that participants may confirm their involvement. Furthermore, requests for additional support are discussed in response to identified needs. Details of these programs are also then provided to the non-public schools through written communication and additionally through e-mail communication. Equitable participation is provided on the expressed need of the individual schools. No differences exist in the services provided the non-public schools except in circumstances when the non-public schools chose not to participate in programs developed by the public schools system or when regulation prevents equity such as in the reimbursement of substitute teacher pay to enable teachers to attend county in-services.

C. ACCESSIBILITY COMPLIANCE

On December 4, 2001 the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems' compliance with the regulation and the law. For more information on the regulation and the law, visit the following web sites:
<http://cte.jhu.edu/accessibility/Regulations.cfm>; <http://198.187.128.12/maryland/lpext.dll?f=templates&fn=fs-main.htm&2.0>

**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

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

Fiscal Year 2006

Please review the information submitted with the August 16, 2004 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this update, please indicate changes in bold print.

1. Process:

- a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.
- b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
- c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.

2. Implementation:

- a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

3. Monitoring:

- e) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
- f) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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PROCESS	IMPLEMENTATION	MONITORING
<p>1.a. SMCPS will require all vendors to submit letters to show to what degree they comply with COMAR 508 in all RFPs and bids.</p> <p>SMCPS has developed a software evaluation form which includes a 508 compliance section as well as connections to the Maryland content standards. Staff requests of technology-based instructional products are evaluated and any shortfalls in the product are made known to the staff so that alternate instructional activities can be provided. No technology-based instructional products can be purchased without a 508 compliance form on file.</p> <p>1.c. SMCPS is working to redesign the SMCPS web site so that it meets 508 compliance standards. At this point, SMCPS does not use the web site for students to access instructional materials. It is used for informational purposes only.</p>	<p>SMCPS in March 2002 notified all media specialists and technology contacts about COMAR 13A.05.02.03. New employees are presented with 508 information as a part of New Teacher Orientation. SMCPS again instructed all media specialists about 508 compliance again on May 6, 2004. MARTEC (Temple University) presented a half day session. Library Media Specialists/Technology Contacts are expected to present the 508 information to their staff. Evaluation of the products is overseen by the Library Media Specialists or Technology Contacts.</p>	<p>Administrators and Supervisors will be presented with the regulation at a Fall Administrators and Supervisors' Meeting. Library Media Specialists present the 508 information to their staff yearly. Evaluation of the products will be overseen by the Library Media Specialists.</p> <p>Beginning in the Fall of 2004, all professional development related to the use of technology will include a review of the regulation as set forth by COMAR 13A.05.02.03.</p>

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

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

Fiscal Year 2006

D. Children's Internet Protection Act (CIPA) Certification Form

NOTE: Complete only if there have been changes to your certification status from last year's submission.

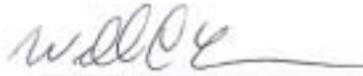
Check here if there are no changes to your CIPA certification status.

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money (ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

- Our local school system is certified compliant, through the E-rate program, with the Children's Internet Protection Act requirements.
- Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.
- The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.
- Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.

SMCPS

School System



Authorizing Signature

10-14-05

Date

**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

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

Fiscal Year 2006

E. Educational Technology Plan Status (for compliance with both the E-Rate and Ed Tech Programs)

- A new or updated three-year Technology Plan, with checklist, is included with this update.
- A new or updated three-year Technology Plan was sent to MSDE on October 14, 2005.

**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

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

Fiscal Year 2006

F. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title II-D Ed Tech Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.

G. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level "Spreadsheet" Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
1.1 Instructional Staff Development Salaries & Wages Local ___ Grant <u>Title</u> II, Part D_	Stipends for professional development to develop technology integrated lesson seeds making VSC connections 3.5.1	subs \$60X50 participants	\$3,000		\$3,000
1.1 Instructional Staff Development Salaries & Wages Non-public	Hourly pay for professional development to develop technology integrated lesson seeds	\$20/hour X 24 participants	\$480		\$480
1.1 Instructional Staff Development Other Charges Local ___ Grant <u>Title</u> II, Part D_	Conferences/ work shops	10 participants X \$155 (MAG) 20 participants X \$90 (MICCA) Hotel Accommodat ions	\$1,500 \$1,800 \$539		\$1,500 \$1,800 \$539
1.1 Non-public Instructional Staff Development Other Charges	Conferences/ Workshops		\$630		\$630
1.1 Fixed Charges Local ___ Grant <u>Title</u> II, Part D_	FICA	7.65% X \$3,000	\$230		\$230

a. Fixed Charges b. Local ___ Title II Part D	FICA	7.65% X \$480	\$37		\$37
Total for Activity 1.1			\$8,266		\$8,266
4.2 Instructional Staff Development Contracted Services Local ___ Grant Title II, Part D	Consultants to provide professional development training 1.3.1	1 day X \$1,126	\$1,126		\$1,126
Total for Activity 4.2			\$1,126		\$1,126
3.3 Instructional Staff Development Supplies & Materials Local ___ Grant Title II, Part D	Software and hardware to support VSC connection	23 schools X \$1,053	\$24,219		\$24,219
3.3 Non-Public Instructional Staff Development Supplies and Materials	Software and hardware	10 schools X \$378	\$3,780		\$3,780
Total for Activity 3.3			\$27,999		\$27,999
Administration Business Support Services/Transfers Local ___ Grant Title II, Part D	Indirect Costs	2.94% x \$37,391	\$1,099		\$1,099
	TOTAL		\$38,490		\$38,490

**BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS
PROPOSED FY - 2006 ESEA TITLE II, PART D BUDGET**

Recipient Agency Name venue Source Name	St. Mary's Public Schools	Grant Period	July 1, 2005 - June 30, 2007
		Fund Source Code	

See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

<input checked="" type="checkbox"/>	STATE/FEDERAL
<input type="checkbox"/>	LOCAL/MATCH
<input checked="" type="checkbox"/>	TOTAL

Category/Program	Object						Budget by Cat./Prog.
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equip-ment	6-Transfers*	
201 Administration							
Program 21 General Support							0.00
Program 22 Business Support						1,099.00	1,099.00
Program 23 Centralized Support							0.00
202 Mid-level Administration							
Program 15 Office of Principal							0.00
Program 16 Inst. Admin. & Superv.							0.00
203-205 Instruction categories							
Prog 01 Regular Programs							0.00
Prog 02 Special Programs							0.00
Prog 03 Career & Tech Prog							0.00
Prog 08 Sch. Library Media							0.00
Prog 09 Instr. Staff Devel.	3,000.00	1,126.00	24,219.00	3,889.00		4,890.00	37,124.00
Prog 10 Guidance Services							0.00
Prog 11 Psychological Serv.							0.00
Prog 12 Adult Education							0.00
206 Special Education							
Prog 04 Public School Instr. Prog							0.00
Prog 09 Inst. Staff Devel.							0.00
Prog 15 Office of the Principal							0.00
Prog 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Operation of Plant							
Program 30 Warehousing and Distr.							0.00
Program 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				230.00		37.00	267.00
214 Community Services							0.00
215 Capital Outlay							
Program 34 Land & Improvements							0.00
Program 35 Buildings & Additions							0.00
Program 36 Remodeling							0.00
Total Expenditures By Object	3,000.00	1,126.00	24,219.00	4,119.00	0.00	6,026.00	38,490.00

*Includes the following: Payments to another LEA, nonpublic school, or state institution; and Inland Cost Recovery

Grant Number	PROPOSED FY - 2006 ESEA TITLE II, PART D BUDGET
	Grant Name

Budget Reviewed and Approved: LSS Finance Officer: Robert Garcia (301) 475 - 5511 ext. 185 7/26/2005
Signature Phone Number Date

Budget Approved	<u>Robert Garcia</u>	301-475-5511	301-475-4270	Date	MSCE USE ONLY	
					MSCE Official	Date

Attachment 10



Title III, Part A English Language Acquisition, Language Enhancement, And Academic Achievement

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

<p>Local School System: <u>St. Mary's County Public Schools</u> Fiscal Year <u>2006</u></p> <p>Title III- Coordinator: Sylvia F. Rivers</p> <p>Telephone: 301-475-5511, ext. 118 E-mail: sfrivers@smcps.org</p>
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A. ALLOWABLE ACTIVITIES [Section 3115]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects.			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instruction strategies [section 3115(d)(1)].			
1.2 Improving the instruction program for LEP children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures [section 3115(d)(2)].			
1.3 Providing tutorials and academic or vocational education for LEP children [section 3115(d)(3)(A)].			
1.4 Providing intensified instruction for LEP children [section 3115(d)(3)(B)].			
1.5 Improving the English proficiency and academic achievement of LEP children [section 3115(d)(5)].	Additional instructional support for ELLs 2.1.1.1	19,635	818
1.6 Providing for the acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	Additional software and/or computer accessories 2.1.5.2	480	20
1.7 Providing for access to, and participation in, electronic networks for materials, training, and communication [section 3115(d)(7)(B)].			
1.8 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: __St. Mary's County Public Schools	Fiscal Year 2006
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A. ALLOWABLE ACTIVITIES [Section 3115], Continued.

<p>2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [Section 3115(c)(2)(D)].</p>			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year comprehensive Bridge to Excellence Master Plan, With Reference to Page Numbers	Public School Costs	Nonpublic Costs
2.1 Providing for professional development designed to improve the instruction and assessment of LEP children [section 3115(c)(2)(A)].	ESOL teacher staff development in conjunction with Charles and Calvert Counties 2.2.1.1	240	10
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children [section 3115(c)(2)(B)].	ESOL staff professional development (workshops, conference, travel to and from destination) 2.2.1.2	924	38
2.3 Providing for professional development based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].			
2.4 Providing for professional development of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom [section 3115(c)(2)(D)].			
<p>3. To provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families.</p>			
3.1 Providing programs to improve the English language skills of LEP children [section 3115(d)(6)(A)].			
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	Parent/Guardian/Program materials and information including translation of documents	960	40

**ATTACHMENT 10 TITLE III, PART A
 ENGLISH LANGUAGE ACQUISITION, LANGUAGE
 ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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A. ALLOWABLE ACTIVITIES [Section 3115], Continued.

4. To carry out other activities that are consistent with the purpose of Title III, Part A, NCLB (Specify and describe below)			
Other Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
Transfers		463	
TOTAL TITLE III-A FUNDING AMOUNTS		22,702 \$23,628	926

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 32 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.
2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;
 - b) The basis for determining the needs of private school children and teachers;
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
 - d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

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

Fiscal Year 2006

B. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants." The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

Budget Narrative for Goal 2
2005-2006 Title III Funding

Title III funds will be allotted to pay a part-time hourly tutor 25 hours/week for 38 weeks so that services can be increased to the English Language Learners. The salary will be \$19,000 plus \$1453.50 FICA.

In addition, a total of \$1,212 is allotted for staff development for the ESOL program personnel. ESOL teachers and staff will have \$ 962 for workshops/conferences and travel to and from conferences. Two-hundred-fifty dollars will be allotted for refreshments and materials for the Tri-County Staff Development meeting that St. Mary's County will host.

Finally, \$500 will be spent on software and/or computer accessories for the program laptops and computers and/or classrooms/schools and \$1000 will be reserved for parent materials and outreach, such as program brochures, translated materials, and other pertinent information.

C. ATTACHMENTS 4-A & B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level "Spreadsheet" Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Category/ Object	Line Item	Calculation	Amount	In Kind	Total
Special Programs Instructional Staff Salaries and Wages	Hourly pay for part-time tutors 2.1.1.1	\$20/hour x 25 hrs/week x 38 weeks	\$18,240		\$18,240
Non-public Special Programs Instructional Staff Salaries and Wages	Hourly pay for part-time tutors 2.1.1.1		\$ 760		\$ 760
Fixed Charges	FICA	\$18,240 x 7.65%	\$ 1,395.		\$ 1,395
Non-public Fixed Charges	FICA	\$ 760 x 7.65%	\$ 58		\$ 58
Special Programs Supplies & Materials	Software 2.1.5.2	Software for laptops or classrooms/schools	\$ 480		\$ 480
Non-public Special Programs Supplies & Materials	Software 2.1.5.2	Software for laptops or classrooms/schools	\$ 20		\$ 20
Instructional Staff Development	ESOL teachers 2.2.1.1, 2.2.1.2	workshops/conferences and travel to and from for ESOL staff	\$ 924		\$ 924
Non-public Instructional Staff Development	ESOL teachers 2.2.1.1, 2.2.1.2	workshops/conferences and travel to and from for ESOL staff	\$ 38		\$ 38
Instructional Staff Development Supplies and Materials	Tri-County ESOL teachers 2.1	Refreshments and materials for Tri-County meeting	\$240		\$240
Non-public Staff Development Supplies and Materials	Tri-County ESOL teachers 2.1	Refreshments and materials for Tri-County meeting	\$ 10		\$ 10
Community Services	Parent materials/outreach 2.4.1.1	Brochures, translated materials, information nights as appropriate	\$ 960		\$ 960

Non-public Community Services	Parent materials/outreach 2.4.1.1	Brochures, translated materials, information nights as appropriate	\$ 40		\$ 40
Administration Business Support		2 % x 23,165	\$ 463		\$ 463
Total Grant			\$ 23,628		\$ 23,628

Attachment 10, Title III, Part A
 Budget Narrative Worksheet FY 2006
 St. Mary's County Public Schools
 July 22, 2005

Revised August 15, 2005

O:35:17:10

**BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS
PROPOSED FY - 2006 ESEA TITLE II, PART A BUDGET**

Recipient Agency Name	St. Mary's Public Schools
Revenue Source Name	

Grant Period	July 1, 2005 - June 30, 2007
Fund Source Code	

Use "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

X	STATE/FEDERAL
	LOCAL/MATCH
X	TOTAL

Category/Program	Object						Budget by Cat/Prog
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equipment	6-Transfers*	
201 Administration							
Program 21 General Support							0.00
Program 22 Business Support						463.00	463.00
Program 23 Centralized Support							0.00
202 Mid-level Administration							
Program 15 Office of Principal							0.00
Program 16 Inst. Admin. & Superv.							0.00
203-205 Instruction categories							
Prog 01 Regular Programs							0.00
Prog 02 Special Programs	18,240.00		480.00			780.00	19,500.00
Prog 03 Career & Tech Prog							0.00
Prog 08 Sch. Library Media							0.00
Prog 09 Instr. Staff Devel.			240.00	924.00		48.00	1,212.00
Prog 10 Guidance Services							0.00
Prog 11 Psychological Serv.							0.00
Prog 12 Adult Education							0.00
206 Special Education							
Prog 04 Public School Instr. Prog.							0.00
Prog 09 Inst. Staff Devel.							0.00
Prog 15 Office of the Principal							0.00
Prog 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Operation of Plant							
Program 30 Warehousing and Distr.							0.00
Program 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				1,395.00		58.00	1,453.00
214 Community Services			960.00			40.00	1,000.00
215 Capital Outlay							
Program 34 Land & Improvements							0.00
Program 35 Buildings & Additions							0.00
Program 36 Remodeling							0.00
Total Expenditures By Object	18,240.00	0.00	1,680.00	2,319.00	0.00	1,386.00	23,628.00

*Includes the following: Payments to another LEA, nonpublic school, or state institution; and indirect Cost Recovery

Grant Number	PROPOSED FY - 2006 ESEA TITLE II, PART A BUDGET
	Grant Name

Budget Reviewed and Approved: LSS Finance Officer:  (301) 475 - 5511 ext. 185 8/16/2005

Signature Phone Number Date

Budget Approved	LEA Official	MSDE USE ONLY				
		Phone #	Fax #	Date	MSDE Official	Date
		301-475-5511	301-475-4270			

Attachment 11



TITLE IV, PART A Safe And Drug Free Schools And Communities

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

<p>Local School System: St. Mary's county Public Schools Fiscal Year 2006</p> <p>Title IV, Part A, SDFSCA Coordinator: Trish Wince</p> <p>Telephone (301)475-5511 ex. 205 Email: pewince@smcps.org</p>
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A. PERFORMANCE GOAL, INDICATORS, and TARGETS. At a minimum, each local school system (LSS) must adopt the performance goal, indicators, and targets outlined in Table 11-1 below.

Table 11-1		SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PERFORMANCE GOAL, INDICATORS, AND TARGETS	
Performance Goal	Performance Indicators	Performance Targets	
<p>Performance Goal 4: All schools will be safe, drug free, and conducive to learning.</p>	4.1 The number of persistently dangerous schools.	<p>NOTE: Indicator 4.1 has been moved to Goal 4 on page 22 of the 2005 Annual Update Guidance.</p>	
	4.2 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey.	<p>By the end of SY 2006-2007, reduce "cigarettes," "any form of alcohol," and "any drug other than alcohol or tobacco" use (<u>Last 30 Days</u>) in grades 6, 8, 10, and 12 by 10%.</p>	
	4.3 The number of school suspensions and expulsions, by offense.	<p>By the end of SY 2006-2007, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by 10%.</p> <p>NOTE: SY 2002-2003 is the baseline year.</p>	

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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A-1 ANNUAL PROGRESS: Provide a current analysis of the LSS progress toward meeting each of the Performance Targets. LSSs should use this analysis in conjunction with an annual needs assessment to determine the effectiveness of Title IV, Part A drug and violence prevention programs and activities.

Table 11-2 Performance Indicators	Baseline Data (SY 2002-03) & Performance Targets (SY 2006-07)	SY 2004-05 Performance Targets	SY 2004-05 Progress	SY 2005-06 Performance Targets
<p>4.2 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey.</p> <p>Table 11-2 Continued</p> <p>4.3 The number of school suspensions and expulsions, by offense.</p>	<p>As directed by MSDE the Attachment 11 requested data was submitted directly to the Title IV, Part A program office.</p> <p>Reduce the number of suspensions and expulsions for (use numbers vs. percentages):</p> <p>Classroom disruptions (from <u>293</u> to <u>260</u>)</p> <p>Insubordination (from <u>188</u> to <u>169</u>)</p> <p>Refusal to obey school policies/regulations (from <u>490</u> to <u>440</u>)</p> <p>NOTE: SY 2002-2003 is the baseline year.</p>	<p>Reduce the number of suspensions and expulsions for (use numbers vs. percentages):</p> <p>Classroom disruptions (from <u>293</u> to <u>284</u>)</p> <p>Insubordination (from <u>188</u> to <u>182</u>)</p> <p>Refusal to obey school policies/regulations (from <u>490</u> to <u>475</u>)</p>	<p>Reduced suspensions and expulsions for (use numbers vs. percentages):</p> <p>Classroom disruptions to <u>423</u></p> <p>Insubordination to <u>135</u></p> <p>Refusal to obey school policies/regulations to <u>790</u></p> <p>NOTE: For each SY 2004-05 Performance Target that was not reached, briefly describe what actions will be taken by the LSS to ensure that the SY 2006-07 Performance Target is met. (Use separate page(s) as needed).</p>	<p>Reduce the number of suspensions and expulsions for (use numbers vs. percentages):</p> <p>Classroom disruptions (from <u>293</u> to <u>275</u>)</p> <p>Insubordination (from <u>188</u> to <u>177</u>)</p> <p>Refusal to obey school policies/regulations (from <u>490</u> to <u>461</u>)</p>

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

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

Fiscal Year 2006

- B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. Use separate pages as necessary for descriptions.**

1. Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
<p>1.1 Age appropriate and developmentally based activities that –</p> <ul style="list-style-type: none"> • Address the consequences of violence and the illegal use of drugs, as appropriate; • Promote a sense of individual responsibility; • Teach students that most people do not illegally use drugs; • Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; • Teach students about the dangers of emerging drugs; • Engage students in the learning process; and • Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)]. <p>Note: For curriculum programs and activities, complete information in Part D, Table 11-2.</p>	<p>Salaries and wages for a Resource teacher to provide Substance Abuse Program K-12 training and coordination for new teachers at all schools and this is taught as a component of Comprehensive School Health. August 2005 – June 2006</p> <p>August 2005-June 2006 Curriculum Development and Staff Development.</p> <p>Purchase instructional materials K-12 for substance abuse and tobacco education for all schools August – December 2005</p> <p>Transportation for Kids in Court Program for Grade 5 at all elementary schools August 2005 – June 2006</p>	<p>\$7313</p> <p>\$7,500</p> <p>\$2,190</p>	<p>\$2437.</p> <p>\$2,500</p> <p>\$810</p>
<p>1.2 Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].</p>	<p>St. Mary's County School Health Council Fall 2005 and Spring 2006 meetings</p> <p>St. Mary's County Alliance for Alcohol and Drug Abuse Fall 2005 and Spring 2006 meetings</p> <p>Family Life and Human Development Advisory Committee, September 2005 – December 2006</p>	<p>\$0</p>	<p>\$0</p>
<p>1.3 Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)].</p>	<p>St. Mary's County Alliance for Alcohol and Drug Abuse</p>	<p>\$0</p>	<p>\$0</p>
<p>1.4 Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention [Section 4115(b)(2)(E)(i)].</p>	<p>St. Mary's County Alliance for Alcohol and Drug Abuse</p> <p>Monthly meetings</p>	<p>\$0</p>	<p>\$0</p>

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SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

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

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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

1. Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.5 Providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention [section 4115(b)(2)(D)].	In service training provided to teaching staff by Health Resource Teacher, September 2005 – March 2006 CPR Training Southern Maryland Pupil Services Consortium	\$0	\$0
1.6 Evaluating any of the allowable activities and collecting objective data to assess program needs, program implementation, or program success in achieving program goals and objectives [section 4115(b)(2)(F)].	Annual suspension and expulsion data. Analysis of Maryland Adolescent Survey data, spring/summer 2006 The State Collaborative on Assessment and Student Standards (SCASS) and Health Education Assessment Project (HEAP) annual membership to use for end of course and unit assessments that are aligned with the National health Education Standards for all secondary schools, school health end of course examination (SCASS- HEAP)	\$1,000	\$0
1.7 Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers [section 4115(b)(2)(E)(vii)].		\$0	\$0
1.8 Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities [section 4115(b)(2)(E)(viii)].	High school peer mediation program at 100% of the high schools. Winter of 2006 a one day training. To cover location rental, food and materials. Suspension data used to support the program.	\$1,723	\$0
1.9 Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular	Salaries and wages for teachers to provide before and after school detention for all Middle schools n lieu of suspension. Wages for teachers to provide Saturday school in lieu of suspension for all high school students. Implementation August 2005 – June	\$11, 195	\$0

education setting [section 4115(b)(2)(E)(ix)].	2006.		
1.10 Drug and violence prevention activities designed to reduce truancy [section 4115(b)(2)(E)(xii)].		\$0	\$0

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Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

1. Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].	Health education program August 2005 – June 2006.	\$0	\$0
1.12 Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].	Substitute pay for 5 new staff members to attend a one day training for the Maryland Student Assistance Program, November 2005. Chairpersons meeting September 2005. Salary and wages for health resource teacher to coordinate Home/Hospital Teaching to assist students with mental and physical health related problems to obtain appropriate instructional programs while not participating in the regular school setting.	\$323. \$14,626	 \$4,874
1.13 Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence [section 4115(b)(2)(E)(xiii)].	Salaries and wages for Health Resource teacher to provide Substance Abuse Program K-12 training and coordination for new teachers at all schools and this is taught as a component of Comprehensive School Health. August 2005 – June 2006 Cost of training for two staff members in conflict resolution and de-escalation techniques Spring 2006. Sexual Harassment training (August 2005-June 2006)	\$7,313 \$3,000	\$2,437
1.14 Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment [section 4115(b)(2)(E)(xv)].	Food and materials for Crisis Team Training for members at all schools. Fall 2005	\$812	\$0

<p>1.15 Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local school system to any public or private elementary school or secondary school [section 4115(b)(2)(E)(xvi)].</p>		\$0	\$0
<p>1.16 Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix)].</p>		\$0	\$0

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

1. Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.17 Developing and implementing character education programs, as a component of drug and violence prevention programs, that consider the views of students and parents of the students for whom the program is intended, e.g., a program described in subpart 3 of part D of Title V [section 4115(b)(2)(E)(xvii)].	Maintain Positive Behavior Intervention and Supports Program by purchasing supplies and materials for 8 selected schools. Schools identified through suspension data related to violence and includes two schools identified as in need of improvement. August 2005 – June 2006	\$4,500	\$0
1.18 Conducting a nationwide background check of each local school system employee regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness [section 4115(b)(2)(E)(xx)].		\$0	\$0
1.19 Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b)(2)(E)(xxi)].		\$0	\$0
1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)].		\$0	\$0
1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)].		\$0	\$0
1.22 Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)].		\$0	\$0
SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR PROGRAM ACTIVITIES			

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

2. Specific Programs to Promote and Implement Security Measures. Note: No more than 40 percent of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40 percent, not more than 50 percent (i.e., no more than 20 percent of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), only if funding for these activities is not received from other federal agencies.			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.1 *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)].			
2.2 *+Reporting criminal offenses committed on school property [section 4115(b)(2)(E)(iii)].			
2.3 *+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)].			
2.4 *+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)].			
2.5 *The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)].			
Indirect Costs 2%		\$1,491	
SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR SECURITY MEASURES			
TOTAL -- TITLE IV-A FUNDING AMOUNTS		\$62,997	13,048

**ATTACHMENT 11: TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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C. DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES: Provide the information requested below for the Drug & Violence Prevention Programs and Activities that will be used during SY 2005-06. Complete Section F, Table 11-3 to request a waiver for programs/activities being funded by Title IV, Part A that do not meet the scientifically based research criteria.

TABLE 11-3	Drug & Violence Prevention Programs and Activities		
Grade	Programs/Activities (i.e., <i>Life Skills, Here's Looking At You, Second Step,</i> etc.)	Does the Program/Activity Meet the Scientifically Based Research Criteria (Yes/No)	Are Title IV, Part A Funds Used to Support the Program/Activity (Yes/No)
K	A-Growing Healthy	Yes	Yes
	B- Maryland School Assistance Program (MSAP)	No	Yes
	C-Positive Behavior Intervention & Supports (PBIS)	Yes	Yes
1	A-Growing Healthy	Yes	Yes
	B-PBIS	Yes	Yes
	C-Second Step	Yes	No
2	A-Growing Healthy	Yes	Yes
	B-PBIS	Yes	Yes
	C-Second Step	Yes	No
3	A-Growing Healthy	Yes	Yes
	B-PBIS	Yes	Yes
	C-Second Step	Yes	No
4	A-Growing Healthy	Yes	Yes
	B-PBIS	Yes	Yes
	C-Second Step	Yes	No
5	A-PBIS	Yes	Yes
	B-Second Step	Yes	No
6	A-PBIS	Yes	Yes
	B-Second Step	Yes	No

7	A-PBIS	Yes	Yes
	B-Second Step	Yes	No
8	A-PBIS	Yes	Yes
	B-Second Step	Yes	No
9	A-PBIS	Yes	Yes
	B-Second Step	Yes	No
10	A-PBIS	Yes	Yes
	B-Second Step	Yes	No
11	A-PBIS	Yes	Yes
	B-Second Step	Yes	No
12	A-PBIS	Yes	Yes
	B-Second Step	Yes	No

What percentage of schools use scientifically based researched programs (SBRP) to reduce disruption? _100%

What percentage of school staff using SBRP to reduce disruption were trained to implement the SBRP?_100%

Does the LSS conduct school climate surveys? YES NO. If YES, what percentage of students report a positive connection to school? ____%

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

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D. PROGRAM ACTIVITY WAIVER REQUEST [Section 4115(a)(3)]

TABLE 11-4

PROGRAM/ACTIVITY WAIVER REQUEST FORM

Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with the Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.

In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.

Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.

Name of program/activity:

Was a request for waiver previously requested for this program/activity and approved by MSDE? YES NO. If yes, please indicate when (Example: SY 2003-04 & SY 2004-05).

Brief description of the program/activity:

Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity):

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F. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].

1. **Participating Private Schools and Services: Complete information in Attachment 6-B on page 31 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the services.**
2. **Describe the school system's process for providing equitable participation to students in private schools:**
 - a) **The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title IV-A services;**
 - b) **The basis for determining the needs of private school children and teachers;**
 - c) **How services, location of services, and grade levels or areas of services were decided and agreed upon; and**
 - d) **The differences, if any, between the Title IV-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title IV-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title IV-A services provided to public school children.)**

Each year a written invitation is extended to representatives from the non-public schools to attend a meeting of all non-public schools interested in participating in the services and programs provided by Title II, Part D grant. During this meeting an overview of the proposed program is provided so that participants may confirm their involvement. Furthermore, requests for additional support are discussed in response to identified needs. Details of these programs are also then provided to the non-public schools through written communication. Additionally Equitable participation is provided on the expressed need of the individual schools. No differences exist in the services provided the non-public schools except in circumstances when the non-public schools chose not to participate in programs developed by the public schools system or when regulation prevents equity such as in the reimbursement of substitute teacher pay to enable teachers to attend county in-services.

G. BUDGET INFORMATION AND NARRATIVE

1. **Complete a detailed budget on the *MSDE Title IV-A Proposed Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.**
2. **Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants". The accompanying budget narrative should (a) detail how the school system will use no more than 2% of the funds for administrative costs, and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.**

H. ATTACHMENTS 4-A & B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level “Spreadsheet” Budget Summary.

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Safe and Drug-Free Schools Program Narrative

2005-2006

In accordance with COMAR 13A.04.18.02(B) which requires instruction in the consequences of the non-use, use, and abuse of tobacco, alcohol, and other drugs a kindergarten through Grade 12 prevention curriculum is in place in the St. Mary's County Public Schools. The classroom teacher, who is regularly supported by the school nurse, delivers this curriculum. Teachers new to the system or to a grade level are in-serviced by the health resource teacher prior to the implementation of each course. Fifty percent (\$38,995.00) of the Health Resource position is paid through this grant, with this staff member being involved in the implementation of the majority of the following programs. Materials of instruction to support substance abuse and safety education are reflected in this grant (\$10,000.00).

The targeting of funds has been determined by a number of key factors. Given that the number of student suspensions increases significantly once students enter larger schools at the secondary level, programs have been put in the place first at the elementary levels in order to help prepare students for the challenges currently facing them as well as those ahead. The Second Step program and Character Education programs have been expanded to the middle schools. School Climate programs such as Positive Behavioral Interventions and Supports (PBIS) have been expanded system wide. All students can benefit from these worthwhile programs. However, schools where data indicates a greater need are given priority when new programs are introduced.

All schools have received training in the implementation of the Maryland Student Assistance Program (MSAP), and new staff is in-serviced on a needs basis. This program allows for the early identification of students at risk and provides targeted students and their parents/guardians with opportunities for intervention. The program focuses on educating as well as counseling. St. Mary's County is unique in providing this service at the elementary school level. We have budgeted for five substitutes for a one-day training (\$323.00) to assist in the identification of students with direct or indirect alcohol or substance abuse problems. The data collected from this program supports the identification of students and the referrals to appropriate agencies for assistance.

Positive Behavioral Interventions and Supports is a system's approach to enhancing the capacity of schools to adopt and sustain the use of effective practices for all students. PBIS uses a team-based process for systemic problem-solving and planning. An amount of \$4,500.00 will be used to support this effort for supplies and materials. Four of the nine PBIS schools are exemplar schools. In six of the PBIS schools referrals and suspensions have decreased.

Both the public and non-public schools students participate in a field experience at Juvenile Court while it is in session. Three thousand dollars (\$3,000.00) is budgeted to transport the students.

Peer mediation teaches students appropriate ways to resolve conflicts or disagreements with the support of trained peers who manage the mediation. We have budgeted an amount of \$1,728.21 at three high schools to include a facility, trainer, supplies, and materials for a one day workshop training for peer mediation facilitators. Data supports successful training of peer mediators.

“Alternatives to Suspension” is a program designed for secondary school students as an alternative to suspension from school. This includes attendance on Saturdays and/or before and after school. We have budgeted for salaries and wages and fixed charges at eight secondary schools in the amount of \$11,195.60 to provide instructional assistance to at-risk students who were experiencing behavioral and/or instructional difficulties. In the schools that provided this program, the data supports a decrease in out-of-school suspensions, keeping disruptive students in school as an alternative to suspension.

Non-violent crisis intervention focuses on restraining students whose behaviors have escalated to an unsafe level. We have budgeted for training of two staff members at \$1,500.00 per person (\$3,000.00) to support continued restraint team training. As part of this de-escalation initiative, training of all school staff will focus on decreasing the scope and intensity of potentially aggressive behaviors. Five hundred dollars (\$500.00) is budgeted for Crisis Team Training to support the Safe Schools Task Force.

Annual training for all staff includes Blood Borne Pathogens (BBP), child abuse/sexual harassment, and suicide prevention. Cardio Pulmonary Resuscitation CPR/FA training is offered annually to all staff.

The State Collaborative on Assessment and Student Standards (SCASS) Health Education Assessment Project (HEAP) was started in 1993 to identify and develop assessment measures in the area of health education. One thousand dollars (\$1,000.00) is budgeted to support the state’s annual membership of SCASS so that we may access in excess of 1,400 tests items for end of course and unit assessments that are aligned with the National Health Education Standards.

With the continued phasing in of the Voluntary State Curriculum for health education, adjustments have been necessary in the instructional delivery model. The program K-12 has been adjusted to align instruction with the Voluntary State Curriculum and to compensate from the cancellation of the Drug Abuse Resistance Education (DARE) program at the elementary level. The responsibility for substance abuse and violence prevention education has reverted to the Pre-kindergarten through Grade 5 classroom teachers who are responsible for the entire health education curriculum utilizing the Growing Healthy materials. Curriculum maps are being developed to ensure continuity between individual teachers and school sites.

The teaching of health education at the middle school level has been assigned to physical education/health teachers who will teach one marking period of health education to each class, at the sixth, seventh, and eighth grade levels. A curriculum map, aligned to the Voluntary State Curriculum, will guide instruction through the marking period, and each course will terminate with a standardized end-of-course examination.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
1.12 Student Personnel Services Salaries and Wages Local __03__ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	18.75% estimated total salary	\$12,192		\$12,192
1.12 Non Public Student Personnel Services Salaries and Wages Local __03__ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	6.25% estimated total salary	\$4,064		\$4,064
1.12 Fixed Charges Local _____ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	18.75% estimated total fringes	\$2,434		\$2,434
1.12 Non Public Fixed Charges Local _____ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	6.25% estimated total fringes	\$810		810
1.12 Student Personnel Services Salaries and Wages Local _07__ Grant:Safe and Drug-Free Schools	Implement MSAP (Subs)	5 subs x \$60/day	\$300		\$300
1.12 Fixed Charges Local _____ Grant:Safe and Drug-Free Schools	Implement MSAP (Subs)	\$300 x 0.0765	\$23		\$23
Total for Activity 1.12			\$19,823		\$19,823
1.1 Special Programs Salaries and Wages Local __03__ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	9.375% estimated total salary	\$6,096		\$6,096

1.11 Non Public Special Programs Salaries and Wages Local __03__ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	3.125% estimated total salary	\$2,032		\$2,032
1.1 Fixed Charges Local _____ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	9.375% estimated total fringes	\$1,217		\$1,217
1.1 Non Public Fixed Charges Local _____ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	3.125% estimated total fringes	\$405		\$405
1.1 Special Programs Supplies and Materials Local _04_____ Grant:Safe and Drug-Free Schools	K-12 Substance Abuse and Violence Education Program	Items TBD	\$7,500		\$7,500
1.1 Non Public Special Programs Supplies and Materials Local _04_____ Grant:Safe and Drug-Free Schools	K-12 Substance Abuse and Violence Education Program	Items TBD	\$2,500		\$2,500
1.1 Special Programs Other Charges Local __05__ Grant:Safe and Drug-Free Schools	Implement Kids In Court	22 trips x \$100/bus trip	\$2,200		\$2,200
1.1 Non Public Special Programs Other Charges Local __05__ Grant:Safe and Drug-Free Schools	Implement Kids In Court	8 trips x \$100/bus trip	\$800		\$800
Total for Activity 1.1			\$22,750		\$22,750
1.17 Student Personnel Services Supplies and Materials Local _07_____ Grant:Safe and Drug-Free Schools	Implement PBIS in identified schools (Incentives)	9 x \$500	\$4,500		\$4,500
Total for Activity 1.17			\$4,500		\$4,500
1.6 Special Programs Other Charges	Utilize SCASS to support Health	1 x \$1,000 (Annual Fee)	\$1,000		\$1,000

Local __05__ Grant:Safe and Drug-Free Schools	Education program				
Total for Activity 1.6			\$1,000		\$1,000
1.8 Instructional Staff Development Contracted services Local __05__ Grant:Safe and Drug-Free Schools	High School Peer Mediation Facility	\$400 for the location	\$400		\$400
1.8 Instructional Staff Development Contracted Services Local __05__ Grant:Safe and Drug-Free Schools	High School Peer Mediation Trainer	\$500 for the trainer	\$500		\$500
1.8 Instructional Staff Development Other Charges Local __05__ Grant:Safe and Drug-Free Schools	High School Peer Mediation Food	\$600	\$600		\$600
1.8 Instructional Staff Development Supplies and Materials Local __04__ Grant:Safe and Drug-free Schools	High School Peer Mediation Supplies and Materials	\$223	\$223		\$223
Total for Activity 1.8			\$1,723		\$1,723
1.9 Student Personnel Services Salary and Wages Local __07__ Grant:Safe and Drug-Free Schools	Implement alternatives to suspension	8 schools x \$1,300 /school	\$10,400		\$10,400
1.9 Student Personnel Services Fixed Charges Local _____ Grant:Safe and Drug-Free Schools	Implement alternatives to suspension	\$10,400 x 0.0765 Fixed charges	\$796		\$796
Total for Activity 1.9			\$11,196		\$11,196
1.13 Instructional Staff Development Salaries and Wages Local __03__ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	9.375% estimated total salary	\$6,096		\$6,096
1.13 Non Public Instructional Staff Development Salaries and Wages Local __03__ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	3.125% estimated total salary	\$2,032		\$2,032

1.13 Fixed Charges Local _____ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	9.375% estimated total fringes	\$1,217		\$1,217
1.13 Non Public Fixed Charges Local _____ Grant:Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	3.125% estimated total fringes	\$405		\$405
1.13 Instructional Staff Development Other Charges Local __05____ Grant:Safe and Drug-Free Schools	Implement de-escalation and conflict resolution training for all staff	2 staff members x \$1,500 training expense	\$3,000		\$3,000
Total for Activity 1.13			\$12,750		\$12,750
1.14 Instructional Staff Development Other Charges Local _05____ Grant:Safe and Drug-Free Schools	Conduct training for crisis teams	\$812	\$812		\$812
Total for Activity 1.14			\$812		\$812
Administrative Business Support Indirect Cost Recovery Local _____ Grant:Safe and Drug-Free Schools	Indirect Costs	2% x \$74,554	\$1,491		\$1,491
	TOTAL		\$76,045		\$76,045

**BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS
PROPOSED FY - 2006 ESEA TITLE IV, PART A BUDGET**

Recipient Agency Name	St. Mary's Public Schools
venue Source Name	

Grant Period	July 1, 2005 - June 30, 2007
Fund Source Code	

see "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

X	STATE/FEDERAL
	LOCAL/MATCH
X	TOTAL

Category/Program	Object						Budget by Cat./Prog.
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equipment	8-Transfers*	
201 Administration							
Program 21 General Support							0.00
Program 22 Business Support						1,491.00	1,491.00
Program 23 Centralized Support							0.00
202 Mid-level Administration							
Program 15 Office of Principal							0.00
Program 16 Inst. Admin. & Superv.							0.00
203-205 Instruction categories							
Prog 01 Regular Programs							0.00
Prog 02 Special Programs	6,096.00		7,500.00	3,200.00		5,332.00	22,128.00
Prog 03 Career & Tech Prog							0.00
Prog 08 Sch. Library Media							0.00
Prog 09 Instr. Staff Devel.	6,096.00	900.00	223.00	4,412.00		2,032.00	13,663.00
Prog 10 Guidance Services							0.00
Prog 11 Psychological Serv.							0.00
Prog 12 Adult Education							0.00
206 Special Education							
Prog 04 Public School Instr. Prog.							0.00
Prog 09 Inst. Staff Devel.							0.00
Prog 15 Office of the Principal							0.00
Prog 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.	22,892.00		4,500.00			4,064.00	31,456.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Operation of Plant							
Program 30 Warehousing and Distr.							0.00
Program 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				5,687.00		1,620.00	7,307.00
214 Community Services							0.00
215 Capital Outlay							
Program 34 Land & Improvements							0.00
Program 35 Buildings & Additions							0.00
Program 36 Remodeling							0.00
Total Expenditures By Object	35,084.00	900.00	12,223.00	13,299.00	0.00	14,539.00	76,045.00

*Includes the following: Payments to another LEA, nonpublic school, or state institution, and indirect Cost Recovery

Grant Number

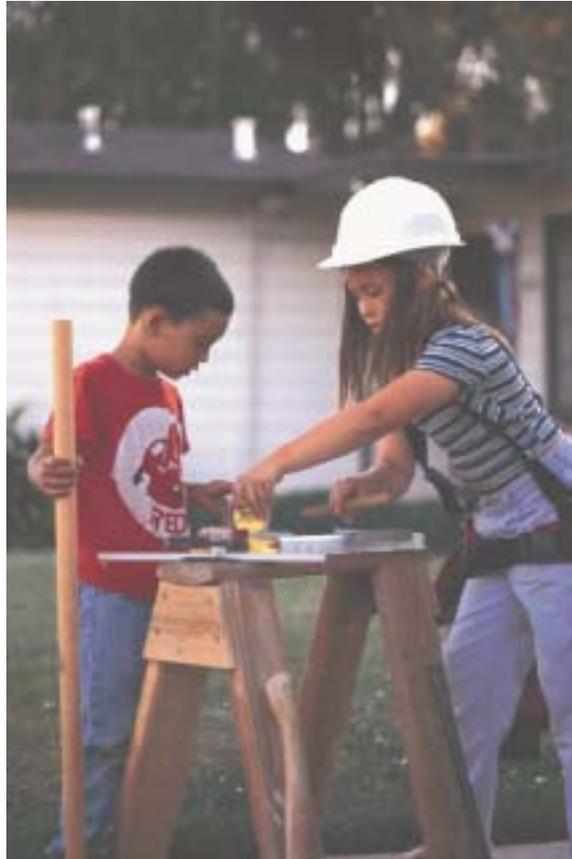
PROPOSED FY - 2006 ESEA TITLE IV, PART A BUDGET
Grant Name

Budget Reviewed and Approved: LSS Finance Officer:  (301) 475 - 5511 ext. 185 7/29/2005

Signature Phone Number Date

Budget Approved		MSDE USE ONLY					
		LEA Official	Phone #	Fax #	Date	MSDE Official	Date
		301-475-5511	301-475-4270				

Attachment 12



TITLE V, PART A Innovative Programs

**ATTACHMENT 12 TITLE V, PART A
INNOVATIVE PROGRAMS**

<p>Local School System: <u>St. Mary's County Public Schools</u> Fiscal Year <u>2006</u></p> <p>Title V Coordinator: <u>Paula R. Juhl</u></p> <p>Telephone: <u>301-475-5511, ext. 117</u> E-mail: <u>prjuhl@smcps.org</u></p>

A. ALLOWABLE ACTIVITIES [Section 5131]: For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Projects and Activities to Promote Education Reform and School Improvement			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.1 Promising education reform projects, including magnet schools [section 5131 (a)(4)].			
1.2 School improvement programs or activities under sections 1116 and 1117 of the ESEA [section 5131 (a)(9)].			
1.3 Programs to establish smaller learning communities [section 5131(a)(19)]. (For further guidance, see USDE's guidance on the Smaller Learning Communities (SLC) program).			
1.4 Activities that encourage and expand improvement throughout the area served by the local school system that are designed to advance student academic achievement [section 5131(a)(20)].			
1.5 Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching [section 5131(a)(22)].			
1.6 Programs that employ research-based cognitive and perceptual development approaches and rely on diagnostic-prescriptive models to improve student's learning of academic content at the preschool, elementary, and secondary levels [section 5131(a)(26)].			

**ATTACHMENT 12 TITLE V, PART A
INNOVATIVE PROGRAMS**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

2. Projects and Activities to Promote Teacher Quality, Professional Development, and Class-Size Reduction			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.1 Supplemental educational services, as defined in Section 1116(e) of the ESEA [section 5131(a)(27)]. (For further guidance, see final regulations for the Title I, Part A program.)			
2.2 Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II of the ESEA, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student achievement standards [section 5131(a)(1)]. (For further guidance, see USDE's guidelines on the Title II, Part A program, December 20, 2002).			
3. Projects and Activities to Promote Parental Options			
3.1 The planning, design, and initial implementation of charter schools as described in Part B of Title V of the ESEA [section 5131(a)(8)].			X
3.2 Activities to promote, implement, or expand public school choice [section 5131(a)(12)].			
3.3 School safety programs, including programs to implement the unsafe school choice policy in Section 9532 of the ESEA, and that may include payment of reasonable transportation costs and tuition costs for students who transfer to a different school under the policy [section 5131(a)(25)].			
3.4 Programs to provide same-gender schools and classrooms (consistent with applicable law and USDE guidelines for same gender schools and classrooms) [section 5131(a)(23)].			

**ATTACHMENT 12 TITLE V, PART A
INNOVATIVE PROGRAMS**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

4. Projects and Activities to Promote the Use of Technology and Educational Materials			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
4.1 Technology activities related to the implementation of school-based reform programs, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classroom and the school library media centers involved [section 5131(a)(2)].	Professional development for media specialists and/or Instructional Resource Teachers designed to strengthen their technology skills and their ability to help teachers integrate technology in the curriculum. Also to extend media hours in pilot schools.	\$9,804	\$1,604
4.2 Programs for the development or acquisition and use of instructional and educational material, including library services and educational materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student achievement, and that are part of an overall education reform program [section 5131(a)(3)].	To continue to acquire resources for media centers and/or classrooms that will help with the integration of effective technology applications into the curriculum. Also to continue media center acquisitions to strengthen areas of need given reform priorities – literacy, mathematics, and science.	\$14,352	\$2,160
5. Projects and Activities to Promote Literacy, Early Childhood Education, and Adult Education			
5.1 Programs to improve the literacy skills of adults, especially the parents of children served by the local school system, including adult education and family literacy programs [section 5131(a)(6)].			
5.2 Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of financial management skills (including the basic principles involved with earning, spending, saving, and investing) [section 5131(a)(11)].			
5.3 Activities to establish or enhance prekindergarten programs for children [section 5131(a)(16)].			

**ATTACHMENT 12 TITLE V, PART A
INNOVATIVE PROGRAMS**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

6. Projects and Activities for Students with Special Needs			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
6.1 Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school [section 5131(a)(5)].	The activities in this section are designed to improve student achievement and attendance in order to prevent students from dropping out. They include training for pupil services and school-based staff and the provision of funds for developing an positive behavioral approach at the alternative learning site.	\$3,500	
6.2 Programs to provide for the educational needs of gifted and talented children [section 5131(a)(7)].			
6.3 Alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative programs [section 5131(a)(15)].			
6.4 Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school [section 5131(a)(17)].			
7. Projects or Activities to Promote Community Service and Community Involvement			
7.1 Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage [section 5131(a)(10)].			
7.2 Initiatives to generate, maintain, and strengthen parental and community involvement [section 5131(a)(21)].	The activities in this section are designed to increase student attendance through community collaborations	\$4,500	

	such as a media campaign, Project Attend and high school health fairs that address positive/healthy adolescent decision-making.		
7.3 Service learning activities [section 5131(a)(24)].			

**ATTACHMENT 12 TITLE V, PART A
INNOVATIVE PROGRAMS**

Local School System: St. Mary's County Public Schools	Fiscal Year 2006
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A. ALLOWABLE ACTIVITIES [Section 5131], Continued.

8. Projects and Activities to Promote Health Services			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year comprehensive Bridge to Excellence Master Plan, With Reference to Page Numbers	Public School Costs	Nonpublic Costs
8.1 Programs to hire and support school nurses [section 5131(a)(13)].			
8.2 Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided by qualified school-based mental health services personnel [section 5131(a)(14)]			
8.3 Programs for cardiopulmonary resuscitation (CPR) training in schools [section 5131(a)(18)].			
Indirect Cost		\$1,056	
TOTAL FUNDING AMOUNTS		\$33,212	\$3,764

B. ANNUAL EVALUATION OF TITLE V-A PROGRAM ACTIVITIES: The local school system must annually evaluate its Title V-A programs and submit the evaluation to MSDE annually by August 15 as part of the annual update to the *Bridge to Excellence Master Plan*.

1. The evaluation must describe how the Title V-A programs affected student academic achievement.
2. At a minimum, the evaluation must:
 - a) Include information and data on the use of funds, the types of services provided, and the students served by the programs, and
 - b) Contain sufficient information for the services that were provided and the effect on academic achievement.
3. The school system must use the information gleaned from the annual evaluation to make decisions about appropriate changes in programs for the subsequent year.

**ATTACHMENT 12 TITLE V, PART A
INNOVATIVE PROGRAMS**

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

Fiscal Year 2006

C. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [Section 5142]

1. Participating Private Schools and Services: Complete information in Attachment 6-B on page 31 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title V-A services.
2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title V-A services;
 - b) The basis for determining the needs of private school children and teachers;
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
 - d) The differences, if any, between the Title V-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title V-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title V-A services provided to public school children.)

We invite the non-public schools, by written invitation, to come together with all of our ESEA program managers to discuss the scope and intent of the grant. We meet in the summer and mid year to work with the non-public principals, or designees, to draft the grant budget and to look, mid-year, at the implementation of the activities. The schools interested in participating either attend, ask a colleague to represent them, or call later to discuss the information. We provide an overview of our proposed program and receive input as to how the non-public schools will focus their resources from the grant.

At the meeting, our supervisor of professional development shares information about planned professional development for the school year through the public schools. Details are then provided through written communication. Equitable participation is provided on the expressed need of individual schools. We process all bills through our office as most of the non-public schools do not have the staff to manage the procedure.

We also work with the schools to cluster together some professional development so they can pool their funding to bring in consultants and speakers at less cost to each school. The services and per-pupil allocation are the same at the non-public as at the public schools in our county. The only circumstance that would be an exception is when a non-public school does not choose to participate in the program.

D. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title V-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part A, Allowable Activities*. MSDE budget forms are available in Excel Format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants." The accompanying budget narrative should: (a) detail how the school system will use Title V-A funds to pay only reasonable and necessary direct administrative costs associated with the

operation of the Title V-A program. These costs may include the costs of "systematic consultation" with parents, teachers, and administrative personnel and the costs associated with the provision of services for private school children and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

E. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level "Spreadsheet" Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
3.1 Instructional Staff Development Salaries & Wages Local ____ Grant Title V, Part A	Substitutes for media specialists to attend staff development	\$60 X 75 participants X 1 day	\$4,500		\$4,500
	Extended media hours 3.5.1		\$600		\$600
3.1 Non-public Instructional Staff Salaries and Wages	Substitutes for media/teachers to attend staff development	\$60 X 14 participants X 1 day	\$840		\$840
3.1 Instructional Staff Development Other Charges Local ____ Grant Title V, Part A	Staff Development Conferences 3.5.1	10 participants X \$155 (MEMO)	\$1,550		\$1,550
		4 participants X \$155 (MAG)	\$620		\$620
		10 participants X \$169 (BER)	\$1,690		\$1,690
		Hotel Fees at double occupancy	\$454		\$454
3.1 Non-public Instructional Staff Development Other Charges	Conferences/ Workshops		\$700		\$700
3.1 Fixed Charges Local ____ Grant Title V, Part A	FICA	7.65% X \$5,100	\$390		\$390
3.1 Non-Public Fixed Charges	FICA	7.65% X \$840	\$64		\$64

Total for Activity 3.1			\$11,408		\$11,408
3.2 Instructional Staff Development Supplies and Materials	Software and hardware to connect to VSC	23 schools X \$624	\$14,352		\$14,352
3.2 Non-public Instructional Staff Non-public Supplies & Materials	software and hardware	10 schools X \$216	\$2,160		\$2,160
Total for Activity 3.2			\$16,512		\$16,512
7.2 Project Attend MOI			\$1,000		\$1,000
7.2 Student Personnel Services Supplies & Materials Local ___ Grant Title V, Part A	Materials Project Attend – MOI	6 sessions x \$166.67 / session	1,000		1,000
7.2 Student Personnel Services Supplies & Materials Local ___ Grant Title V, Part A	Incentives Project Attend – MOI	71 ads X \$21	1,500		1,500
7.2 Student Personnel Services Contracted Services Local ___ Grant Title V, Part A	Contracted Services Attendance Media Campaign	71 ads x \$21.13	1,000		1,000
7.2 Student Personnel Services Supplies & Materials Local ___ Grant Title V, Part A	Supplies for Incentives Health Fair Materials	2 events x \$500	1,000		1,000
Total for Activity 7.2			4,500		4,500
6.1 Student Personnel Services	Incentives Dropout Prevention Materials ALC		1,500		1,500

Supplies & Materials Local ___ Grant Title V, Part A	Materials				
6.1 Student Personnel Services Other Charges Local ___ Grant Title V, Part A	Training on dropout prevention and family involvement Training _ Pupil Services and ALC Staff	4 staff x \$250	1,000		1,000
6.1 Student Personnel Services Contracted Services Local ___ Grant Title V, Part A	Instructional Consultation Training	\$1,000/day	1,000		1,000
Total for Activity 6.1			3,500		3,500
Administration Business Support Services/Transfers Local ___ Grant Title V, Part A	Indirect Costs	2.94% x \$35,920	\$1,056		\$1,056
	TOTAL		\$36,976		\$36,976

**BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS
PROPOSED FY - 2006 ESEA TITLE V, PART A BUDGET**

Recipient Agency Name	St. Mary's Public Schools
Revenue Source Name	

Grant Period	July 1, 2005 - June 30, 2007
Fund Source Code	

see "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

<input checked="" type="checkbox"/>	STATE/FEDERAL
<input type="checkbox"/>	LOCAL/MATCH
<input checked="" type="checkbox"/>	TOTAL

Category/Program	Object						Budget by Cat./Prog.
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equipment	6-Transfers*	
201 Administration							
Program 21 General Support							0.00
Program 22 Business Support						1,056.00	1,056.00
Program 23 Centralized Support							0.00
202 Mid-level Administration							
Program 15 Office of Principal							0.00
Program 16 Inst. Admin. & Superv.							0.00
203-205 Instruction categories							
Prog 01 Regular Programs							0.00
Prog 02 Special Programs							0.00
Prog 03 Career & Tech Prog							0.00
Prog 08 Sch. Library Media							0.00
Prog 09 Instr. Staff Devel.	5,100.00		14,352.00	4,314.00		3,700.00	27,466.00
Prog 10 Guidance Services							0.00
Prog 11 Psychological Serv.							0.00
Prog 12 Adult Education							0.00
206 Special Education							
Prog 04 Public School Instr. Prog.							0.00
Prog 09 Inst. Staff Devel.							0.00
Prog 15 Office of the Principal							0.00
Prog 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.		2,500.00	4,500.00	1,000.00			8,000.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Operation of Plant							
Program 30 Warehousing and Distr.							0.00
Program 31 Operating Services							0.00
211 Maintenance of Plant							
212 Fixed Charges				390.00		64.00	454.00
214 Community Services							0.00
215 Capital Outlay							
Program 34 Land & Improvements							0.00
Program 35 Buildings & Additions							0.00
Program 36 Remodeling							0.00
Total Expenditures By Object	5,100.00	2,500.00	18,852.00	5,704.00	0.00	4,820.00	36,976.00

*Includes the following: Payments to another LEA, nonpublic school, or state institution; and Indirect Cost Recovery

Grant Number

PROPOSED FY - 2006 ESEA TITLE V, PART A BUDGET
Grant Name

Budget Reviewed and Approved: LSS Finance Officer:  (301) 475 - 5511 ext 185 7/25/2005
Signature Phone Number Date

Budget Approved		MSDE USE ONLY				
		301-475-5511	301-475-4270			
	LEA Official	Phone #	Fax #	Date	MSDE Official	Date

Annual Evaluation of Title V, Part A
2004-2006

Staff development opportunities were provided for the media specialists/instructional resource teachers concentrating on helping teachers integrate technology into the curriculum. Teachers were then able to go back to their schools to help their colleagues and in turn transfer academic achievement to their students. Nonpublic school personnel are invited to attend the training sessions. We also paid media specialists/teachers to extend media hours in pilot schools.

Media specialists/instructional resource teachers were also able to attend workshops dealing with integrating technology into the curriculum and workshops pertaining to their area of expertise. Those attending workshops are expected to relay this information to their colleagues for use in their classrooms.

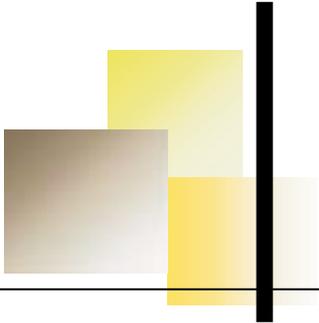
Money was allocated to the 23 public schools and 10 nonpublic schools for the media specialists to assess the needs of their schools in order to strengthen areas of literacy, math, and science. This affects approximately 16,568 public school students and approximately 3,000 nonpublic school students.

Schools were asked to keep their media centers open for extended hours. One of our public elementary schools piloted the program. Parents and students were invited to use the media center after school closed for the day. This affected the parents of 550 students. More schools are anticipating doing this for the 2005-06 school years.

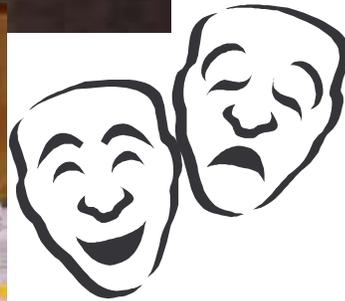
Money was allocated to support attendance and avoid drop-outs and to strengthen parent and community involvement initiatives.

The services and resources provided by this grant had a positive effect on the academic achievement of our students. For example, several St. Mary's County Public Schools received monetary awards for their students' performance on the 2004 MSA.

The 2005 performance results showed marked improvement for the St. Mary's County Public Schools. Our high school students increased the average SAT scores between 1994 and 2005 to an all time high with a combined score of 1059. Students in St. Mary's County Public Schools have improved performance on many assessment instruments, including MSA, HAS, and Advanced Placement Exams.



Attachment 14



Fine Arts

A. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants.” The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program.

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Fine Arts Resource Staff	Hourly resource position Strategy #1	1 resource position x 32.5 hours per week x \$11.00 per hour x 20 weeks	\$7,150		\$7,150
Fixed Charges	FICA	7.65% x \$7,150	\$547		\$547
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	100 participants x \$20 per hour x 5 hours	\$10,000		\$10,000
Fixed Charges	FICA	7.65% x \$10,000	\$765		\$765
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #2 and 3	10 days x \$200	\$2,000		\$2,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #1, 2, and 3	100 participants x \$20	\$2,000		\$2,000
Other Charges	Conference Fees Strategy 2,	50 participants x \$70.34	\$3,517		\$3,517
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	\$520		\$520
	TOTAL		\$26,499		\$26,499

**BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS
PROPOSED FY - 2006 FINE ARTS INITIATIVE**

Recipient Agency Name	St. Mary's County Public Schools	Grant Period	7/1/05 - 6/30/07
Revenue Source Name	Fine Arts Initiative	Fund Source Code	

See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL	<input checked="" type="checkbox"/>	STATE/FEDERAL
	<input type="checkbox"/>	LOCAL/MATCH
	<input checked="" type="checkbox"/>	TOTAL

Category/Program/Activity	Object						Budget by Category
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equipment	6-Transfers*	
201 Administration							
Program 21 General Support							
Program 22 Business Support						520.00	520.00
Program 23 Centralized Support							
202 Mid-level Administration							
Program 15 Office of the Principal							
Prog 16 Inst. Admin. & Superv.							
203-205 Instructional categories							
Program 01 Regular Programs	7,150.00						7,150.00
Program 02 Special Programs							0.00
Program 03 Career & Tech Prog.							
Program 08 School Library Prog.							
Program 09 Instructional Staff Dev.	10,000.00	2,000.00	2,000.00	3,517.00			17,517.00
Program 10 Guidance Services							
Program 11 Psychological Serv.							
Program 12 Adult Education							
Special Education							
Program 04 Public Sch. Inst. Prog.							
Program 09 Instructional Staff Dev.							
Program 15 Office of the Principal							
Program 16 Inst. Admin. & Superv.							
207 Student Personnel Serv.							
208 Health Services							
209 Student Transportation							
210 Operation of Plant							
Program 30 Warehousing & Distr.							
Program 31 Operating Services							
211 Maintenance of Plant							
212 Fixed Charges				1,312.00			1,312.00
214 Community Services							0.00
215 Capital Outlay							
Program 34 Land & Improvements							
Program 35 Buildings & Additions							
Program 36 Remodeling							
TOTAL EXPENDITURES BY OBJECT	17,150.00	2,000.00	2,000.00	4,829.00	0.00	520.00	26,499.00

*Includes the following: Payments to another LEA, nonpublic school, or state institution; and Indirect Cost Recovery

Grant Number	PROPOSED FY - 2006 Fine Arts Initiative
	Grant Name

Budget Reviewed and Approved: L88 Finance Officer

Signature:  (301) 475 - 5511 EXT. 185 9/14/2005
Phone Number Date

Budget Approved By:		LEA/OSCM	301-475-5511 Phone #	301-475-4270 Fax #	Date	MSDE USE ONLY	
						MSDE Official	Date

PART III

Additional Reporting Requirements

Narrative on Professional Development

St. Mary's County Public Schools

System-Wide Approach to Professional Development

Professional Development in St. Mary's County Public Schools is evolving as a Professional Learning Community focused on student learning. As such, guiding principles of collaboration and collaborative problem solving, focused on high expectations for student learning, as well as an understanding of the need for ongoing, sustained efforts of professional development are driving forces for all efforts of improvement. Professional and organizational development are the foundation of school and system improvement efforts. This is illustrated through the reorganization of professional development within the school system. The office of staff development has been moved from a supervisory position within the Department of Academic Support, to a director-level position reporting directly to the Superintendent of Schools. The Director of Professional and Organizational Development will be responsible for working with the Superintendent's School Support Team for guiding change efforts and supporting instructional improvement efforts. Included in this effort is the redesign of administrative and supervisory meetings and leadership seminars where questions are asked about learning and action for students, staff, and school leaders. Whereas these meetings are not strictly focused on "business items," but rather are structured to promote focused discussion and engagement around improvement efforts and the guiding questions of the Master Plan (i.e., What do we want for our children? How might we provide it? How will we know that we have done it well? What will we do if all children do not reach proficiency?). Subsequently, these questions form the basis of our collaborative dialogue and our professional development.

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. Two examples of these differentiated professional development programs are explained below. 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.

Professional development in St. Mary's County Public Schools is a collaborative effort with school system leaders (including the Superintendent's School Support Team, principals, supervisors, and teacher leaders). Each initiative is coordinated, implemented, and evaluated by a team of these leaders and appropriate staff. For example, the Teacher Induction Program is a collaborative effort led by the Department of Human Resources and the Office of Staff Development, in partnership with the Division of Instruction supervisors and a workgroup of teachers. School-based professional development is

designed as part of the school improvement process, and supported through the training and support of mentors, Instructional Resource Teachers, and supervisors assigned to each school. At each school, individualized Team/Department Action Plans are completed at the grade or department level and include professional development based on the team's needs. The school improvement planning process (that guides both School Improvement Plans and Team/Department Action Plans) includes a detailed process for planning professional development, inclusive of context, process, and content standards articulated in the Maryland Professional Development Standards (e.g., school plans must articulate priority initiatives based on data, alignment with school and system goals, follow-up activities for ongoing professional development, and a process for monitoring and evaluating the initiative).

Review of Key Professional Development Activities

Teacher Induction Program

This three-year induction program is framed around the notion that teachers need to develop essential skills, attitudes, and competencies for success in the classroom. Through this process, teachers are provided with the professional development they need to be successful in their first three years of teaching. Induction is a process that must be individualized, i.e., the needs of one teacher will differ from the needs of another; therefore, training must be differentiated by grade, content, and teacher experience. Mentoring is a critical component of the St. Mary's County Public Schools Teacher Induction Program in that it provides for this differentiation and offers on-site, just-in-time support and coaching to teachers as they hone their craft. Support beyond the first weeks of initial orientation must continue and include a variety of strategies, including, but not limited to mentoring, a continuum of services and professional development, differentiated training, and administrative support. Support for teachers through mentoring helps as one layer of support; however, mentoring by itself will do little to make a difference if not accompanied by ongoing professional development along a continuum of growth.

- What were the goals and objectives of these activities in terms of teacher outcomes and student outcomes? (One paragraph)

The three-year induction program will work towards the following long-range goals:

- To ensure the highest levels of student achievement;
- To create a comfortable and nurturing environment that encourages and facilitates the professional growth of new teachers;
- To increase retention of quality teachers;
- To improve teacher performance in terms of professional practice;
- To provide a non-threatening environment in which new teachers can ask questions about specific concerns;
- To provide content-based and research-based best practices for teaching and learning;
- To provide beginning teachers the tools needed to comply with St. Mary's County Public Schools regulations and policies; and

- To increase leadership potential of staff.
- Who were the intended participants? (One or two sentences)

The first year of induction is one in which novice teachers need the most support and professional development. New teachers who are new to teaching are one target audience for this professional development initiative. There are also a great number of experienced teachers who join the school system as a teacher new to St. Mary's County Public Schools. Induction must be differentiated to allow for an understanding of the practices and policies of the school system as well as an understanding of the curriculum and instructional practices within the system and state. Induction activities including monthly seminars, mentoring and coaching opportunities, and other ongoing professional development opportunities continue for the first three years of teacher service.

- Did the activities take place as planned? (One or two paragraphs)

New teacher induction activities for year one occurred as planned:

- Pre-service Orientation, including—
 - Understanding the school system
 - Orientation to your grade-level and content standards (VSC)
 - Classroom management and classroom environment
 - Teacher Performance Assessment System
 - Expectations for Unit and Lesson Planning
- Monthly Seminars
- Mentoring at the school site for first and second year teachers
- School-based Support
- Reflection and Journaling

Activities for Year 2 of induction occurred on a limited basis. Specifically, school-based mentoring and two workshops were given for teachers in their second year, however, due to human and material resource constraints, second year activities did not occur to the extent they were planned. Adjustments for FY06 have been made to remedy these issues (i.e., dates for sessions were aligned with Year 1 teacher seminar dates to allow for more flexibility of assigned staff to support activities). In addition, second year teachers are given the opportunity to participate in an ongoing action research process led by the Dylan Wiliam, director of research and teaching for ETS, in which they are paired with their mentor who also is participating as a coach.

Mentoring support activities occurred as planned. Training for newly assigned mentors took place in the fall with a series of sessions designed to provide coaching and mentoring training. In addition, mentors had an additional mid-year seminar and a spring session with new teachers. School-based support for teachers through mentoring occurred throughout the year. Release time was given to allow for mentoring and coaching in the classroom. Full-time mentoring support was provided

to Title I schools to support intensive mentoring support to new and non-tenured teachers.

- What evidence is available to indicate that these activities had their intended outcomes? (For example, new instructional programs in place, new curricula developed, improvements in the quality of student work, improvements on student benchmark assessments. If you report anecdotal evidence of outcomes, be sure to indicate how the evidence was collected and by whom. Also, please indicate the extent to which you are confident that the data apply to all or at least a substantial proportion of the participants.) (Two or three paragraphs)

The Teacher Induction program has been evaluated throughout the year on several levels. Evaluation of the program is consistent with the goals of the program. Specifically program evaluation centers on the extent to which we: reduce the intensity of transition into teaching; improve teacher effectiveness, and increase the retention of greater numbers of highly qualified teachers. Focus groups and surveys of new teachers participating in the induction program activities have shown that nearly 95% of new teachers responding believe the support and the program have given them the tools and skills to be successful. One teacher remarked succinctly, “I do have the feeling you are here to help!” The monthly seminars, in which nearly 60 teachers attended monthly, offered opportunities for ongoing dialogue and collaborative problem solving. One participant stated, “I appreciate the conversation with other teachers – the time to share and discuss issues with other teachers.” This testimonial was echoed throughout many of the year-end surveys.

Retention of new teachers has also been a goal that has been evaluated. Retention overall in St. Mary's County Public Schools was approximately 89% for the last school year, which includes all employees. Only ____ new teachers vacated their positions after the 2004-2005 school year.

- For activities for which there is limited or no evidence of progress in achieving the intended outcomes, explain why the activities did not achieve the intended outcomes and indicate whether the activities will be continued in 2005-2006. For the activities that will be continued, describe (1) the changes, if any, that will be made to increase the likelihood that the activity will achieve the intended outcomes and (2) plans for assessing the impact of the activities. (Two or three paragraphs)

Second- and third-year induction activities were not fully implemented, as stated above. These activities will be implemented for the 2005-2006 school year and evaluation process will include the following:

- Evaluation of seminars to determine the extent to which the professional development meets intended needs;

- Focus groups of new teachers to determine the extent to which they are supported and needs for further development;
- School-based classroom observations of all non-tenured teachers to match expectations and training to the extent to which classroom instruction is reflective of these expectations;
- Action research synopses in which teachers reflect on student growth relative to the changes they are implementing (e.g., through the ETS action research cohort); and
- Retention data.

Elementary Mathematics Professional Development Initiatives

Professional development for elementary teachers in mathematics was a major focus for the 2004-2005 school year. During this year, teachers were expected to fully implement a newly revised curriculum supported by the TERC Investigations program in mathematics. This program is a constructivist program in mathematics in which students investigate mathematical principles through problem solving, inquiry, and higher-order questioning. Skills sets are built upon for each unit based on the previous in a recursive process. Teachers were supported in their own professional development through a series of professional development activities, beginning in the year prior to implementation, which included “no-fault” piloting of units, on-site support, and “Level I” training. Further development continued with “Level II” training, system-wide seminars, Cognitively-Guided Instruction summer institute, and monthly planning sessions led by instructional resource teachers.

- What were the goals and objectives of these activities in terms of teacher outcomes and student outcomes? (One paragraph)
 - Increased mathematical content knowledge, skills, and understandings;
 - Increased mathematics pedagogy;
 - Increased teacher comfort level with mathematics, questioning, discovery, and differentiated instruction; and
 - Development of professional learning communities between and amongst schools focused on mathematics.
- Who were the intended participants? (One or two sentences)
 - All elementary classroom teachers and elementary special education teachers.
 - Paraeducators supporting instruction in elementary schools.
 - Elementary administrators.
 - Instructional Resource Teachers.
- Did the activities take place as planned? (One or two paragraphs)

The professional development activities for 2004-2005 took place as planned. These activities included:

- Level I training (Summer 2004)
 - System-wide seminars (Fall 2004, Spring 2005)
 - Level II training (Summer 2005)
 - Monthly training of Instructional Resource Teachers of each TERC Investigation Unit
 - IRT-led planning and feedback sessions at each school for each grade level, for each unit
 - Beginning a Masters degree in Mathematics in collaboration with the College of Notre Dame of Maryland
- What evidence is available to indicate that these activities had their intended outcomes? (For example, new instructional programs in place, new curricula developed, improvements in the quality of student work, improvements on student benchmark assessments. If you report anecdotal evidence of outcomes, be sure to indicate how the evidence was collected and by whom. Also, please indicate the extent to which you are confident that the data apply to all or at least a substantial proportion of the participants.) (Two or three paragraphs)

Teacher surveys, focus groups, and anecdotal evidence indicates teachers' positive view of the professional development program. The programs included ongoing opportunities for collaborative planning and dialogue, as well as cross-grade level articulation. One teacher remarked, "Every 6th grade teacher should take this!" In addition, both formal and informal observation processes suggest that teacher implementation of TERC units are continuing, and that teachers' skill levels are increasing.

An additional indicator of the program's success is the high level of participation in voluntary training sessions. 90 participants attended Level I training during year 1; 75 teachers attended Level II training; and 25 teachers attended a weeklong institute in Cognitively Guided Instruction.

- For activities for which there is limited or no evidence of progress in achieving the intended outcomes, explain why the activities did not achieve the intended outcomes and indicate whether the activities will be continued in 2005-2006. For the activities that will be continued, describe (1) the changes, if any, that will be made to increase the likelihood that the activity will achieve the intended outcomes and (2) plans for assessing the impact of the activities. (Two or three paragraphs)

No formal processes were in place for the evaluation of the professional development aspects of the program. Such evaluation is planned in this coming school year.

Estimate for High Quality Professional Development

2004-2005 school year (estimated percentage of teachers participating in high-quality professional development)	2005-2006 school year (target for percentage of teachers participating in high-quality professional development)
40%	44%

Annual increases in the extent of teacher participation in high quality professional development activities will be based on a renewed focus on professional development. Throughout the 2004-2005 school year, during each Administrative and Supervisory meeting, a portion of time was spent discussing high quality professional development, including the Maryland Professional Development Standards and the results of the *Survey of Teacher Participation in High-Quality Professional Development*. This level of awareness is one critical step in terms of transforming professional development in St. Mary's County Public Schools. An additional step that was taken for the coming school year is the extended planning requirements for professional development activities connected with the school improvement planning process. School plans must articulate how and why professional development activities are planned, based on data and school improvement priorities, how follow-up activities are built into the plan, and how the professional development activities will be evaluated.

**Victims of Violent Criminal Offenses in Schools (VVCO)
Report for School Year 2004-2005**

TABLE 11-5	Local School System (LSS): St. Mary's County Public Schools Fiscal Year 2006			
	(1) Total # of VVCO	(2) # of VVCO Requesting Transfers	(3) # of VVCO Not Requesting Transfers	(4) # of Transfers Granted by the LSS Without a Final Case Disposition
Abduction & attempted abduction	0			
Arson & attempted arson in the first degree	0			
Kidnapping & attempted kidnapping	0			
Manslaughter & attempted manslaughter, except involuntary manslaughter	0			
Mayhem & attempted mayhem	0			
Murder & attempted murder	0			
Rape & attempted rape	0			
Robbery & attempted robbery	0			
Carjacking & attempted carjacking	0			
Armed carjacking & attempted armed carjacking	0			
Sexual offense & attempted sexual offense in the first degree	0			
Sexual offense & attempted sexual offense in the second degree	0			
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0			
Assault in the first degree	0			
Assault with intent to murder	0			
Assault with intent to rape	0			
Assault with intent to rob	0			
Assault with intent to commit a sexual offense in the first degree	0			
Assault with intent to commit a sexual offense in the second degree	0			
TOTAL	0			

NOTE: See attached guidance for completion of the VVCO in Schools Report.

Guidance for Completion of the SY 2004-05 Victims of Violent Criminal Offenses in Schools (VVCO) Report

Authority:

- Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and
- Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).

COLUMN 1: Includes offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. "Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense.

COLUMN 2: This column captures the total number of transfers that were requested by VVCO after the "conviction or adjudication" of a perpetrator.

COLUMN 3: This column captures the total number of VVCO who did not request a transfer after the "conviction or adjudication" of a perpetrator.

COLUMN 4: This column captures those transfers that were made by the local school system prior to "conviction or adjudication" of a perpetrator and/or without being requested by a VVCO (i.e. in the interest of safety and/or good order and discipline).

Gun-Free Schools Act Report

School Year 2004-2005

Local School System (LSS): St. Mary's County Public Schools Point of Contact: Kathleen Lyon

Telephone: 301-475-5511 x198 FAX: 301-475-2469 Email: kmlyon@smcps.org

Full Name of School (Include elementary, middle, or high school)	Student ID	Date of Incident	Type of Firearm (Be specific)	Was the student receiving services under IDEA? (Yes/No)	Was the student expelled for a minimum of one calendar year? (Yes/No)	Was the expulsion modified? (Yes/No)	Were services provided in an alternative educational setting? (Yes/No)	Was the student referred to the criminal justice or juvenile delinquency system? (Yes/No)
NONE								

I certify that the LSS is in compliance with the Gun-Free Schools Act of 2001 and Code of Maryland Regulations 13A.08.01.12-1 and that the LSS has a policy that:

- Requires the expulsion from school, for a period of not less than one calendar year, of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity;
- Requires referral to the criminal justice or juvenile delinquency system of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity; and
- Permits the local superintendent to modify the one year expulsion on a case-by-case basis and requires the LSS to maintain a written record of all such modifications.

Signature - Local Superintendent of Schools _____

Date 9/20/05

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.

The Public School Construction Program received requests from six school systems to purchase relocatable classrooms at 20 schools in the capital budget request for fiscal year 2006. Requests were for both kindergarten/prekindergarten and general capacity needs. The Interagency Committee on School Construction has recommended that the Governor fund \$894,000 for 17 classrooms at six schools in four school systems. All of the recommended locations are to meet kindergarten/prekindergarten needs.

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, 2005, and the *FY 2007-12, Capital Improvement Program Request*, dated October 7, 2004. 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** due to actual State and local government capital budget allocations.

The Educational Facilities Master Plan (EFMP) defines the instructional needs for programs such as pre-K and full day Kindergarten, as well as meeting the capacity needs of the system. The July 2005 EFMP, with regard to the processes and participants, has not changed since the 2004 plan. However, the 2005 EFMP has been modified to reflect the change in school size at the elementary level. The July 2004 plan was modified from four elementary schools to three elementary schools. This change will help to meet

program requirements and the increased enrollment sooner than with the four school plan. Planning approval for elementary schools will be requested from the state in FY 2007, FY 2009, and FY 2012. These schools will provide capacity to meet the growing needs of the community and will support the continued implementation of the full day kindergarten program by 2008.

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

Directions for Table

1. Provide name and number of school system.
2. Provide name and phone number of person completing form who can answer questions about the information.
3. Complete Columns 1 – 7.

Column 1	If applicable, provide Public School Construction Program/Board of Public Works project number for approved local planning and/or construction projects.
Column 2	List by name , in alphabetical order, all schools and qualified vendor sites that are required to provide programs for FDK for all students and PK for eligible students.
Column 3	Place an X next to all schools that have FDK programs for all students in place in school year 2005-6.
Column 4	Place a P next to all schools/sites that offer PK programs for all eligible students - 4 yr old children from economically disadvantaged families, by school year 2007-8.
Column 5	Place an X next to all schools/sites that have PK programs for all eligible students in place in school year 2005-6.
Column 6	Indicate by note whether the school system will provide transportation for PK students attending locations other than their home schools.
Column 7	List the Fiscal Year for State construction funding related to the mandated FDK and PK programs as requested by the school system in the FY07 Capital Improvement Program of the Public School Construction Program.

You may use the abbreviations listed below to further describe the entries:

Add	Addition proposed
Local	State capital funding not requested, local funds anticipated
Mod	Modernization proposed
NA	Not applicable
New	New school proposed
P	PK program is planned by 2007 for eligible students enrolled in this school
Rel	State funding requested to purchase relocatable classroom(s)
Ren	Renovation proposed
Repl	Replacement new school proposed
TBD	To be determined
X	Program is in place for all eligible students as required

4. If the programs for the students in a named school are to be offered at a different location, such as another school, a regional center, or a qualified vendor location, insert the name of the location (@ **Name**) in columns 3, 4, and/or 5 as appropriate.
5. Expand number of rows in the table to include all schools needed.



PART IV

Supplemental Budget Information Review of Prior Year (Fiscal 2005) Expenditures

Budget Narrative for Total Revenue and Expenditure Statements

- **Overview** – St. Mary’s County Public Schools (SMCPS) is dedicated to *Fulfilling the Promise in Every Child*. In FY-2004 (established as the Base-Year) the total budget for SMCPS was \$115,000,000. The budget for FY-2005 is \$125,000,000 – a 9% increase
- **Revenues** –
 - In FY-2004 SMCPS signed a joint resolution with the St. Mary’s County Board of County commissioners (BOCC) that expressed the BOCC’s commitment to the Bridge to Excellence. This resolution changed the method used to determine the level of funding from the county. In prior years the county based its appropriation on what they thought was appropriate and affordable. The new methodology is based on a per pupil figure which is raised each year until it reaches the per pupil amount recommended in the Bridge to Excellence legislation. This change will favorably impact our revenue stream during the period covered by the Master Plan.
 - President Bush has announced that he will seek a reduction in Impact Aid to LEAs with children associated with federal facilities but not living on the facility. The mid-Atlantic Naval District has an approved plan to move all families off base to contract-owned, contractor-operated housing. If President Bush’s initiative is passed SMCPS will lose all Impact dollars when the Navy housing plan is completed.
- **Expenditures** – In FY-2005 a majority of “new funding” will go to mandatory increases.
 - **Mandatory Increases** – The following are classified as Mandatory Increases:
 - Health Insurance
 - Other Insurance
 - Social Security
 - Utilities
 - Retirement
 - Bus Contracts
 - **New Initiatives** – The following new initiatives (continued initiatives) are reflected in the FY-2005 budget:
 - Full-day Kindergarten (continued initiative)

- 11-month school year (new initiative)
- Fourth credit high school in math (continued initiative)
- Army Junior ROTC (continued initiative)
- **Additional Positions** – The FY-2005 FTE changes are grouped by category:

Category	Position	Number of FTE	Funding	Rationale Citation
Administration	Secretary	1.0		The Department of Fiscal Services does not have a secretary assigned
	A/P Clerk	1.0		Position addresses the increased workload in that section
Office of the Principal	Secretary	1.0		To cover a split facility (two separate buildings)
	Ass't Principal	1.0		Expiring grant
	Secretary			Expanding role for the Alternative Learning Center

Instructional Salaries	K-Teacher	2.0		Continued Full-day K initiative
	Paraeducators	6.0		4 for the full-day K initiative. 1 rollover from and expiring grant. 1 from the Environmental Ed program – previously a revolving fund activity
	Middle School IRT	0.3		Environmental Ed
	Elementary School IRT	1.9		1.5 Grant rollover. .4 Environmental Ed.
	High School IRT	0.3		Environmental Ed
	High School Math Teacher	3.0		Continued initiative for 4 th math credit
	Middle School Math Teacher	3.0		Increased emphasis on MSA
	Army JROTC	2.0		Completes the JROTC initiative
	Paraeducator at ALC	-1.0		Offsetting resource for secretary above

Special Ed	Paraeducator	3.0		To support additional children with IEPs
	IRT Autism	1.0		To support additional children with IEPs
	Speech Language Ass't	1.0		Annualized – hired during FY-04 due to increased number of children requiring this service.
	S/E Teacher	-1.0		Annualized – Released one teacher vacancy to hire two paraeducators in FY-2004
	Paraeducators	2.0		Annualized – see S/E teacher explanation
	Paraeducator	-1.0		Annualized – Released one vacant position to hire Speech Language Ass't
	Coordinator	-1.0		Budget constraints
Health	Nurse	3.0		Continued initiative to convert Health Department nurses to SMCPs employees (2.0). Annual'd 1.0 – hired nurse in FY-

				2004 for students with non-delegable care
	LPN	-2.0		Annualized – Used as an off-setting resource to fund the RN above
Operations	Info Tech	1.0		In support of IT plan
	Building Service Worker	2.0		Increased workload (sq. footage)
Maintenance	Maint. Worker	1.0		Increased workload

- **Revised Bridge to Excellence Strategies** – The planned strategies for FY-05 were implemented as planned. Some strategies will be expanded (reading interventions and vertical alignment for reading) which will increase expenditures during the remainder of our five-year plan.
- **Redirected Funding/Budget Reductions** – The decreases in FTEs are identified in the table above.
- **Estimated Final Expenditures** – The only category that was estimated was the cost of COLA for employees.

Comparison of Prior Year Expenditures Table

Local School System				
	(\$ in Thousands)			
	FY 2005 Original Budget 7/1/04	FY 2005 Actual 6/30/05	Change	% Change
I. Revenues:				
Local Appropriations	\$ 58,600	\$ 58,900	\$ -	0.00%
Other Local Revenue	\$ 871	\$ 817	\$ 140	21.78%
State Revenue	\$ 60,729	\$ 60,755	\$ 26	0.04%
Federal Revenue* including Grants	\$ 10,800	\$ 10,820	\$ 120	1.11%
Other Resources/Transfers	\$ 15	\$ -	\$ (15)	-100.00%
Total Revenue	\$ 131,115	\$ 131,392	\$ 277	0.21%
Prior Fund Balance Available	\$ 2,029	\$ 2,029	\$ -	0.00%
Total Revenue and Fund Balance	\$ 133,144	\$ 133,421	\$ 277	0.21%
Delta to be Accounted for	\$ 9,818	\$ 9,793		
II. Actual Expenditures				
A. Mandatory Increases in Expenditures			Planned	Final
Utilities			254	320
Transportation			634	778
Health Insurance			3,742	2,504
Other Insurance			348	188
Social Security			398	258
Salary Increase			3,383	3,577
Retirement			38	180
Total			8,727	7,910
B. New or Continued Initiatives				
Full-day Kindergarten		Costed below	16	15
11-month school year		Title I	293	293
Fourth credit in Math		FTE only		
Army JROTC		FTE only		
			293	293
C. Additional Positions			Goal	
Administration				
Secretary		COOB	34	-
Accounts Payable Clerk		COOB	41	40
Office of the Principal				
Secretary		1	34	35
Assistant Principal		1&4	78	75
Secretary (ALC)		4	34	40
Instruction Salaries				
K-Teachers (2)		1	104	117
Paraprofessionals (6)		1	171	152
IRT (Middle School) (0.3)		1	16	24
IRT (Elementary School) (1.8)		1	99	115
IRT (High School) (0.3)		1	15	14
Math Teacher (High School) (3)		1	158	138
Math Teacher (Middle School) (3)		1	158	151
Army JROTC (2)		4	60	88
Air Force JROTC		4	30	30
Special Education				
Special Ed Paraprofessor (3)		1	88	88
IRT (Sp. Ed. Aulani)		1	52	52
Speech Language Assistant (Sp. Ed.)		1	57	44
Health				
Nurse (3)		4	177	174
Operations				
Info Tech		1	49	48
Building Service Worker (2)		COOB	88	87
Maintenance				
Maint. Worker		COOB	41	-
Total			1,557	1,583
COOB Cost of Doing Business				
D. Revised Bridge to Excellence Strategies				
Expand A/P enrollment		1	35	32
Full-day Kindergarten (exclusive of salaries)		1	15	15
MCI		1	290	239
Summer work (curriculum)		1	24	21
Summer School		1	27	28
Staff Development		1 & 3	46	50
Orientation pay for new teachers		3	9	15
In-Service payments		3	21	(1)
Academic Stipends/Extra Pay for Extra Duty		1 & 3	60	13
Library Collection		1	217	210
			740	813
E. Restricted Funding/Budget Reductions				
Reprogrammed or Eliminated FTE				
Textbook change to accommodate new reading program			300	300
Paraprofessor (ALC)		offset for ALC sec.	29	29
Special Ed. Teacher		offset for 2 S/E para	52	52
Special Ed. Coordinator		budget reduction	78	78
LPN (2)		offset for additional RN	87	87
Total			526	526
F. Other				
		Allowance for turnover	(643)	-
		Mac	(620)	-
			(1,275)	
Total Expenditures			8,818	9,793

ATTACHMENT 1 - TOTAL REVENUE STATEMENT (Current Expense Fund)						
Local School System: <u>St. Mary's County</u>			2005 Annual Update			
REVENUES			Original Approved FY 05 Budget	Final FY 05 Actual Revenue	Original Approved FY 06 Budget	
Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund.						
LOCAL APPROPRIATIONS	1.1.01.00		\$58,900,000	\$58,900,000	\$62,634,224	
OTHER REVENUE*	1.1.05.00		\$671,202	\$817,019	\$679,072	
STATE REVENUE						
Foundation	1.1.20.01		45,473,504	45,473,504	\$51,626,144.00	
Economically Disadvantaged (Comp Ed & EEEP)	1.1.20.02		6,620,374	6,620,374	\$ 8,445,636.00	
Special Education**	1.1.20.07		4,121,168	4,121,625	\$ 4,918,144.00	
LEP	1.1.20.24		284,937	284,937	\$ 313,920.00	
Transportation	1.1.20.39		4,228,945	4,228,945	\$ 4,573,074.00	
Guaranteed Tax Base	1.1.20.25					
Transportation	1.1.20.39					
Governor's Teacher Salary Challenge	1.1.20.56					
Other (specify)*** NTBSI ENV ED				25,000	\$ 15,000.00	
TOTAL STATE REVENUE			\$60,728,928	\$60,754,585	\$69,891,918	
FEDERAL REVENUE						
Title I-A - Local System Grants			2,061,520	1,440,337	\$ 2,036,255.00	
Title I-A - School Improv '04 Award			107,077	100,244		
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			754,119	593,227	\$ 727,948.00	
Title II-D - Education Technology			55,737	7,339	\$ 38,490.00	
Title III-A - Language Acquisition			26,836	15,444	\$ 24,049.00	
Title IV-A - Safe & Drug-Free Schools			81,434	66,622	\$ 76,045.00	
Title IV-B - 21st Century Learning Centers			640,000	621,049	\$ 640,000.00	
Title V-A - Innovative Education			54,704	14,261	\$ 36,976.00	
Title VI-B2 - Rural & Low-Income Schools Prog						
Title VIII - Impact Aid			1,700,000	2,916,890	\$ 2,000,000.00	
Homeless Children and Youth			23,000	22,256	\$ 24,200.00	
IDEA - Special Education			3,063,800	2,841,010	\$ 3,066,701.00	
Perkins Career and Technology Education			179,590	179,590	\$ 177,039.00	
Other (specify)*** See attached			2,052,420	2,099,367	\$ 1,783,734.00	
TOTAL FEDERAL REVENUE	1.1.30.00		\$10,800,037	\$10,919,636	\$10,631,437	
OTHER RESOURCES/TRANSFERS****	1.1.99.99		\$14,800	\$	\$14,800	
TOTAL REVENUE			\$131,114,967	\$131,391,240	\$143,851,451	
PRIOR BALANCE AVAILABLE	1.1.40.00		\$2,028,821	\$2,028,821	\$2,400.00	
TOTAL REVENUE, TRANSFERS AND FUND BALANCE			\$133,143,788	\$133,420,061	\$140,251,451	
*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.						

Attachment 2 - Total Expenditure Statement (Current Expense Fund)

Local School System: St. Mary's County

2005 Annual Update

TOTAL SUMMARY BY CATEGORY**

Category	Original Approved* FY 05 Budget	Final FY 05 Actual Expenditures	Original Approved FY 06 Budget	FTE Staffing FY 06 Budget
201 Administration	\$ 3,237,692	\$ 3,269,939	\$ 3,425,644	40.00
202 Mid-level Administration				
Office of the principal	7,408,676	7,486,535	7,909,906	128.00
Administration & Supervision	2,270,124	2,256,936	2,554,205	35.38
203 Instructional Salaries	51,043,445	51,257,834	55,659,354	1,082.10
204 Textbooks & Instructional Supplies	2,809,503	2,789,073	2,934,014	-
205 Other Instructional Costs	413,395	464,750	635,956	-
206 Special Education	12,635,472	12,771,511	13,464,732	251.50
207 Student Personnel Service	894,289	891,109	1,001,438	14.00
208 Health Services	960,557	978,310	1,169,981	23.00
209 Student Transportation	9,334,910	9,351,855	9,799,326	21.50
210 Operation of Plant	9,052,947	9,270,338	9,946,925	146.00
211 Maintenance of Plant	2,778,383	2,803,432	2,888,019	40.20
212 Fixed Charges	20,574,650	19,347,030	25,731,659	-
213 Food Services	-	-	-	-
214 Community Services	-	-	-	-
215 Capital Outlay	939,708	938,166	958,856	6.50
Undistributed Federal Funds				
TOTAL EXPENDITURES/FTE	\$ 124,373,751	\$ 123,855,818	\$ 138,070,015	1,788.18

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

** Does not include Restricted Funds - Expenditures or FTEs

Attachment 3 - Total full-Time Equivalent Staff Statement

Local School System: St. Mary's County

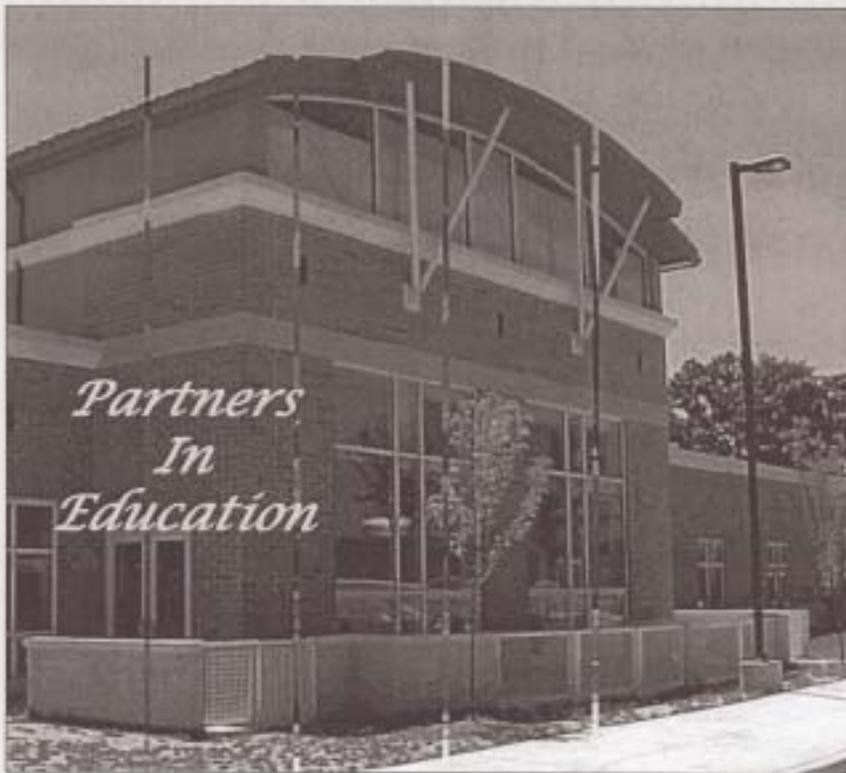
2005 Annual Update

POSITION TYPE	FY 05 Budget	FY 06 Budget
Superintendent, Deputy, Assc, Asst	2.00	2.00
Directors, Coord., Superv., Specialists	39.08	41.38
Principal	25.00	25.00
Vice Principal	36.00	37.00
Teachers	978.90	1,021.00
Therapists	31.90	25.00
Guidance Counselor	38.00	39.00
Librarian	28.20	28.00
Psychologist	6.70	6.70
PPW/SSW	6.00	7.00
Nurse	19.00	22.00
Other Professional Staff	8.00	10.40
Secretaries and Clerks	108.50	107.00
Bus Drivers	8.00	17.00
Paraprofessionals	170.00	196.00
Other staff	190.70	203.70
TOTAL FTE STAFF	1,695.98	1,788.18

St. Mary's County Public Schools
Division of Supporting Services

Bridge to Excellence Master Plan

**Review of Adequacy of
Existing School Facility Needs**
Updated August 2005



Maintenance
Capital Planning



Design & Construction
Food Services



Operations
Transportation

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 Service, 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 Administrative 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 Service. 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

- 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, Edgemoade, 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 2005, 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. The school system will fulfill this requirement through Kindergarten classroom additions, replacement of the existing George Washington Carver Elementary School with a larger capacity facility 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 71% 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, and 1 career and technology center serving 16,408 students in grades PreK-12 as of September 30, 2004. 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 2005 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 2015 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. 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 81.73% - 130.73%, with an average of 105.31% 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 implement full day Kindergarten initiatives, Prekindergarten for disadvantaged students, reduce class size and allow for flexibility for future educational program changes.

Elementary Schools - Based on the spring 2005 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 though FY 2015, 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 2004 – 2005 school year, the school system utilized 45 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 is scheduled to open in August 2006.

With the completion of the new George Washington Carver elementary school in FY 2007, the school system will have capacity to operate between 77% - 141%, with an average of 110% utilization based on local rated capacity (based on current enrollment projections.) This utilization necessitates the need for additional capacity within our elementary schools, especially the need to implement full day Kindergarten initiatives and the flexibility for future educational program changes.

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 systems 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 1,043 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 requested in FY 2005. The project did not receive planning approval from the state since a new school site had not been identified in time for the approval process. The school system is currently working on land acquisition for this new school with anticipated completion of the search and a recommendation for approval to the Board of Education during the summer of 2004. The project will continue to be monitored and if a site is acquired during the summer of 2005, the school system will consider requesting planning approval and construction funding for this project in FY 2007.

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 2011. These schools will be needed to address the projected overcrowding generated by an additional 1,204 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 will be requesting construction funding for the project. 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 systems enrollment projections for the 2005 – 2006 school year show a slight increase with more moderate growth beginning in FY 2012 through FY 2015.

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 is scheduled to open mid year with its additional capacity for

the 2005 – 2006 school year. This project will increase the capacity of the facility from 790 to 1,076.

The projections indicate that there will be a shortfall of capacity at the middle school level until FY 2006 when the Margaret Brent Middle School project is 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 2014. 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 and will continue through FY 2015, although the Maryland Department of Planning indicates that this growth will slow to a more moderate growth. However, the school system has seen a relatively large increase in high school enrollment for the 2004 – 2005 school year. This growth pattern 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 2012. 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 971 for the 2004 - 2005 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. Once completed the capacity for this facility will increase from 360 to 620.

Part VI.5-Prekindergsrten 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 542 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-Kindergsrten 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 2004 – 2005 school year the school system offered full-day Kindergarten to 565 students at nine out of sixteen elementary schools. The school system has budgeted for the expansion of the program for the 2005 – 2006 school year serve 904 students at thirteen elementary schools. The school system will fulfill the requirement to offer all full-day Kindergarten through Kindergarten classroom additions at three schools, replacement of the existing George Washington Carver Elementary School with a larger capacity facility, and the construction of a new elementary school. 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.

With the approval of the FY 2006 budget, the school system will offer full-day Kindergarten at the following schools:

School	Partial Implementation	Full Implementation	New for 2005 - 2006	Planned for 2006 - 2007
Benjamin Banneker		2002 - 2003		
Dynard	2001 - 2002	2004 - 2005		
George Washington Carver	2002 - 2003	2003 - 2004		
Green Holly	2000 - 2001	2001 - 2002		
Greenview Knolls			2005 - 2006	
Hollywood				2006 - 2007
Leonardtwn				2006 - 2007
Lettie Marshall Dent			2005 - 2006	
Lexington Park	2000 - 2001	2003 - 2004		
Mechanicsville			2005 - 2006	
Oakville			2005 - 2006	
Park Hall	2000 - 2001	2003 - 2004		
Piney Point	2002 - 2003		2005 - 2006	
Ridge	2001 - 2002	2004 - 2005		
Town Creek				2006 - 2007
White Marsh	2001 - 2002		2005 - 2006	

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 1,765 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.

County Public constructs and elementary a lower student/teacher additional classrooms to meet the class size are funded

	2004 - 2005		2005 - 2006 *		2006 - 2007 *	
	Full	Half	Full	Half	Full	Half
Benjamin Banneker	99	0	92	0	96	0
Dynard	78	0	73	0	76	0
George Washington Carver	52	0	55	0	63	0
Green Holly	90	0	113	0	118	0
Greenview Knolls	0	61	62	0	65	0
Hollywood	0	54	0	64	66	0
Leonardtwn	0	72	0	81	84	0
Lettie Marshall Dent	0	87	84	0	88	0
Lexington Park	72	0	71	0	74	0
Mechanicsville	0	56	53	0	55	0
Oakville	0	50	54	0	56	0
Park Hall	91	0	87	0	91	0
Piney Point	20	67	82	0	85	0
Ridge	43	0	44	0	46	0
Town Creek	0	30	0	29	31	0
White Marsh	20	21	34	0	36	0
Total	565	498	904	174	1130	0

St. Mary's Schools staffs schools at ratio. The required lower totally utilizing

* - projection

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 62 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. Today, the alternative learning center is located in eight (8) relocatables. A permanent structure is planned within the next six to ten year timeframe.

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 2007 - FY 2012 Local Capital Improvements Program

	FY 04	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13
Margaret Brent Middle School - Addition/Renovation	Goal 1 - Objective 11 & 15									
George Washington Carver Elementary School - Replacement	Goal 1 - Objective 11 & 15									
Oakville Elementary School - Kindergarten Addition	Goal 1 Objective 26									
Ridge Elementary School - Kindergarten Addition	Goal 1 Objective 26									
New Elementary School	Goal 1 - Objective 11, 15 & 26									
Dynard Elementary School - Kindergarten Addition	Goal 1 Objective 26									
Piney Point Elementary School - Kindergarten Addition	Goal 1 Objective 26									
Town Creek Elementary School - Kindergarten Addition	Goal 1 Objective 26									
New Science & Engineering High School						Goal 1 - Objective 11 & 15; Goal 2 - Objective 26				
New Elementary School						Goal 1 - Objective 11, 15 & 26				

*Fulfilling the Promise in
Every Child*

A Framework for Technology

WORK IN PROCESS

**St. Mary's County Public Schools
Revised June 2005**

*“Fulfilling the Promise in Every Child” . . .
Requires investment in technology*

"Fulfilling the Promise in Every Child" is the vision of St. Mary's County Public Schools. To achieve that vision, all teachers, administrators, and support staff know that they must keep sight of their mission:

"To enable students to develop their intellectual and personal potential for a lifetime of learning and for responsible, productive participation in our diverse and changing world."

All planning and program implementation must be done with the mission and goals in mind.

Information technology, because it is especially powerful, because it is developing so rapidly, and because it potentially represents a major financial investment, merits special attention. Careful planning and phased implementation of information technology will ensure that we seamlessly integrate existing and emerging technologies into the fabric of instruction and student support, enhancing all other efforts to achieve our mission.

Our instructional system is undergoing systematic reform that focuses on actively engaging students in complex, authentic tasks. Technology is key to enhancing these efforts. It is a tool, which, when used wisely, will leverage the efforts of every student, teacher, staff member and parent to achieve the vision of "Fulfilling the Promise" and will help schools educate students to live, work and compete successfully in an information-rich global society.

The purpose and focus of this framework

The purpose of this framework is to provide the plan for technology use in order to improve student learning. The framework specifies the phased implementation of information technology needed to accomplish the system vision of "Fulfilling the Promise in Every Child."

The focus of this framework is a systematic approach to providing technology at all schools and to all students equitably, integrating current capabilities and emerging technologies to connect people to the learning environment, and providing access to multiple sources of information. It is intended to be a guide for the use of technology in St. Mary's County Public Schools for the years 2005-2008. This framework builds upon the planned and completed activities of 2001 to 2004. It reflects input from School Improvement Teams' Plans. Annual update and distribution of this framework provides feedback to those stakeholders for their review and comment.

No plan can anticipate all the changes of the future, particularly in such a rapidly developing field as technology. Though intended as a framework for the next five years, this plan will need to be examined on a yearly basis and revised to reflect the results of continuous evaluation and new developments and possibilities.

Many of the technologies and uses described in this framework are already in place and are used regularly by students, teachers, and other staff members. Other technologies are being implemented by a small number of students and teachers because of hardware and staff development limitations. Still other technologies and uses are emerging but are not yet available in schools. Some of the technologies tied to high-speed communication are only economically available in large cities. The challenge is to provide increasing equity and consistency in implementation throughout the school system.

GOALS, OBJECTIVES, PROGRESS, TARGETS AND RECOMMENDED ACTIONS

St. Mary's County Public Schools has established clear and measurable goals in the areas of achievement, partnerships, safe and orderly school environment, and effective and efficient use of resources. Our goals dovetail with the states goal: *To improve student learning in core content areas and in the technology knowledge and skills critical to our students' ability to contribute in today's information technology society.* The technology use envisioned in this document will support the accomplishment of these goals. The Content Standards, which incorporate the Maryland Learning Outcomes (MLO's), Core Learning Goals (CLG's), and "Skills for Success," are what ultimately guide the educational components of this framework. Again, technology is not the end in itself – rather technology will serve as an enabling tool for improved learning. The State's Content Standards define, at a minimum, what we expect all students to "know and be able to do

OBJECTIVE 1: ACCESS TO HIGH PERFORMANCE TECHNOLOGY WILL BE UNIVERSAL.

RATIONALE:

Research reaffirms the seemingly obvious idea that successful use of technology requires a strong technology infrastructure. (Anderson and Ronnkvist, 1999; Tierney, 1996) Such an infrastructure includes:

- Equipment, such as computers, printers, probe ware, handheld devices, projection devices, and digital cameras;
- High-bandwidth connectivity and a network configuration (wiring, data lines, servers, hubs and routers) that provide easy and efficient access to high-quality information and communications resources.
- Digital learning material, including educational software, online databases, and web pages.
- Readily available technical support to keep all equipment and systems working.

When the technology infrastructure includes the capacity to be accessible for students with diverse learning needs and supports how teachers meet individual learning needs, more students have the opportunity to be successful (Hasselbring & Glaser, 2000).

In addition, equipment in a school should be located to effectively support instructional needs. Although computer labs are necessary for some instructional activities involving many students, aggregating all computers into computer labs may adversely impact how they are used. "...placing a resource outside of the normal working space of teachers and students means that it will be more difficult to integrate computer activities with the other instructional and learning activities going on in the classroom." (Becker 1998, as cited in Anderson and Ronnkvist, 1999) Safe, secure, and responsible use of the technology must be addressed.

PROGRESS TO DATE

- 3.5:1 student to high-capability computer ratio
- All public schools wired or funded to be wired for data, voice and video systems that meet the MSDE *Standards for Telecommunications Distribution Systems*.
- 100% of classrooms in permanent buildings connected to the Internet
- 100% of Internet connections at medium-capacity (T-1) or higher.
- 96% of classrooms with at least one computer available for teacher use.
- 5.3 average number of projection devices per school.
- 100% of St. Mary's County Public Schools report teachers for students with disabilities use assistive technology.

Targets for 2005	As Measured By	Recommended Actions & Timeline
<p>Equipment and Connections ITS Department</p> <ul style="list-style-type: none"> • One computer per educator for administrative and instructional use. • 3:1 student to computer ratio • One computer projection device or display unit per instructional area. • Connection to a LAN/WAN from every instructional and administrative area. • Connection of WAN to Maryland State Education Network • Internet connection (broadband speed) from every computer that can support the use of high-quality digital learning resources. 	<p>Online Technology Inventory of each school (annually)</p> <p>Survey of Maryland Teachers (2005)</p>	<p>2005</p> <p>Require local school systems' technology and consolidated plans to include strategies for procurement, maintenance and upgrade of equipment, networks and software, based on instructional and program needs.</p> <p>Support Request to Governor and State Legislature to continue categorical funding for technology to ensure that all schools meet State targets.</p> <p>Participate in the work group of representatives from K-12, higher education, and State and local government to develop strategies for cost savings and increased efficiency in procuring hardware, software, network services, assistive technology, and online resources.</p> <p>Continue to develop guidelines for installation of equipment and configuration of networks for maximum efficiency and effectiveness.</p> <p>Assess long-term connectivity and bandwidth needs and develop strategies for meeting them.</p> <p>Maintain an Acceptable Use and Internet Safety policy that complies with federal requirements.</p> <p>2006</p> <p>Connect all schools to Maryland State Education Network</p>

Targets for 2005	As Measured By	Recommended Actions & Timeline
<p>Accessibility ITS Department</p> <ul style="list-style-type: none"> • TECHNOLOGY-BASED PRODUCTS WILL OFFER EQUIVALENT ACCESSIBILITY FOR STUDENTS WITH DISABILITIES. • Assistive technology is available for 100 % of the students who have identified it in their Individual Education Plans and 504 plans. 	<p>Monitoring of school systems for compliance with new accessibility regulation (annually)</p> <p>Online Technology Inventory of each school (annually)</p>	<p>2005 Implement and monitor regulation that requires requests for bids, requests for proposals, and guidelines for the selection and evaluation of technology-based instructional products used by students include the consideration of equivalent access by students with disabilities.</p> <p>2006 Publish “effective practices” in implementing technology that accommodates diverse learning needs, including those of students with disabilities and those in programs for English for Speakers of Other Languages (ESOL).</p>
<p>Availability ITS Department</p> <ul style="list-style-type: none"> • Equipment is located in all instructional areas as needed to support instructional purpose. • Information and communications resources are available after school hours. 	<p>Online Technology Inventory of each school (annually)</p> <p>Survey of Maryland Teachers (2005)</p>	<p>2005 Monitor state publications that promote effective practices in use of new and emerging technologies, including bandwidth; computers; wireless networks; and devices to extend the flexibility, accessibility, usefulness and cost-effectiveness of infrastructure.</p> <p>Support the use by children outside of school by allowing access to equipment and networks after school hours for students, parents, and communities, especially in areas where technology is not available in homes</p>
<p>Support ITS Department</p> <ul style="list-style-type: none"> • Responses for requests for technical support are provided within 24 hours. • Technical support itself is provided using a differentiated response system based on established prioritization of service requests. • At least one technical support person for every 300 computer work stations. • At least one LAN/WAN administrator per 1,250 computers • Recruit and train parent volunteers to support technology 	<p>Online Technology Inventory of each school (annually)</p> <p>District Coordinator survey (annually)</p>	<p>2005 Review and Update priority response tables each year</p> <p>Review Published “effective practices” for implementing efficient and effective technical support in local school systems, including programs for students to support technology in schools.</p> <p>2005-ongoing Inform School Technology Committee of the School Improvement Teams of the process to train and recruit parent volunteers to support technology</p> <p>2006 Request add additional support personal thru budget process</p>

OBJECTIVE 2: ALL EDUCATORS WILL BE HIGHLY KNOWLEDGEABLE AND SKILLED, CAPABLE OF EFFECTIVELY USING TECHNOLOGY TOOLS AND DIGITAL CONTENT.

RATIONALE:

For technology to be effective in schools, all educators must be proficient with a variety of technologies that improve learning, and understand how to integrate their knowledge into the classroom. Research indicates that appropriate technology training (at both the pre-service and in-service levels) must be ongoing (Bensen, 1997; Rodriquez & Knuth, 2000), is most effective when instructors model the use of technology in their training (Handler, 1992), and when teachers are supported with continual colleague and staff developer interaction (Oliver, 1994; Office of Technology Assessment, 1995; Ringstaff & Yocam, 1995). In addition, educators must have access after training to practice and use what they have learned (Standish, 1996). More extensive training of teachers in the use of technology was related to positive student mathematics achievement as measured in a study by Wenglinsky (1998). Riel and Becker (2000) find that the greater the professional development of the teacher, the more likely he or she is to use computers and the Web in the classroom and a constructivist (i.e., hands-on research, interaction, and student-directed learning) approach to instruction. On-going technology-related instructional support that is immediately accessible within the school is also an important component of on-going professional development (Ronnkvist et. al, 2000; Li, & Achilles, 1999-2000).

PROGRESS TO DATE

- % of teachers able to
 - 100% Communicating with staff members and other colleagues (e.g. via e-mail or discussion areas)
 - 100% Communicating with parents/guardians of students (e.g. via e-mail, telephone homework hotline).
 - 92% Posting/viewing/accessing school/district announcements or information (e.g. via Web site or electronic bulletin boards)
 - 84% Participating in on-line discussion groups or collaborative projects
 - 96% Diagnosing and placing students (e.g. via a student information system, a curriculum management system, or a computer-based test)
 - 92% Maintaining attendance and/or grades
 - 100% Generating and administering tests
 - 100% Calculating grades and generating progress reports
 - 100% Maintaining data on students (e.g. via a student information system, computer-based test or instructional or curriculum management system)
 - 92% Analyzing and/or reporting students/school improvement data (e.g. using instructional and curriculum management systems)
 - 100% Creating instructional materials/visuals/presentations
 - 100% Accessing curriculum/school improvement material from the Internet or school system Intranet
 - 100% Researching educational topics of interest (e.g. via the Web, listservs, or e-mail)
 - 92% Handling inventory, field trips

- 40% Use a course management system (such as Blackboard, ecollege, WebCT) or collaboration tool (such as FirstClass)
- Cooperating teachers (who work with preservice educators from St. Mary's College of Maryland) are becoming familiar with the Teacher Technology Standards because of their impending impact on certification. PT3 funds are being used to develop and pilot performance assessments being used for pre-service teacher education programs.
- Professional development offered in all content areas attempts to integrate technology as aligned with the MD Teacher Technology Standards and the DRAFT MD Technology Literacy Standards for Students.
- Inclusion facilitators have been providing professional development and technical assistance for the assistive and adaptive technology in use throughout the county
- Training and professional development related to specific software (ILS, PowerPoint, Word, Excel, and Access) occurs but has not been regularly scheduled or mandated.
- All principals and administrators are required to use Pathwise computer software for Framework-driven evaluation process.
- DRAFT MD Technology Standards for School Administrators have been reviewed with Administrators.

Targets for 2005:	As Measured By...	Recommended Actions & Timeline
<ul style="list-style-type: none"> 100% of teachers and library media specialists, and teacher candidates will meet state-established standards for technology related knowledge and skills. <p>Departments responsible: DOI</p>	<p>Online Technology Inventory of each school (annually).</p> <p>MD Online Teacher Technology Standards</p> <p>SMCPS Self-Assessment Survey of Technology Skills</p>	<p>2005 – ongoing Create Technology Committees that are sub-committees of the School Improvement Teams to determine teacher technology needs. Use the Maryland Teacher Technology Standards that identify desired technology-related knowledge and skills as a primary component of our professional development programs at the county and school levels.</p> <p>Incorporate the Technology Standards as appropriate into all grant proposals as we currently do with the National Staff Development Council (NSDC) Standards. In particular, focus on professional development strategies that are personalized, flexible, appropriate, and varied in formats and delivery methods.</p> <p>Develop curriculum and professional development experiences intended to incorporate the use of technology into all areas of the SMCPS curriculum, grades K-12.</p> <p>Provide Library Media Specialists and Instructional Resource Teachers with adequate training to provide basic technology support to the school staff.</p> <p>Pilot the MD Online Technology Assessment tool with summer professional development.</p> <p>Increase levels and access to technology especially in Title I schools and Schools in Improvement.</p> <p>2006 - ongoing Modify SMCPS Teacher Performance Assessment System as necessary to reflect the technology standards.</p> <p>Implement MSDE recommendations for demonstration of proficiency in MD Teacher Technology Standards as part of the certification and recertification process.</p>

Targets for 2005:	As Measured By...	Recommended Actions & Timeline
<ul style="list-style-type: none"> 100% of administrators at all levels (school, district, and State) will meet State established standards for technology-related knowledge and skills. <p>Departments responsible: DOI</p>	<p><i>MD Technology Standards for School Administrators</i></p> <p><i>SMCPS Administrative and Supervisory Performance System 2005</i></p> <p><i>Instructional Technology Observation Look Form (BCPS 2003)</i></p> <p>SMCPS professional development evaluation/feedback forms.</p> <p><i>MD Instructional Leadership Framework</i></p>	<p>2005-ongoing</p> <p>Incorporate technology-related professional development programs for administrators into leadership seminars and other professional development for using State-adopted administrator technology standards.</p> <p>Provide professional development for data warehousing access and manipulation of data.</p> <p>Use the MD Technology Standards for School Administration to determine differentiated technology professional development for the Administration and Supervision staff.</p> <p>Introduce the A & S staff to the new SMCPS Administrative and Supervisory Performance System Domain 10 which targets technology use by administration.</p> <p>Continue to provide training for all administrators on the use of Pathwise software (Teacher Performance Assessment System). Retrain principals on the SMCPS Teacher Performance Assessment System as modified by the new technology standards.</p> <p>Utilize evaluation criteria developed by MSDE to help principals and other supervisors evaluate effective use of technology in schools.</p> <p>Adopt and implement recommendations for demonstration of proficiency in State administrator technology standards for administrative certification.</p>
<ul style="list-style-type: none"> One instructional technology support person will be available for every 400 instructional and administrative staff members to assist with professional development and curriculum integration. <p>Departments responsible: DOI</p>	<p>MD Technology Inventory Report of each school (annually)</p> <p>District Coordinator survey (annually)</p>	<p>2006-ongoing</p> <p>Add support staff to local budget request to reach targets.</p> <p>Share models of effective implementation.</p>

OBJECTIVE 3: TECHNOLOGY TOOLS AND DIGITAL CONTENT THAT ENGAGE STUDENTS WILL BE SEAMLESSLY INTEGRATED INTO ALL CLASSROOMS ON A REGULAR BASIS

RATIONALE:

Research shows that the effectiveness of educational technology in improving student achievement depends on the dovetailing of the goals of instruction, the characteristics of learners, the design of the software, the technology, and the implementation decisions made by teachers (Sivin-Kachala & Bialo, 1996). Progress has been made in the past 10 years in integrating technology-based activities into subject matter teaching, but in most cases, this is not an everyday occurrence in academic classes (Becker, 2000a). Maryland's most recent report *Where Do We Stand in 2005?* suggests that this is also true in Maryland classrooms, especially for tasks requiring higher levels of thinking and performance, and for students in poverty. Becker recommends that all students have opportunities to use technology at higher levels. Without changes in curriculum development and teacher training, the most complex and powerful uses of technology will not be implemented on a regular basis. Likewise, technology should be used in assessment, so that the methods of assessment accurately reflect the tools employed in instruction (CEO Forum, 2001).

PROGRESS TO DATE

- Percent of schools reporting use of technology to:
 - 100% Gather information/data from a variety of sources (e.g. via Internet, World Wide Web, Online services, CD-ROM-based reference software)
 - 100% Organize and store information (e.g. creating databases or spreadsheet files)
 - 80% Perform measurements and collect data in investigations or lab experiments (e.g. using probes and sensors)
 - 96% Manipulate/analyze/interpret information or data to discover relationships, generate questions, and/or reach conclusions (e.g. sorting databases or spreadsheet files, using electronic graphic organizers)
 - 100% Communicate/report information, conclusions, or results of investigations (e.g. in word processing documents, e-mail, online discussion areas, multimedia presentations, or on a web site)
 - 100% Display data/information (e.g. using charts, graphs, maps)
 - 92% Communicate/interact with others in the classroom/school/outside of school (e.g. using e-mail, bulletin boards, discussion areas)
 - 100% Plan, draft, proofread, revise and publish written text
 - 100% Create graphics or visuals (e.g. diagrams, pictures, figures)
 - 96% Plan, refine, produce multimedia presentations
 - 92% Generate original pieces of visual art and/or musical composition
 - 92% Perform calculations (e.g. graphing calculators or spreadsheets)
 - 88% Develop a more complete understanding of complex material or abstract concepts (e.g. through visual models, animations, simulations)
 - 96% Connect auditory language to the written word and/or graphic representations (for the emerging reader)

- State Content Standards include technology-related indicators for student learning (See Appendix A); however, these are not currently assessed in the State or local testing programs.
- Web-based Learning Project is underway to make online courses available to students and educators throughout Maryland (See www.mdk12online.org).

Targets for 2005:	As Measured By...	Recommended Actions & Timeline
<ul style="list-style-type: none"> Technology tools and digital learning resources will be used regularly in instructional activities aligned to the State Content Standards and 21st Century work skills in order to enhance student achievement for all students* <p>Departments responsible: DOI</p>	<p>Online Technology Inventory (annually) Survey of Maryland Teachers (2005)</p> <p>Observational Teacher Self Assessment</p> <p><i>MD Technology Literacy Standards for Students</i></p> <p><i>21st Century Skills: Literacy in the Digital Age</i></p> <p><i>Information and Communications Technology Literacy maps (Partnership for the 21st Century Skills)</i></p> <p><i>MDK12 Digital</i></p>	<p>2005-ongoing</p> <p>Curriculum Integration: Integrate technology-related knowledge and skills into all grade levels and content areas in the SMCPs curriculum.</p> <p>Use the revised alignment between the current technology-related knowledge and skills in the Maryland State Content Standards and recommendations published through nationally respected groups, such as the International Society for Technology in Education (ISTE) and the CEO Forum to further develop curriculum with aligned/integrated technology features.</p> <p>Provide online access to technology-infused lesson plans, classroom examples, and other digital resources aligned to State Content Standards through the SMCPs and state web sites, such as mdk12.org and other websites, to increase educators' understanding of how to incorporate technology most appropriately and effectively into instruction.</p> <p>Participate in combined purchases of digital learning resources for use by local school systems, especially online databases and Web-based courses, at the State level for cost savings and efficiency.</p> <p>2006-ongoing</p> <p>Create a committee to determine SMCPs capabilities to deliver online courses and distance learning programs.</p> <p>Professional Development: Provide library media specialists with focused professional development related to emerging curricular and instructional initiatives, e.g., <i>SIRS, United Streaming Video, Cognitive Tutor Thinkport, MarcoPolo, SMCPs Intranet</i></p> <p>Require technology-related knowledge and skills for students to be included in all content areas, as appropriate, into SMCPs professional development activities.</p> <p>Incorporate assistance from State and local curriculum specialists, in using technology to support student achievement.</p> <p>Increase opportunities for library media specialists to collaborate with teachers to provide authentic learning experiences that develop proficiency in information literacy, communication, and technology skills.</p> <p>Identify and promote instructional delivery models that take advantage of current and emerging technologies to</p>

Targets for 2005:	As Measured By...	Recommended Actions & Timeline
	SMCPS SIP template	<p>support student learning, e.g. differentiation of instruction, primary talent development and <i>Understanding by Design</i>.</p> <p>School Improvement Planning: Develop strategies for ensuring that all school improvement plans address the use of technology to support teaching, learning, instructional management, and administrative processes.</p>
<ul style="list-style-type: none"> All students will demonstrate mastery technology related knowledge and skills specified in State Content Standards. <p>Departments responsible: DOI</p>	<p>Student Survey (2004)</p> <p><i>MD Technology Literacy Standards for Students</i></p>	<p>2005-ongoing Continue to provide the SMCPS Grade 7 Information Technology Class.</p> <p>Ensure that students have a range of choices, including increased numbers of computer science courses that allow them to develop the technology-related knowledge and expertise expected by employers and post-secondary institutions.</p> <p>Provide professional development in all content areas that integrates technology in order to build student technology skills competence.</p> <p>2006-ongoing Modify the Grade 7 Information Technology Class as needed in order to differentiate instruction.</p>
<ul style="list-style-type: none"> Students and staff will have expanded access to challenging curricula related to State and national standards through distance learning technologies, such as Web based courses and support materials and interactive video. <p>Departments responsible: DOI</p>	<p>MD Virtual Learning Opportunities</p>	<p>2005 Explore cost-effective access to online courses for students. A committee will determine the process for determining curriculum correlation, cost effectiveness, management issues, and distance learning.</p> <p>Explore opportunities for staff to be reimbursed for online courses in collaboration with the SMCPS Human Resource Department and MSDE.</p> <p>2006-ongoing Provide students with access to online courses or SMCPS distance learning courses.</p> <p>Provide opportunities for staff to take online courses to develop technology skills.</p>

*All students reflects all subgroups as targeted by MSDE.

OBJECTIVE 4: TECHNOLOGY WILL BE USED EFFECTIVELY TO IMPROVE SCHOOL ADMINISTRATIVE FUNCTIONS AND OPERATIONAL PROCESSES.

RATIONALE:

Technology can help to improve the efficiency and productivity of teachers, and the people who manage and administer schools and classrooms. Time-consuming processes, such as procurement and record-keeping, can be performed electronically to save time and prevent error. Technology can also improve the handling of data about instructional planning and student achievement. School systems across the country, such as the Memphis City Schools, are using integrated student information and instructional management systems to assess student performance and provide feedback throughout the school year. This helps teachers to better manage their own instructional strategies (CEO Forum, 2001). When administrative technology projects succeed in reducing resource expenditures, resources are made available for other strategic objectives.

Key to increased use is that information systems be interoperable in order to share information (e.g. student information systems with transportation system and food system); between school systems (e.g. transfer of student transcripts and other pertinent information); and between the State and school systems (e.g. submission of student data to MSDE). Standards are being developed by the software industry to promote this interoperability, e.g. Schools Interoperability Framework (SIF).

The security and confidentiality of student, human resources, and financial information that travels over networks must be guaranteed.

PROGRESS TO DATE

- % of SMCPS Schools reporting regular use of technology for:
 - 100% Communicating with staff members and other colleagues (e.g. via e-mail or discussion areas)
 - 100% Communicating with parents/guardians of students (e.g. via e-mail, telephone homework hotline)
 - 100% Posting/viewing/accessing school/district announcements or information (e.g. via Web site or electronic bulletin boards)
 - 92% Participating in on-line discussion groups or collaborative projects
 - 100% Diagnosing and placing students (e.g. via a student information system or computer-based test)
 - 100% Analyzing attendance and/or grades
 - 100% Analyzing tests
 - 100% Analyzing grades and progress reports
 - 100% Maintaining data on students (e.g. in a student information system, or database/spreadsheet files)
 - 100% Analyzing and/or reporting students/school improvement data (e.g. using the mdk12.org Web site)
 - 100% Creating instructional materials/visuals/presentations
 - 100% Accessing curriculum/school improvement material from the Internet or school system Intranet

- 100% Researching educational topics of interest (e.g. via the Web, listservs, or e-mail)
- 100% Handling inventory, lockers, field trips or bus schedules
-
- Some K-12 web sites exist at the state level; most are linked to the Maryland State Department of Education main web site (See www.msde.state.md.us).
- Most Maryland State Department of Education databases are not open to local school systems. School performance data is available for analysis (See www.msp.msde.state.md.us and www.mdk12.org).

Targets for 2005	As Measured By	Recommended Actions & Timeline
<ul style="list-style-type: none"> All educators will use electronic information and communication tools to improve management and operational efficiency <p>Departments responsible: DOI</p>	<p>Online Technology Inventory (annually)</p> <p><i>MD Teacher Technology Standards</i></p> <p><i>MD Technology Standards for School Administrators</i></p>	<p>2005-ongoing</p> <p>Establish partnerships with schools, communities, higher education, and businesses to enhance the effectiveness of technology-related initiatives and to identify effective practices.</p> <p>Include expectations for job-related technology knowledge and skills in the evaluation of all educational employees. Provide specific guidelines to assist in this evaluation.</p>
<ul style="list-style-type: none"> Integrated student information systems and instructional management systems will be used by educators for accessing student records of achievement, monitoring student progress, planning for differentiated instruction, and assigning and supporting the delivery of instructional activities and materials. <p>Departments responsible: DOI</p>	<p>Online Technology Inventory (annually)</p> <p>Survey of Maryland Teachers (2005)</p> <p>Data Warehouse usage statistics</p>	<p>2005</p> <p>Provide access to the data warehouse in order for staff to use technology to monitor student performance on assessed State Content Standards.</p> <p>Develop and publish effective practices in security design and management to ensure the confidentiality, privacy, and integrity of student and staff data, as well as protected school system data.</p>
<ul style="list-style-type: none"> A State Internet portal will provide one central statewide information and service resource—as well as a statewide learning community—for students, educators, parents and the community. <p>Departments responsible: DOI</p>		<p>2005-ongoing</p> <p>Distribute information to students, staff, and community about the MSDE Internet portal when available.</p>
<ul style="list-style-type: none"> Student, school, and district data gathered and maintained by the State will be available to local school systems for analysis and decision-making to improve schools and student learning. <p>Departments responsible: DOI</p>	<p>Online Technology Inventory (annually)</p> <p>SMCPS Ongoing Professional Development Activities</p>	<p>2005</p> <p>Provide access to and professional development in the use of MD online data resources: <i>School Improvement in Maryland</i> (http://www.mdk12.org/) and the MD Report Card (http://mdreportcard.org/)</p>

OBJECTIVE 5: EFFECTIVE RESEARCH, ASSESSMENT, AND EVALUATION WILL RESULT IN ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT IN THE IMPLEMENTATION AND USE OF TECHNOLOGY.

RATIONALE:

Maryland needs to measure success both in reaching the Technology Plan targets and, ultimately, in achieving the vision of the plan for learners to be competent and creative thinkers as well as effective communicators and problem-solvers. Researchers have measured student progress in technology in a number of ways, including by generally increased computer usage and by engagement in specific learning tasks (Becker et. al., 1999; Becker, 2000b; Means, 1995). These studies also indicate that there is a need for further analysis of the explicit effects of technology resources on student achievement, creative thinking and communication. To gauge such progress, multiple measures must be used, including standardized State and local school system assessments, targeted research studies, school and classroom-based evaluations, and State and local surveys and inventories. Technology should be used, as appropriate, to facilitate the analysis and communication of results.

PROGRESS TO DATE

- Progress toward targets in the State Technology Plan are currently tracked, analyzed, and documented in three ways:
 - Annual Technology Inventory of every SMCPS public school assesses technology capacity and use. Digital Divide data charts are also available. (See <http://msde.aws.com>)
 - Statewide survey of District Technology Coordinators gathers data on a variety of topics, including local funding levels, technical and instructional support available for technology, professional development activities, and local evaluation efforts.
 - Database for collecting “effective practices” in technology use, all nominated by local school systems and schools, can be found at <http://www.mbrt.org/effprac-tech-faq.htm>
- Piloting new technology-driven student data assessment tool with two schools Greenview Knolls Elementary School and Park Hall Elementary School.
- Use of technology for research, assessment, and evaluation purposes:
 - Equal access
 - Teacher and staff quality:
 - SMCPS teacher certification
 - Beginning creation of professional development data base that monitors participation in county professional development
 - SMCPS parallel progress:
 - Creation of data base for monitoring para-educators professional development
 - Create a system to grant then monitor continuing education units (CEUs) for classified employees (as per our contract)

- Pathwise
- Accelerated Reader and Accelerated Math
- Scholastic Reading Inventory (SRI)
- SAT software
- Realignment of ILS Math (in process)
- Added “variable” to enhance data analysis on CTBS, e.g., FARMs, double-disaggregating

Targets for 2005:	As Measured By...	Recommended Actions & Timeline
<ul style="list-style-type: none"> • Data related to all targets in SMCPs Objectives 1 through 4 will be tracked, analyzed and reported to the State <p>Departments responsible: DOI & ITS</p>	<p>Online Technology Inventory (annually)</p> <p>Survey of Maryland Teachers (2005)</p>	<p>2005 Review annual online Technology Inventory and reporting process and refine as needed.</p> <p>Utilize Teacher and Administrator Self Assessment instrument and online survey system.</p> <p>Use MSDE developed observational protocols and checklists that can be used in grant monitoring process, research, and school visitations to assess levels of technology implementation.</p>
<ul style="list-style-type: none"> • Expand rework of the School Improvement Plan (SIP) Process to include needs assessment and strategies and activities related to technology integration into: Instructional practice Professional development New program and content implementation <p>Departments responsible: DOI & ITS</p>	<p>On-site observational protocols Ethnographic research Teacher/student portfolios Teacher and student interviews Action research Other research Protocols</p>	<p>2005 Encourage SMCPs to partner with a third-party evaluator, such as, higher education and/or evaluation organizations to conduct the research.</p> <p>Use 3% of technology funding for evaluation/research of project or initiative in grants.</p> <p>2005-ongoing Disseminate results of research through administrative and professional development channels.</p>
<ul style="list-style-type: none"> • Renew the SMCPs Technology Plan based on evaluation and research results <p>Departments responsible: DOI & ITS</p>	<p>Data-driven updated plan in 2006</p>	<p>2008 Charge SMCPs Technology Department along with DOI with responsibility for monitoring and carrying out the Evaluation Plan.</p>

Principles to guide the use of technology

Skilled teachers have always been and will remain the key to high quality education.

- Effective use of technology by teachers creates a powerful force for improved learning.
- Teacher development and training are prerequisites to the successful use of technology.
- Advanced technology will improve the nature of present teaching practices.

Students' educational and life experiences will be enriched through access to multiple learning opportunities.

- All students deserve equitable access to technology and information.
- Special needs students can demonstrate increased achievement through use of adapted technology.
- Assessment using technology provides efficient data collection, measurement and analysis.
- The different forms of technology enhance achievement of outcomes by meeting the diverse learning styles of students.
- Individualized instruction and continual feedback are enhanced by technology.

The instructional uses of technology originate from the curriculum.

- Effective, efficient uses of technology require the integration of instructional and student support systems.

The system benefits, in the area of technology, by partnerships and connectivity with parents and community members.

Effective use of technology is fundamental to economic success.

Effective use of technology enables students to develop their intellectual and personal potential for a lifetime of learning and for responsible, productive participation in our diverse and changing world.

Annual examination of the three-year plan is essential to its successful implementation.

Assessment of framework and impact of technology

This framework builds upon the planned and accomplished activities of 2002 to 2005. It reflects input from School Improvement Teams' Plans (the stakeholders). Annual update and distribution of this framework provides feedback to those stakeholders for review and comment. Each year a survey will be conducted to assess the current infrastructure and training of the county school system results for current year are reported in the *Maryland Business Roundtable Report*. The impact on student learning will be reflected in the *Maryland School Performance Program Report*, shows the current status, and trends in test scores.

Appendix A: Minimum targets for school technology configuration

Appendix B: Data Wiring Status

Appendix C: Computer Work Request Priorities

Appendix D: Video Access

Appendix E: School Profile

Appendix F: Communication to Stakeholders

Appendix G: SMCPS Network Usage Standards

Appendix H: Internet Site Filtering and Monitoring

Appendix I: Web Page Content Standards Statement

Appendix J: Three-Year Projections for Infrastructure and Equipment

Appendix K: Estimated Funding Source

Appendix L: Partnership Agreement For Volunteers Assisting With
Computer Repair

Appendix M: Computer Software Evaluation Form

Appendix A

Minimum targets for school technology configuration

- 6 drops of category-5 wire per classroom
- 2 drops of category-5 wire per office
- 1 digital projector per 500 students
- 1 networked computer lab per 300 students with appropriate software
- 1 networked printer per 30 networked computers
- Overall ratio of 1 networked computer per 3 students with appropriate software
- Cable TV in every classroom
- Capability of High speed access to WAN from any networked machine in the LAN
- Each school to have local Web Page(s)
- Software for PCs will be the productivity office suite as defined by county standards
- Every teacher to have access to a networked computer in their classroom
- All networked PCs in elementary and middle schools will have capability to access the ILS
- Software for high schools will be curriculum based software
- All networked PCs will have the capability to access the Internet
- One Hardware/Software Technician for each 300 computer workstations
- Hardware/Software Technician on site at least 1 day a week
- One LAN/WAN administrator for each 1,250 computers
- Every library media center will have access to the Internet
- Every library media center will have common automated library collection management system operating on a common platform.

Appendix B

Data Wiring Status													
	Offices			Percent of Classrooms wired			Computer Labs			Media Center			
	Internet	LAN	WAN	Internet	LAN	WAN	Internet	LAN	WAN	Internet	LAN	WAN	TV
Elementary													
Banneker	√	√	√	100	100	100	1	1	1	√	√	√	√
Carver	√	√	√	100	100	100	1	1	1	√	√	√	√
Dent	√	√	√	100	100	100	1	1	1	√	√	√	√
Dynard	√	√	√	100	100	100	1	1	1	√	√	√	√
Green Holly	√	√	√	100	100	100	2	2	2	√	√	√	√
Greenview Knolls	√	√	√	100	100	100	2	2	2	√	√	√	√
Hollywood	√	√	√	100	100	100	1	1	1	√	√	√	√
Leon. Elem.	√	√	√	100	100	100	1	1	1	√	√	√	√
Lexington Park	√	√	√	100	100	100	1	2	1	√	√	√	√
Mechanicsville	√	√	√	100	100	100	1	2	1	√	√	√	√
Oakville	√	√	√	100	100	100	1	1	1	√	√	√	√
Park Hall	√	√	√	100	100	100	1	2	1	√	√	√	√
Piney Point	√	√	√	100	100	100	1	1	1	√	√	√	√
Ridge	√	√	√	100	100	100	1	1	1	√	√	√	√
Town Creek	√	√	√	100	100	100	1	1	1	√	√	√	√
White Marsh	√	√	√	100	100	100	1	1	1	√	√	√	√
Middle													
Esperanza	√	√	√	100	100	100	2	2	2	√	√	√	√
Leon. Mid.	√	√	√	100	100	100	1	1	1	√	√	√	√
Margaret Brent	√	√	√	9	9	9	1	1	1	√	√	√	√
Spring Ridge	√	√	√	100	100	100	2	2	2	√	√	√	√
High													
Chopticon	√	√	√	100	100	100	13	13	13	√	√	√	√
Great Mills	√	√	√	100	100	100	4	10	4	√	√	√	√
Leon. High	√	√	√	100	100	100	2	7	2	√	√	√	√
Tech. Center	√	√	√	100	100	100	1	1	1	-	-	-	-

Appendix C

COMPUTER WORK REQUEST PRIORITIES

PRIORITY 0 - Issues addressed by the Help Desk – Immediate Response

- Passwords - e-mail, alpha, server
- Printing problems
- Software configuration problems
- E-mail problems
- Phone configuration/billing problems
- Bell or ATT equipment problems

These typically do not require a visit and can be handled through the network or over the phone.

PRIORITY 1 - Will respond as soon as we can to problem. Target: within 24 hrs

- Payroll problems
- Entire phone systems down
- Entire PA systems down
- Entire servers down
- Entire networks down
- Entire labs down
- Entire In-house Cable TV down

PRIORITY 2 - Will respond within 5 working days

- Main printer in building down but backup is working.
- Machine on desk that is essential to person's job but other similar machines in the building are capable of doing the work.
- Single phone at site is not working but is essential for person to complete their work.
- PA in one room is not working at site.

PRIORITY 3 - Will respond within 2-3 weeks

- First 2 pc's in a lab or classroom.
- Phone not mission critical.
- PC down and not mission critical.
- Software not quite right but functional.
- PC not quite right but functional.
- TV in one room not working at site.

PRIORITY 4 - Will respond when in building for regular scheduled service.

- Broken equipment like televisions, overhead projectors, tape players, record players (Use other available equipment at site)
- Scheduled items –
YOU ARE REQUESTED TO SCHEDULE THE FOLLOWING WITH AS MUCH ADVANCE NOTICE AS POSSIBLE. These will then be scheduled, with some impact possible due to previous higher priority interruptions.
 - New installs or re-configuration of existing technology (hardware and software; includes SMARTCO and volunteer activity)
 - Configuration issues.
 - Office re-locations
 - Special setup requests for presentations (in most cases, building staff should handle, unless it involves bringing equipment from another site)

Note: Response time **does not necessarily mean the time it takes to fix the item.**

Appendix D

Video Access			
	Cable TV	School Closed Circuit	Digital Projector
Elementary			
Banneker	√	√	√
Carver	√	√	√
Dent	√	√	√
Dynard	√	√	√
Green Holly School	√	√	√
Greenview Knolls	√	√	√
Hollywood	√	√	√
Leonardtown Elem.	√	√	√
Lexington Park	√	√	√
Mechanicsville	√	√	√
Oakville	√	√	√
Park Hall	√	√	√
Piney Point	√	√	√
Ridge	√	√	√
Town Creek	√	√	√
White Marsh	√	√	√
Middle			
Esperanza	√	√	√
Leonardtown Middle	√	√	√
Margaret Brent	√	√	√
Spring Ridge	√	√	√
High			
Chopticon	√	√	√
Great Mills	√	√	√
Leonardtown High	√	√	√
Dr. James Forrest Career & tech	√	√	√

Note: Information taken from the Technology Survey

Appendix E

School Profile							
	FTE	# Computers	FTE:Computers	# Clrm	# Teachers	# Computer Lab	access method
Elementary							
Benjamin Banneker	415	131	3.3:1	37	36	1	Fiber
George W. Carver	247	106	3.1:1	18	21	1	Cable Modem
Lettie M. Dent	533	127	3.9:1	25	35	1	Cable Modem
Dynard	400	104	3.7:1	20	37	1	Cable Modem
Green Holly	552	186	3.8:1	43	52	2	Cable Modem
Greenview Knolls	537	126	4.6:1	29	45	2	Cable Modem
Hollywood	615	201	4.2:1	27	27	1	Cable Modem
Leon. Elem.	497	94	6.2:1	27	32	1	Cable Modem
Lexington Park	296	65	3:1	17	17	2	Cable Modem
Mechanicsville	286	124	2.8:1	20	21	2	Cable Modem
Oakville	428	87	5.1:1	21	26	1	Cable Modem
Park Hall	470	113	4.3:1	25	34	2	Cable Modem
Piney Point	479	150	5.1:1	22	36	1	Cable Modem
Ridge	223	87	3.6:1	12	21	1	Cable Modem
Town Creek	248	63	7.5:1	14	19	1	Cable Modem
White Marsh	207	70	2.8:1	11	20	1	T1
Middle							
Esperanza	878	327	2.5:1	45	48	1	Fiber
Leon. Middle	903	186	4.2:1	48	62	1	Fiber
Margaret Brent	883	148	4:1	44	54	1	Fiber
Spring Ridge	789	175	2.8:1	49	56	2	Fiber
High							
Chopticon	1,518	533	3.5:1	77	92	13	Fiber
Great Mills	1,565	424	4:1	80	93	10	Fiber
Leon. High	1,385	232	4:1	66	73	7	Fiber
Dr. James Forrest Career & tech	23	145	N/A	26	26	1	Fiber

Note: Information taken from the Technology Survey

Appendix F

Communication to Stakeholders

The framework is reviewed each year based on curriculum changes, School Improvement Teams (SIT) input and changes in the world of technology. This framework is funded by the budget process, which is very extensive and involves every stakeholder possible. Copies of the current technology plan are sent to each principal at the start of the school year so that they can review with the SIT (parents, teachers, staff, students) and can make recommendations. The final technology framework, after workshops with the Board of Education and executive team, is presented at a public board meeting.

Report to stakeholders on projects already completed

- Established School Technology Committees to recommend software purchases for instructional applications at all school levels.
- Established connection to the WAN and Internet.
- Wired and connected Local Area Networks in all schools and offices; currently have over 3,500,000 feet of Category 5 wiring installed.
- Continued to upgrade SMCPS student support system (software/hardware and personnel).
- Continued to upgrade SMCPS financial and student management software.
- Continue web-content filtering using the Smartfilter product in conjunction with our proxy server.
- Continue an online catalog system at all school libraries.
- Provided an online catalog system to all secondary schools which is web based.
- Continue utilizing configuration management committee, for the student information system, that consists of department heads, and school-based personal.
- Implement and continue to support the Information Technology Grade 7 program.
- Implement and support the Cognitive Tutor Algebra program for all ninth grade Algebra students.
- Continue to provide support for the use of Kurweil text readers for students with disabilities.
- Purchase and implement data warehousing product.
- Purchase and support the use of streaming video in all content areas.
- Purchase and support online resources (SIRS Knowledge Source, SIRS Discoverer, and WorldBook).
- Purchase and implement the Parent Notification System-Parent Link.
- Upgrade SubFinder to web-based product.
- Installed online applicant tracking in the Human Resource Department.
- Implement the K-12 Education channel.

Appendix G

SMCPS NETWORK USAGE STANDARDS

- All use of the network must be in support of education and research and consistent with the purposes of SMCPS.
- Any use of the network to facilitate illegal activity is prohibited, including copyright violations.
- Any use of the network for commercial or for-profit purposes is prohibited.
- Users shall not intentionally seek information (i.e. passwords, files, settings) about other users, or misrepresent other users on the network.
- All communications and information accessible via the network should be assumed to be private property.
- No use of the network shall serve to disrupt the use of the network by others; hardware or software shall not be destroyed, modified, or abused in any way.
- Malicious use of the network to develop programs that harass other users, or to infiltrate a computer or computer system is prohibited.
- Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited.
- The illegal installation of copyrighted software for use on school computers is prohibited.
- Use of the network to access obscene or pornographic material is prohibited.

DISREGARD OF THE SMCPS NETWORK USAGE STANDARDS WILL BE SUBJECT TO JUDICIAL PROCEDURES

Appendix H

Internet Site Filtering and Monitoring

All of the computers at each location also have to use our proxy server to obtain access to the Internet. The proxy server allows us to cache websites that are visited by our clients. This allows for faster access to those websites in the future, since the proxy uses its cached site first, instead of going out the internet for the pages, and it also allows us to block access to websites that do not support the goals, or purposes of SMCPS. The site-filtering package that we use is Smartfilter by Secure Computing.

Website filtering was first implemented through our proxy in January 1998. At that time we were the only school system in the state of Maryland that was doing this type of filtering, and possibly one of the very few in the nation as well. The advantages of doing proxy filtering is that it cannot be turned off at the remote location, and a single update to our control list, affects every client computer that goes through the proxy for internet access. Currently our control list is updated weekly via an automatic download. ITS staff also maintains site list for sites that may or may not be on the control list. We use this list to block sites that may not have made the control list yet, and to unblock sites that are on the control list. To this end, there is a feedback form on our web site that staff can use to make suggestions (both additions and deletions) to the control list.

The website usage is monitored weekly through the use of a report that is run automatically on Saturday nights at midnight. This report is reviewed on Monday morning by ITS staff to determine if any changes need to be made to our site list.

Finally ITS staff has added a firewall to our network. This device allows us to conduct packet filtering to both outgoing and incoming data to our network, based on specific rules (or chains) that we apply to the packets.

Appendix I

Web Page Content Standards Statement

INTRODUCTION

The availability of Internet access in St. Mary's County Public Schools (SMCPS) provides an opportunity for students and staff to contribute to the school system's presence on the World Wide Web. The SMCPS Web site provides information to the world about school curriculum, instruction, school-authorized activities, and other general information relating to our schools and our school system's mission. The Office of Information Technology provides Internet access for the creation of Web pages, at the Bethune Educational Center. Creators of Web pages need to familiarize themselves with and adhere to the following policies. Failure to follow these policies may result in the loss of authoring privileges and/or other more stringent disciplinary measures.

CONTENT STANDARDS

Site administrators, with input from their staff, will approve all Web pages created for their site and/or department. The site administrator must approve the design and content before the page can be published. Site administrators will designate an individual to be responsible for the creation and maintenance of the Web page. The maintenance of Web pages is the responsibility of the site administrator or designee(s) and the Web master of SMCPS or designee(s).

SUBJECT MATTER

All subject matter on Web pages should relate to curriculum, instruction, school-authorized activities, and general information that is appropriate and of interest to others, or it should relate to the school system, or the schools within the system. Therefore, neither staff nor students may publish personal home pages as part of the system Web sites, or home pages for other individuals or organizations not directly affiliated with the school system. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. The solicitation of personal Web pages to keep parents and students informed of news and events in a school or department will not be tolerated.

QUALITY

All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or point (link) to objectionable material. Objectionable material is defined as material that does not meet the standards for instructional resources specified in system policies. The decisions of the SMCPS Web master will be final when questions arise related to the quality or propriety of Web page material, appearance, or content.

OWNERSHIP AND RETENTION

1. All Web pages on the SMCPS Web server are property of the school system and will be considered official Web pages for SMCPS. All text and graphics in the St. Mary's County Web site are owned and copyrighted by SMCPS except where otherwise noted. SMCPS has no control over the content of or the copyright of pages we link to outside of our domain.
2. System policies on copyright will govern the use of material accessed through the school system. Because the extent of copyright protection of certain works found on the Internet is unclear, employees will make a standard practice of requesting permission from the holder of the work if their use of the material has the potential of being considered an infringement. Teachers will instruct students to respect copyright and to request permission when appropriate.

STUDENT SAFEGARDS

1. Web page documents may include only the first name and the initial of the student's last name.
2. Documents may not include a student's phone number, address, names of other family members, or names of friends.
3. Published e-mail addresses are restricted to staff members or to a general group e-mail address where arriving e-mail is forwarded to a staff member. The staff member will prescreen e-mail that is arriving in a group e-mail address before students are permitted to read it.
4. Decisions on publishing student pictures (video or still) and audio clips are based on a site administrator's judgment. If student pictures are needed, a parents signed release form must be on file at that building.
5. Web page documents may not include any information, which indicates the physical location of a student at a given time, other than attendance at a particular school, or participation in activities.

SCHOOL BOARD POLICIES AND REGULATIONS

All documents on the SMCPS server(s) must conform to policies and regulations as well as to established system/school guidelines. Persons developing or maintaining web documents are responsible for complying with these and other relevant policies. Copies of these policies may be found in the site administrator's office.

SMCPS WEB PAGE REGULATIONS

1. Documents created for the Web and linked to SMCPS Web Pages will meet the criteria for use as an instructional resource.
2. Any links to SMCPS pages that are not specifically curriculum-related will meet the following criteria:
 - Information about other youth activities, agencies, or organizations, which are known to be non-sectarian.
 - Exclusively devoted to community interests or child welfare, are non-profit, and non-discriminatory.
 - Web page links may not include entities whose primary purpose is commercial or political advertising.
3. All communications via the system Web pages will comply with the SMCPS NETWORK USAGE STANDARDS and the system Code of Conduct Policy. Offensive behavior that is expressly prohibited by this standard includes religious, racial, and sexual harassment and/or violence.
4. Any student information communicated via the system Web pages will comply with current policies on Data Privacy and Public Use of School Records.
5. Any deliberate tampering with or misuse of system network services or equipment will be considered vandalism and will be handled in accordance with the SMCPS NETWORK USAGE STANDARDS, the system Code of Conduct, and other related policies.

TECHNICAL STANDARDS

CONSISTENCY

Each Web page added to the SMCPS must contain certain elements, which will provide general consistency for SMCPS.

1. At the bottom of the Web page, there must be an indication of the date of the last update to that page and the name or initials of the person(s) responsible for the page or update. It shall be that person's responsibility to keep the Web page current.
2. At the bottom of the Web page, there must be a link that returns the user to the appropriate point(s) in the system Web pages. The Web master of the SMCPS will provide the code for this link. The Web master may be contacted by e-mail. The address is webmaster@mail.smcps.k12.md.us.
3. All Web pages must be submitted to the site administrator or designee for approval before they will be placed on the SMCPS server. Proof of approval must be given before the Web pages will be published.

4. No computers other than the SMCPS Web server shall be used as Web/FTP servers for official school system and/or building pages.
5. We caution you against creating Web pages with extensive tiled backgrounds, large graphics, sound and animated files. Such files require extensive download time, are frustrating for modem users, and slow down the file servers. As a general rule, a Web page should not take longer than one minute to download over a 14.4K modem connection. Graphics files shall be under 60K in size unless a special situation exists that requires a larger graphic. You are warned that the Office of Information Technology may direct you to revise such Web pages if it should become a system operational problem.
6. The authorized agent who is publishing the final Web page(s) for a site, will edit and test the page(s) for accuracy of links, and check for conformance with standards outlined in this policy.
7. Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) should not be made until the final page is actually in place on the SMCPS server.
8. All Web pages must be given names, which clearly identify them. The name of the first page of a building's Web site will be the initials of the building followed by index. The names of all documents shall be in lowercase and will end with .htm. For example the first page of George Washington Carver Elementary School would be gwcesindex.htm.
9. Any graphics, sounds, or video used on Web pages must conform to the format currently used or approved by the SMCPS Web master.
10. Counters or any other code that requires a CGI or Perl Script will be prohibited at this time due to the possibility of compromising security on SMCPS Servers, unless that code was developed by the Web master or his designee(s).
11. Java Script code may be used on Web pages with care due to the increase of download time involved with the use of those routines.
12. Web pages may not contain any student e-mail address links, any survey-response links, or any other type of direct-response links.
13. Decisions regarding Web pages for building sites will rest with the site administrator, with input from staff. The SMCPS Web master will make all final decisions concerning a Web page.
14. Additional consistency standards may be developed by the system as the need arises.

POSTING

1. Before posting a building web page(s), documentation must be provided to the Web master of SMCPS showing the page has met with the approval of the site administrator or his designee.

2. Web pages may be e-mailed as attachments to a letter to webmaster@smcps.org.
3. Web pages may be sent as files on floppy disk to the Bethune Educational Center.
4. Special accounts can be setup for staff that are technically certified by the Web master.
5. All efforts will be made by the Web master of SMCPs to post the files within one week of receiving them.

OTHER

1. Materials on Web pages sometimes reflect an individual's thoughts, interests, and activities. Such Web pages do not, in any way, represent individual schools or SMCPs, nor are they endorsed or sanctioned by the individual school or the SMCPs. Concerns about the content of any page(s) created by students or staff should be directed to the site administrator or designee.
2. Given the rapid change in technology, some of the technical standards outlined in this policy may require change throughout the year. The Supervisor of Information Technology will make such changes with approval of the Superintendent. This Web Page Policy will be updated on an annual basis, or more frequently if needed.
3. System policies on plagiarism will govern use of material accessed through the system. Teachers will instruct students in appropriate research and citation practices.

Appendix J

Three-Year Projections for Infrastructure, Software and Equipment

Item	Current Year	Fy2007	Fy2008
Cat 5 wiring (Million feet)	Three Goal achieved All spaces wired to standards	Wire any new spaces constructed to standards	Wire any new spaces constructed to standards
# Pentium Computers networked with Web access and appropriate software	Increase by 1 CPU for 3 new FTE	Increase by 1 CPU for 3 new FTE	Increase by 1 CPU for 3 new FTE
Total Data bandwidth (megabits) between buildings	900	900	900
# Of Telephones	Add one phone to building for each new classroom added	Add one phone to building for each new classroom added	Add one phone to building for each new classroom added
# Of schools with cable TV	Connect all new construction	Connect all new construction	Connect all new construction

Appendix K

Estimated Source of funding FY 2006

	Base Local Budget	Non-Reoccurring funds	
		Other Grants	CIP
Hardware:	135,000	20,000	120,000
Training:	19,000	27,000	
Life Cycle Replacement:	154,448		
Software:	165,000	150,000	
Personnel:	1,120,866		
Wiring:	4,000		100,000
Communication:	295,000		
Repair	62,000		

Estimated Source of funding FY 2007

	Increase in base Local Budget	Non-Reoccurring funds	
		Other Grants	CIP
Hardware:	0		
Training:	0	27,000	
Life Cycle Replacement:	200,000		
Software:	120,000	30,000	
Personnel:	100,000		

Estimated Source of funding FY 2008

	Increase in base Local Budget	Non-Reoccurring funds	
		Other Grants	CIP
Hardware:	0		
Training:	0	27,000	
Life Cycle Replacement:	200,000		
Software:	0	30,000	
Personnel:	100,000		

Appendix L

INFORMATION TECHNOLOGY SERVICES
22975 COLTON POINT ROAD
Bushwood, MD 20618
Voice (301) 769-4600
FAX (301) 769-4602

PARTNERSHIP AGREEMENT FOR VOLUNTEERS ASSISTING WITH COMPUTER REPAIR

This agreement is to provide for non-school employees to work on school system owned computer hardware and software. The school system recognizes that we have many very qualified and talented individuals that are capable of helping schools with their technology needs. In order for those volunteers to be effective in the school system, hardware and software configurations must be consistent with county standards.

Information Technology Services (ITS) will provide the configurations, passwords and parts to the volunteers that attend training provided by ITS, agree to keep the records maintained for any work done and keep the integrity of any passwords provided.

I agree to work within the guidelines established by the school system.

Signed Volunteer

Site Administrator

Director of Technology

Appendix M

Department of Curriculum and Instruction St. Mary's County Public Schools Computer Software Evaluation

PART I: Software Information

Software Title: _____
Publisher (original producer): _____ Vendor _____ Copyright _____
Price: Individual _____ Lab pack _____ Site _____ District _____
Grade(s) _____ (List range of use)
Intended use: _____ Classroom _____ Computer Lab _____ Other, please explain: _____
Platform: _____ WIN 95 _____ WIN 98 _____ WIN 2000 _____ MAC _____
Hardware requirements: Disk space: _____ CD-ROM: _____ Memory: _____
Where are your targeted machine(s) located: _____

PART II: Alignment with SMCPS Essential Curriculum (MLO, CLG, Content Standards)

Software should be reviewed by three staff members BEFORE it is requested for purchase:

Evaluator's Signature: _____ Date: _____
School: _____ Position: _____

Has the software been previewed? _____ Yes _____ No

Evaluator's Signature: _____ Date: _____
School: _____ Position: _____

Evaluator's Signature: _____ Date: _____
School: _____ Position: _____

PART III: COMAR 508 COMPLIANCE FORM (on back of this form)

(PREVIEW COPY SHOULD BE SENT TO SUPERVISOR THEN TO BETHUNE)

PART IV: SUPERVISOR VERIFICATION

Required review by Supervisor of Instruction for content appropriateness. Software approval: _____ Yes _____ No
Date: _____ Supervisor's Signature: _____

PART V: BETHUNE INSTRUCTIONAL TECHNOLOGY VERIFICATION

Able to run on the SMCPS network? Yes _____ No _____

Meets Criteria	Does Not Meet Criteria	Requires Instructional Alternative	Not Applicable	COMAR 508 COMPLIANCE
				Able to execute functions from keyboard (keyboard shortcuts)
				Application shall not disable activated features of other products (e.g., the application cannot disrupt the display color scheme which assists people with low vision showing a visual prompt when an error tone is sounded to assist hard of hearing users, or providing "sticky keys" that allow a user to press key combinations)
				Has well-defined on-screen indications that the current focus moves among interactive interface elements as the input focus changes (e.g., a screen enlargement program magnifies a section of the screen, the program must be able to follow the focus as the focus changes)
				Has user interface element including the identity, operation, and state of the element (e.g., button associated with a hand for getting help must have a text label that indicates help)
				Bitmap images used to identify controls, status indicators must have consistent meaning assigned to application
				Applications shall not override user selected contrast and color selections or other display attributes (e.g., a program must have a section in the software that tells the program not to use its own setting, but to use whatever settings are already in place)
				Animation information must be displayable in at least one non-animated presentation mode at the option of the user (e.g., simulations are exception)
				Color coding is not used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element (e.g., "green" start button must have text label combined with the use of color)
				Product has variety of color and contrast settings
				Product shall not have flashing or blinking text, objects, etc. with a frequency greater than 1 Hz and lower than 55 Hz
				Product contains electronic forms that allow assistive technology to access the information, field elements, and functionality

2005 Bridge to Excellence Annual Update

Local School System: St. Mary's County	Review Team: Panel D
Caucus Meeting Date: October 24, 2005	Date Sent to LSS:
Facilitator's Names: Walter Sallee/Mary Gable	

Clarifying Questions

Question

Part I: Annual Review of Goals, Objectives, and Strategies

1. Describe specific instructional strategies to improve performance of students taking the Alt-MSA given the demonstrated drop in performance.

St. Mary's County Public School data indicates the number of students scoring at proficient or advanced on the Alt-MSA increased according to the 2005 data. However, the number of elementary school students scoring at proficient or advanced declined. An analysis of the data indicates that the decline in proficient scores was a result of a high percentage of objectives that were not scorable due to clerical errors and failure to align the artifacts with the stated objectives.

SMCPS is dedicated to improving the performance of all students and, therefore, has identified several strategies which will directly impact this group of students.

- The Instructional Resource Teachers at the elementary schools have committed to working with the special education teachers to build their capacity to provide challenging instruction in reading and mathematics to students pursuing an alternative curriculum. They will assist special education teachers in the selection of reading and mathematics materials at the appropriate level of rigor, in the adaptation and modification of materials, and will model classroom lessons.
- The Department of Special Education has provided each community based classroom with the Edmark Reading Program. This program addresses the areas of sight words, vocabulary, and comprehension for students who are not able to learn to read through traditional methods, even with interventions. Training will be provided during the fall of 2005.
- Teachers will be trained in the reading and mathematics content standards and in identifying instructional outcomes for students pursuing an alternative, functional curriculum.
- Teachers of community based classes have had opportunity to analyze the Voluntary State Curriculum and to establish outcomes for their students in mathematics, science, and social studies.
- The Supervisor of Special Education will meet regularly with the teachers of students who take Alt-MSA to identify any gaps in the teachers' knowledge of instructional strategies and any lacking resources.

Student achievement will be monitored through quarterly meetings of the supervisor of special education, site based administrators, and special education teachers. These teams will review student portfolios including mastery objectives, student artifacts, and performance data. Teacher preparedness will also be reviewed during the quarterly reviews.

2. Describe strategies to promote effective parent involvement in schools (see page 14 of the Guidance).

St. Mary's County Public Schools (SMCPS) has many activities in the Bridge to Excellence Master Plan to support effective involvement of parents of all subgroups. The SMCPS Parent Involvement in School-Based Decision-Making policy regulation KBC-R, which identifies the parental role on the School Improvement Team, was revised and fully implemented. The update includes the SMCPS Parent Involvement Policy which is aligned with the six goals of *Maryland's Plan for Family, School, and Community Involvement* as developed by the Division of Student and School Services of the Maryland State Department of Education, March 2003. The SMCPS Parent Involvement Policy includes specific activities to address communication with parents about school progress and opportunities, parenting education to support student learning at home, volunteering in the school, and being a part of school decision-making by joining the PTSA and SIT.

The following are fully implemented activities that positively impacted parent involvement:

- Joining the Johns Hopkins University National Network of Partnership Schools provides multiple opportunities to increase parent involvement with a focus on the parents of minorities and students with disabilities. This will be a continuing partnership.
- An annual parent involvement satisfaction survey was conducted to evaluate the effectiveness of our parent involvement programs. The survey results are used to identify programs and services that will better meet the needs of our parents.
- Parent conference days are scheduled at all schools on days when students are not in attendance with the goal of involving all parents in their children's educational programs.
- The SMCPS Department of Special Education presented parent training workshops on early literacy and language development to parents of children with developmental delays and disabilities.
- The Partners for Success Resource Center assisted parents in understanding their children's disability and school related needs.
- In order to engage the parents of minority students and diverse community members in thoughtful and open decision making via small group discussions, Interim Superintendent Dr. Lorraine Fulton hosted a series of forums. The forums were designed to identify challenges and solutions to areas of concern identified by the school system, parent and community members.

The following was a fully implemented activity that did not fulfill parent involvement expectations:

- The Parent Involvement Coordinator works with the school parent liaison to involve parents in the Partners in Print family literacy program. This program is in place in all Title I schools and specifically targets parents of the low performing subgroups, including FARMS and minorities. Increasing the effectiveness of publicity/promotion of these workshops in addition to offering the programs at flexible times will increase participation.

The following parent involvement activities are planned for the upcoming year:

- The SMCPS new Website will help parents and schools access easy links to MSDE's Website for family-friendly reading activities. This is an opportunity to target parents of low performing subgroups.
- Increased coordination of school and system workshops and information nights will be provided to address school involvement and parenting activities.

- Department of Academic Support staff members will make individual contact with the parents of low performing students in all SMCPS schools identified for improvement. Parents will be provided with strategies to assist their students with achieving academic success.
- The newly activated automated parent/guardian telephone system can be implemented for school and/or system notification of planned parent involvement events as well as possible school emergencies.
- The Gifted and Talented staff and the Department of Academic Support staff have identified minority students who may be prepared for the challenge of Advanced Placement and honors course work based on their PSAT results. The staffs are scheduling meetings for parents of the identified students for each high school in the school system.
- The Superintendent of SMCPS is also going to meet with the parents of students identified for specific interventions and for academic acceleration.
- The Superintendent and his staff are meeting with parents and community leaders through a series of Diversity Forum meetings. The meetings occur quarterly, and the meetings are held at various locations throughout St. Mary's County. This enables more parents and community leaders to attend.
- The St. Mary's County Public School System has partnered with the National Network of Partnership Schools (NNPS) at Johns Hopkins University. This continuing program is going to allow SMCPS to strengthen its family and community involvement in ways that will increase student achievement and success.
- Although there are 11 schools that are in the NNPS Johns Hopkins program, the goal for St. Mary's County is to have 100% participation from all of its schools. There will be ongoing professional development provided by Johns Hopkins University for all schools. The cost for the professional development is paid for by a grant through Johns Hopkins University.

3. Describe the intervention program for both reading/language arts and mathematics. For example, see the discussion of the Academic Literacy program and the intervention materials for special education (see page 33). Include more specificity on the intervention program, how is it aligned to the VSC, how will its success be measured, and how will students be identified?

Mathematics Interventions

In the elementary school grades, K-5, St. Mary's County Public Schools implements a core program, *Investigations* (Scott Foresman). This curriculum was developed at TERC (formerly Technical Education Research Centers) in collaboration with Kent State University and the State University of New York at Buffalo. The work was supported in part by a National Science Foundation Grant. The curriculum has a strong research base and is founded on scientifically based research.

In the middle school, grades 6-8, St. Mary's County Public schools has implemented the *Connected Math Program (CMP)* (Prentice Hall). CMP is a National Science Foundation Project, developed at Michigan State University to bring about standards-based instruction in middle grades mathematics. CMP was rated the #1 middle school program by the American Association for the Advancement of Science Project and is the only middle school program to earn an Exemplary rating from the U. S. Department of Education.

Both programs have been fully aligned to the voluntary state curriculum (VSC) via maps and pacing guides.

In these curricula, students work in a variety of groupings(individually, pairs, small group and whole class) allowing for a range of differentiation to occur. Students spend time exploring problems in depth. They develop their ability to reason mathematically-to explain, justify, make conjectures, and generalize. Students develop their own strategies and approaches rather than relying on memorized procedures. Students choose from a variety of concrete materials and appropriate technology. Teachers have the flexibility and time (in our 90 minute mathematics block, K-6) to facilitate small groups in working on specific skills and concepts. We have requested an extended mathematics block at grades 7 and 8 for 2006-2007.

As outlined in Part I of the Annual Update, assessments aligned with the VSC are administered three times per year to students in grades 3-8. This year, students in grades 1-8 will also be measured by unit tests aligned to the VSC. At the high school level, students in all Algebra courses are assessed quarterly and assessments are aligned to the Core Learning Goals.

We continue to explore potential mathematics interventions appropriate to elementary and middle school students. To date, we have not selected a specific intervention program for all students. This year, we are implementing Transitional Mathematics, a middle school curriculum specifically for students at or below the 40th percentile, for our special education students.

At the high school level, we are in the initial stages of implementing Algebra Rescue at two high schools. This program aligns with NCTM standards and also aligns with several core curricula. It reinforces skills taught using the core curricula. We use it as a supplemental intervention program. The program is designed to make algebraic reasoning clear for struggling students. The materials are appropriate for small group intervention. Just as we did in reading last year, we will pilot this intervention with the special education subgroup and, based on results, implement the program with other underperforming subgroups, as appropriate, in 2006-2007.

Reading Interventions

A variety of reading interventions are in place at all levels to address the needs of individual students based on assessment data. The following table of assessments, instruction and aligned interventions, coupled with an overview of the selected interventions, should provide a clearer understanding of our intervention program for reading.

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Assessment	DIBELS PSF DIBELS ISF	DIBELS NWF IRI Rigby SMCPS quarterly reading assessment grades 3-8	DIBELS ORF IRI Rigby	DIBELS WUF SMCPS quarterly reading assessment grades 3-8	DIBELS ORF DIBELS RF IRI Rigby SRI SMCPS quarterly reading assessment grades 3-8
Instruction	Houghton Mifflin 2005 K-6	Houghton Mifflin 2005 K-6	Houghton Mifflin 2005 K-6 McDougal Littell Language of Literature Grades 7, 8 Grade 6 Honors	Houghton Mifflin 2005 K-6 McDougal Littell Language of Literature Grades 7, 8 Grade 6 Honors	Houghton Mifflin 2005 K-6 McDougal Littell Language of Literature Grades 7, 8 Grade 6 Honors
Recommended Interventions	Phonemic Awareness for Young Children by Marilyn Jager Adams et. al Road to the Code Earobics Lindamood Phoneme Sequencing	Fundations Grades K-5 Rewards Program Grades 4-9 Wilson Reading System Grades 6-11 (intensive need)	Read Naturally Grades 1-12 Six Minute Solution to Fluency Grades 3-12 Other program or fluency practice with any text is acceptable	Continue exposure to new words through the core reading program	Bridges to Literature Grades 8-11 Academic Literacy classes Soar to Success Visualizing and Verbalizing
State Test (MSA)		Grades 3-4 SRs		Grades 3-8 SRs	Grades 3-8 SRs BCRs
State Test (Alt MSA)			Edmark	Edmark	Edmark

Glossary

BCR *brief constructed response* -short written answer on MSA and usually involves critical thinking

DIBELS *Dynamic Indicators of Basic Early Literacy Skills*- involves one-on -one testing- pinpoints areas for targeted intervention. It provides student, school, and district data.

PSF-Phonemic Segmentation Fluency ISF-Initial Sound Fluency ORF-Oral Reading Fluency
RT-Retell Fluency WUF-Word Use Fluency NWF-Nonsense Fluency

Comprehension the reader's inferential and literal understanding of text

Fluency the rate, phrasing, and expression that is used in oral reading- Fluency and comprehension are strongly correlated

IRI *Informal Reading Inventory*- We use Burns and Roe, but there are several. Involves one-on-one testing with the teacher noting reading responses and strategies - informs instruction.

Lindamood Phoneme Sequencing helps students to integrate auditory, visual and language processes.

Phonemic Awareness the ability to hear, identify, and manipulate individual sounds in spoken words

Phonics the knowledge of which symbols and /or combination of symbols that match sounds

Rigby Rigby Running Records- Involves one-on -one testing with the teacher noting reading responses and strategies- informs instruction

Scientifically Based Reading Instruction based upon the five areas of reading that students must master - phonemic awareness, phonics, fluency, vocabulary, and comprehension

SR *selected response*- multiple choice question on MSA and usually involves critical thinking

Visualizing and Verbalizing provides students a strategy to imagine the whole and the parts of the whole for oral and written language and to recall organize and verbalize concepts.

Vocabulary understanding the meaning of words, both in context and in isolation

Testing Protocol

Grades 1-5 DIBELS for all students September, January, May

- Rigby, Burns and Roe Informal Reading Inventory required for students with disabilities, school based decision for general education students
- DIBELS progress monitoring for those students placed into interventions

Grade 6-8 SRI for all students

For those students who do not meet grade level expectation:

- Grade 6 DIBELS (with progress monitoring for those students who are placed in an intervention)
- Grade 7, 8 Burns and Roe Informal Reading Inventory
- Students with disabilities will be administered DIBELS and Burns and Roe IRI at all grades.

High School Academic Literacy- Grades 9-12

Description of Reading Interventions

During the 2004-2005 school year, we implemented a plan to match interventions to the needs of the students based on assessment data.

In order to develop a more consistent delivery system across the county, we created an approved intervention list. The Department of Curriculum and Instruction partnered with the Department of Special Education to research and create the list. Three of the interventions selected were already being implemented: Road to the Code, Earobics, and Soar to Success.

Soar to Success is widely used throughout all of the elementary and middle schools It is very appropriate for students who were a year or so behind in level, with weak comprehension skills. It does not address the other components of reading.

Road to the Code and Earobics had been previously purchased by the special education department. Road to the Code is a program designed for kindergarten and first grade students. The goal is to develop in students an awareness that spoken words can be segmented into phonemes and that these segmented word parts can be represented by letters of the alphabet. Earobics is used by speech language pathologists and special educators and is a software program that provides explicit instruction in language enrichment, phonemic awareness, letter-sound correspondences, decoding, and early reading.

Foundations is a phonics program that was very successful when piloted at one elementary school last year and is being implemented at all elementary schools in 2005-2006.

The REWARDS program is very easy to implement. The focus is on decoding multi-syllabic words for

older students reading at least at a third grade level. We are seeing excellent results at the middle school and high school levels, although it can and will also be used for grades four and five.

The Wilson Reading System is appropriate for severely learning disabled students, but requires a consistent time block and may take up to three years to complete.

The Six Minute Solution and Read Naturally are both fluency interventions. Research has shown that in the case of fluency, it does not matter what program or materials you use, as long as you work on fluency with timed readings, teacher feedback, and a comprehension component.

Bridges to Literature is a series of three leveled student anthologies by McDougal Littell that highlight comprehension strategies. The literature is high interest/low readability and written for students in grades 6, 7, and 8 reading two to three years below grade level. This program aligns with our newly adopted core program for middle school students, Language of Literature by McDougal-Litell.

Phonemic Awareness is a classroom curriculum for young children. The program outlines simple phonemic awareness activities that can easily be implemented in grades PK- 2.

Academic Literacy Program-Middle School

How many students served?

The Academic Literacy Program at the middle school level is serving 181 students. Eighty-seven of the students are students with disabilities. Three of the 4 middle schools are providing the program to 8th grade students. The fourth middle school provides the program at all three grade levels.

What program of instruction is being used?

Bridges to Literature, a program designed to assist middle school students to develop comprehension and vocabulary skills, is used in all of the Academic Literacy classes. Additional targeted interventions available for specific students include: REWARDS, Wilson Reading System, Lindamood Phoneme Sequencing, Visualizing and Verbalizing, and Read Naturally. The outcomes for the classes are based on the students' IEPs and the Voluntary State Curriculum.

How are students selected?

Teachers in St. Mary's County administer multiple assessments to students to determine their reading abilities and to identify the students' areas of specific need. The Academic Literacy Program is designed for those students who are significantly behind grade level expectations in reading. In the spring of the school year, staff reviews all available data, specifically students' performance on MSA, results of an informal reading inventory and DIBELS, to make recommendations for the coming school year. Teacher recommendations and other artifacts are also considered.

How are students assessed?

Student progress is monitored through on-going assessments. Students are assessed using the DIBELS and the Burns and Roe Informal Reading Inventory three times per year. If progress is not noted, then adjustments are made to the interventions being implemented. Success is also measured through observations of students in content area classes to determine if they are using the strategies outside of the Academic Literacy class. During 2004-2005, paraeducators were assigned to the Academic Literacy program. Supporting and monitoring students in the content area classes was a critical part of the job description. Reports from the paraeducators indicated that strategies were being effectively used,

however, most students required some level of prompting.

Who is responsible for administering the assessments?

The classroom teachers, often with the assistance of the Instructional Resource Teacher, complete the assessments of their students.

Who monitors the assessment results?

The Academic Literacy teacher is the first level of monitoring of assessment results. Data is submitted to the supervisors of reading and special education who review the data and meet periodically with the teachers to discuss the progress and any adjustments to the instructional program which need to be made.

What training is provided to the teachers?

Cadres of general and special education teachers were trained throughout the 2004-2005 school year. Trainings were presented in St. Mary's County by staff of the school system and by outside consultants hired to present. Trainings were presented on staff development days, after school and on weekends supported by stipends, and during the school day with funding for substitutes. Funding was also provided to send staff to training outside of St. Mary's County, specifically to Wilson Reading System training. Because of the turnover of staff, we are constantly faced with repeating trainings for new teachers and teachers newly assigned to the program. For the 2005-2006 school year, the plans are to present trainings in Bridges to Literature, Wilson Reading System and REWARDS. Training in LIPS and Visualizing and Verbalizing will be presented in June 2006.

Who teaches the courses?

Both regular and special educators teach the courses. Depending on the size of the class and the number of students with disabilities, a team of teachers may be assigned to co-teach the class. At one middle school, the IRT for reading co-teaches with other general education teachers. The enrollment for most classes includes general and special education students.

Academic Literacy Program-High School

How many students served?

The Academic Literacy Program at the high school level is serving 146 students at our three high schools (75 at Great Mills High School; 33 at Chopticon High School and 38 at Leonardtown High School). Great Mills High School has our greatest number of students in the FARMS, African American, and Special Education subgroups.

What program of instruction is being used?

REWARDS, Bridges to Literature, Read Naturally, and Wilson Reading System are being used at all three high schools. For those students who have not mastered basic decoding skills, the Wilson Reading System is being implemented in a small group setting. The Wilson Reading System is a multi-sensory structured reading program that research has shown to significantly improve the reading and spelling skills of students with language-based learning disabilities.

How are students selected?

Teachers in St. Mary's County administer multiple assessments to students to determine their reading abilities and to identify the students' areas of specific need. The Academic Literacy Program is designed for those students who are significantly behind grade level expectations in reading. In the spring of the school year, staff reviews all available data, specifically students' performance on MSA, results of an

informal reading inventory and DIBELS, to make recommendations for the coming school year. Teacher recommendations and other artifacts are also considered.

How are students assessed?

Students are assessed using the Informal Reading Inventory (Burns and Roe) and, in some cases, DIBELS, three times per year. Teacher observation, as well as timed fluency checks, are also being used to assess student progress.

Who is responsible for administering the assessments?

The classroom teachers complete the assessments on their students.

Who monitors the assessment results?

The Academic Literacy teacher is the first level of monitoring of assessment results. Data is submitted to the supervisors of reading and special education who review the data and meet periodically with the teachers to discuss the progress and any adjustments to the instructional program which need to be made.

What training is provided to the teachers?

Cadres of general and special education teachers were trained throughout the 2004-2005 school year. Trainings were presented in St. Mary's County by staff of the school system and by outside consultants hired to present. Trainings were presented on staff development days, after school and on weekends supported by stipends, and during the school day with funding for substitutes. Funding was also provided to send staff to training outside of St. Mary's County, specifically to Wilson Reading System training. Because of the turnover of staff, we are constantly faced with repeating trainings for new teachers and teachers newly assigned to the program. For the 2005-2006 school year, the plans are to present training in Bridges to Literature, Wilson Reading System and REWARDS. Training in LIPS and Visualizing and Verbalizing will be presented in June 2006.

Who teaches the courses?

Both regular and special educators teach the courses. In most cases they are taught by one instructor with small class sizes. At one high school, a co-teaching model is being implemented in some classes.

4. Given the lessons learned from your review of 04-05 professional development activities, explain the 05-06 professional development model you will use, and how it will more successfully support teacher's ability to positively impact student performance.

During the 2004-2005 school year, there were a number of changes in curriculum and assessment practices. These changes included the implementation of new reading and mathematics core programs at the elementary and middle school level (i.e., Houghton Mifflin Reading 2005, TERC Investigations, and Connected Math, respectively). The implementation of these new programs was important to support the Voluntary State Curriculum. Due to the limited number of professional development days built into the calendar, and budgetary constraints, some opportunities were limited in both time and scope (e.g., a half day session was offered in August to share the resources and provide initial training). Some follow-up opportunities were provided on system-wide professional days in September and March. However, for some of these sessions, teachers could elect not to attend, because of other opportunities offered at the same time, or because the training occurred outside of the contract time.

For the 2005-2006 school year, we are continuing our professional development for the areas mentioned above, and for other systemic initiatives. The approach for this school year is much different. The model

for professional development will vary based on the content and context of the initiative for which professional development is provided. In all situations, however, there are some common elements, as are explained below:

- *Time for Professional Development is provided within the contract duty day.* Each school has been provided funding for team planning, professional development, and collaboration. Grade level teams and departments are required to participate in an ongoing process of team action planning, which is truly an action research and inquiry-based approach to professional development through which they will analyze data on student achievement and implement a differentiated professional development model. Each school is responsible for implementing this job-embedded process and building it into their school improvement plans.
- *Professional development is monitored.* Team action plans at the school level are completed, reviewed, and revised at the school level and system level. Support is then provided through the appropriate content supervisor or instructional resource teacher.
- *System wide professional development is focused and differentiated.* Learning opportunities for staff are based on both student data and teacher needs. For example, teachers whose students demonstrate lower levels of Oral Reading Fluency (ORF) are asked to attend a session on building fluency, while their grade-level counterparts may be attending a session on phonological awareness, based on their students' reading needs.
- *Data warehousing is being implemented, and appropriate professional development is being provided.* As part of determining teacher and student needs, teachers and administrators need to drill down beyond the general outcomes to determine specific indicator-or objective-level variances in student achievement. St. Mary's County Public Schools has invested in *Performance Matters*, a data warehousing tool that will allow educators to break down the data by the instructional indicator or objective. This will allow teachers to make sound instructional decisions for redesigning instruction. The professional development for this implementation will be on several levels for both instructional leaders (i.e., school and system administrators) and teachers. Initial training will include an understanding of data tools and understanding reports, and in using the *Performance Matters* software for data analysis. Follow up training and support will be at the school level with individuals and teams.
- *The Teacher Performance Assessment System (TPAS) is being used to target specific learning and differentiate learning for individuals.* As part of the St. Mary's County Public Schools evaluation system for teachers (known as TPAS), teachers are required to participate in study groups related to school improvement and personal improvement goals. Administrators form these study group teams based on data reflective of student learning.
- *Administrative evaluation systems and expectations for leaders have been refined.* This year, the newly revised Administrative and Supervisory Performance Assessment System was introduced. As part of this process, instructional leaders are asked to set goals for leading instruction and professional development at their school sites. Specific evaluative domains (10) are targeted to faculty development, instructional decision making, and learning, where student data is used as the basis. Each of the eight (8) leadership seminars throughout the school year focus on the areas of learning in this evaluation system and provide support and professional development for them as they use this learning to guide others within their schools.
- *Professional development outcomes are evaluated.* Each professional development activity, and appropriate follow up activity, is (are) evaluated based on the achievement of outcomes, and these evaluation results are reported to the Superintendent's School Support Team. This team then reviews the results to make modifications and plan for additional professional development.

Professional and organizational development are the foundation of school and system improvement efforts. This is illustrated through the reorganization of professional development within the school system. The office of staff development has been moved from a supervisory position within the Department of Academic Support, to a director-level position reporting directly to the Superintendent of Schools. The Director of Professional and Organizational Development will be responsible for working with the Superintendent's School Support Team for guiding change efforts and supporting instructional improvement efforts. Included in this effort is the redesign of administrative and supervisory meetings and leadership seminars where questions are asked about learning and action for students, staff, and school leaders. Whereas these meetings are not strictly focused on "business items," but rather are structured to promote focused discussion and engagement around improvement efforts and the guiding questions of the Master Plan (i.e., What do we want for our children? How might we provide it? How will we know that we have done it well? What will we do if all children do not reach proficiency?). Subsequently, these questions form the basis of our collaborative dialogue and our professional development.

5. Further define the roles, outcomes and responsibilities of the Professional Learning Communities to assure a problem solving model and to identify solutions for performance of students by subgroup in their schools.

The high schools are implementing professional learning communities to assure a problem solving model and to identify solutions for the performance of students by subgroup in their schools. The professional learning community model was chosen to help staff members develop shared commitment to rigorous instruction, work collaboratively to address student learning needs, ensure a process of continuous assessment for teaching and learning, and have ongoing professional development to enhance instructional practices. Professional Learning Communities (PLC) are structured to focus on student achievement, especially in Maryland School Assessment and High School Assessment courses. In the true spirit of Professional Learning Communities, as defined by Rick DuFour (1998), the PLC provides school teams an opportunity to engage in collaborative inquiry based on student achievement data.

Each PLC includes an assistant principal and appropriate teachers. Meetings are held at a minimum of once per month. Each PLC keeps an agenda, meeting notes, and attendance. The principal is ultimately responsible for monitoring the progress and professional development of each group, and receives copies of the agenda, meeting notes, and attendance to monitor progress. Principals meet each month with the chairpersons of the inquiry groups to help guide the learning.

As the PLC principles are based on action and results, each Professional Learning Community develops action plans for implementation. Action plans are developed to address the learning challenges of students, including subgroup concerns. To be consistent with school system master plan goals and priorities, the following questions guide the work of the Professional Learning Communities and department action plans:

- What do we want for our children?
- How might we provide it?
- How will we know that we have done it well?
- What will we do if all children do not reach proficiency?

Action plans include identifying the learning challenge(s), root cause and evidence (based upon data) of the need by students, strategies to address, timeline, resources needed, professional development required, parent/community connection, and evaluation/indicators to reassess student progress. Action plans are developed quarterly based upon formative and summative assessment data, including both classroom assessments and county assessments. Action plans are approved by the principal and sent to the central office for feedback by the supervisor of instruction for that content area. Site based administrators and central office supervisors assist teachers with the implementation of the action plans to ensure increased student learning.

Action plans are designed to address the subgroup performance needs of students. Targeted research-based interventions are developed based upon student need and a root cause analysis. Targeted interventions include reading programs such as Rewards and the Wilson Reading System, extended time for mathematics instruction, one on one tutoring, after school tutorials, and online tutorials. Student progress is monitored through classroom assessments and county quarterly assessments. This is the first full year of implementation for our Professional Learning Communities, Department and Team Action Plans.

6. Explain the data warehouse and how it will be used to improve student achievement, how it will be used to track subgroup performance, and how it will be used by school based personnel.

The data warehouse is a tool that will allow St. Mary's County Public Schools (SMCPS) to delve into a wide variety of data in order to make informed decisions about students. SMCPS will use 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 data, and will be used for the storage, retrieval and management of such data. The data warehouse will provide a snapshot of a student or class at a particular time. The data warehouse will contain historical data that enables analysis of student performance over time (trend analysis). Canned reports are created for the user as well as for 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 the data to initiate conversations in our professional learning communities.

SMCPS will "collectively focus on goals and regularly measure the impact of the assessment methods" (Mike Schmoker's *Results*, 1999). To this end, the greatest impact of the data warehouse will be in the classroom when it is used in conjunction with the scanning of local assessments. In order to modify instruction for individual students and provide appropriate interventions to impact student learning, teachers must have immediate feedback about student understanding and application of learning. Scanning the assessments will provide such feedback so the teachers will be able to reteach or scaffold learning in the classroom in a very short period of time. Teachers will now only be required to check the BCRs or ECRs. The item analysis provided at the conclusion of the scan process will also provide teachers with the ability to reflect upon their teaching performance as well as the validity of the item to assess an indicator. Through collaboration at the school and district level, we will be able to analyze if our interventions are appropriate. Successful strategies could then be replicated across the district or

other subject areas.

All teachers, administrators, and supervisors will have access to the data warehouse. It is a web-based tool that all certified employees will be able to access using a personal password. Staff can generate reports about an individual student or a class that will provide an overall snapshot that will guide informed decisions about students. It will provide data for teachers and administrators to design appropriate before, during, and after-school programs that will meet the needs of students. School administrators will be able to analyze school performance. Based on the data they can make informed decisions about teacher assignments or placements as well as resource allocation. Similarly, the central office will be able to determine staffing needs, resource allocation, curriculum modifications, textbook adoption plans, and professional development needs. Similarly, the central office can use the data warehouse to determine which schools would best be served by Technical Assistance Teams (TAT).

As we are in our first year of implementation, we are piloting the scanning of quarterly reading assessments that are aligned with the Maryland State Curriculum. The quarterly assessment in reading will be administered in Grades 3-8. The reading supervisor developed the test to mirror MSA so that students will be comfortable with the format. If funds are available, we intend to scan a mid-year mathematics assessment for Grades 3-8, and mid course assessments for all the HSA courses.

It is the goal of SMCPS to provide meaningful guidance in the process of continuous improvement of all students. To this end, we will provide ongoing professional development in multiple areas:

- 1) the construction of good assessments (the instrument) aligned with the Maryland State Curriculum,
- 2) technical assistance in the use of the data warehouse (the tool),
- 3) data analysis (the process), and
- 4) informed decision making about modifying instruction (differentiation)

7. Describe your analysis of the variance and somewhat downward trend for performance of Asian/Pacific Islander students in elementary mathematics and middle school mathematics and reading.

Elementary Mathematics

When the data related to our Asian/Pacific Islander subgroup is analyzed by **performance of different groups of students** (e.g. third graders in 2003, 2004, 2005) the results appear to be varied due to the difference in the number of total students taking the test each year.

	Year	System AMO	Percent of Students Proficient in Mathematics
Asian/Pacific Islander	2005	44.1%	92.5%
	2004	34.6%	96.6%
	2003	30.7%	89.7%

The fluctuation of this number affects the percentage of students scoring proficient and advanced in a negative way, but when examining the number of test takers, more individual students achieved proficient and advanced in 2005 than in 2004 and 2003. Fewer students performed at basic in 2005 than in 2004.

Asian/Pacific Islanders			
Year	Total Number of Test Takers	Proficient/Advanced	Basic
2005	92	87	5
2004	78	71	7
2003	52	46	6

Middle School Mathematics

In mathematics, the data reported in the county summary sheet shows an increase in achievement of proficient for the Asian/Pacific Islander subgroup.

Asian/Pacific Islander	Year	System AMO	Percent of Students Proficient in Mathematics
	2005	44.1%	74.1%
	2004	34.6%	73.9%
	2003	30.7%	68.4%

When looking at each grade level, there was a downward trend at the sixth and eighth grades. At each grade level, there were an increased number of students in the testing group. There was an increase of 2 students scoring basic in 2005 at grade 6. At grade 8, the number of test takers changed from 2004 to 2005. If we compare the results in 2003 and 2005, where the number of test takers was similar, we have 4 less students at basic with one less test taker.

We are addressing this on a student to student basis given the small number of students scoring basic.

Sixth Grade Asian/Pacific Islanders			
Year	Test Takers	Proficient/Advanced	Basic
2005	32	27	5
2004	23	20	3
Eighth Grade Asian/Pacific Islanders			
Year	Test Takers	Proficient/Advanced	Basic
2005	32	17	15
2004	20	18	2
2003	33	14	19

Middle School Reading

When looking at the percentages recorded in the AYP summary sheet, the difference in percentage points from 2004 to 2005 seems large at 9.8 percentage points.

Asian/Pacific Islander	Year	System AMO	Percent of Students Proficient in Reading
	2005	57.8%	81.5%
	2004	45.9%	91.3%
	2003	43.4%	78.9%

When examining the total number of test takers, fluctuations in the student population caused a variance in the county proficiency data. When looking at individual students with regard to the change in total population, the difference in number of students scoring basic is only one student.

Asian/Pacific Islanders			
Year	Total Number of Test Takers	Proficient/Advanced	Basic
2005	87 (sixth, seventh, eighth grade)	71	16
2004	78 (sixth, seventh, eighth grade)	63	15
2003	26 (only eighth grade)	17	9

Across all grade levels, this is a subgroup with very small numbers and a slight fluctuation in the number of test takers impacts percentage scores. In this situation, we look at raw data and intervene with students not achieving proficiency using the county selected interventions and programs in reading and mathematics.

Regardless of the subgroup, SMCPs intervenes with every student who scores Basic on MSA.

8. Describe the specific new strategies that will be implemented to address the performance of special education and LEP students in High School Assessments.

Special Education

Comparisons of the performance of students with disabilities and all students on the High School Assessments (HSA) reveal differences ranging from 40 percentage points (Algebra) to 53 percentage points (Biology). The Department of Special Education, in collaboration with the Department of Curriculum and Instruction, has identified several initiatives to be implemented during the 2006 school year.

- The Department of Special Education is working with the Department of Human Resources to identify recently retired master teachers of algebra, government, and biology. The Department of Special Education will contract with these individuals to work with special education teachers to enhance their skills in the delivery of the content. The supervisor of special education will participate in the sessions to provide information regarding accommodations and modifications.
- The Department of Special Education will ensure full access to the Kurzweil Screen reader in co-taught classes.
- Administrators and special education supervisors will conduct unannounced classroom observations to monitor for implementation of curriculum and alignment to the VSC/Core Learning Goals.
- Staff development for co-teaching secondary high school mathematics team will be provided by the supervisor of special education and the supervisor of mathematics.
- Supervisors of special education will meet with high school special education teachers to analyze students' performance on quarterly assessments and to plan instruction based on those results.

- Supervisors, teachers and guidance counselors will meet with parents of students at risk of not passing the HSA (based on results of quarterly assessments) to discuss the importance of preparing for the HSA and attending the tutoring sessions.
- The Department of Special Education is working with school administrators to establish after school tutoring opportunities for students with disabilities in Algebra, Biology and Government.
- The Department of Special Education is planning to provide Bio 2 Go to all three high schools to be implemented in after school programs.
- The Department of Special Education will continue to investigate research based intervention programs in math and science. Funds are reserved to purchase programs as they are identified and to provide training to teachers. We recognize the need to have interventions in place immediately; however, we have not been successful in identifying research based interventions with evidence of success with students with disabilities. It is our goal that interventions will be in place during this school year or at the beginning of next school year at the very latest.

Limited English Proficient

The LEP population taking High School Assessments was 8 students in May 2005. New strategies to address the performance of LEP students in High School Assessments were implemented this year to increase student learning. The supervisor of instruction for ESOL has more clearly focused the initiatives of the ESOL teachers on students who are enrolled in High School Assessment courses.

- May 2005 data was reviewed by the ESOL teachers and the instructional implications discussed at their back to school meeting this fall. It was determined that an increased content focus needed to be incorporated into the daily ESOL instruction provided to students. Content specific training for ESOL teachers was held on September 23, 2005 to assist ESOL teachers with more information about the High School Assessments.
- LEP student learning is monitored by the ESOL teachers including the first quarter county assessments and, beginning with the mid-course assessments, will be monitored with the new data warehousing system being implemented in the school system. The data warehousing system will assist both ESOL teachers and the regular classroom teachers with monitoring LEP student performance for instructional decision-making and services. This monitoring will allow ESOL teachers to focus their efforts to support student learning on the High School Assessments.
- Specific instructional resources such as Cognitive Tutor in Algebra and the new Civics on-line resources developed by the Maryland State Department of Education are used by LEP students. Cognitive Tutor is available in other languages. These instructional resources are further supported by the ESOL teachers in daily instruction.
- A community liaison position was instituted in the spring of 2005 and continued this school year to work directly with parents/guardians of LEP students to assist them with understanding the High School Assessment. The increased parent focus will allow them to support their students with the High School Assessments.

- A volunteer program of people fluent in various languages was established for this school year to assist LEP students. These volunteers work with students taking the High School Assessments.

9. Describe your program for assisting teachers and para-professionals to become highly qualified within the NCLB time frame.

St. Mary's County Public Schools has strategies to assist teachers and para-professionals to become highly qualified within the NCLB time-frame. These are identified in Goal 3 of the St. Mary's County Public Schools Bridge to Excellence Master Plan 2003-2008.

We have determined that the following activities were successful during the 2004-2005 school year as demonstrated by the increase of teachers who were identified as meeting the standard of highly qualified.

- (3.1.1) In order to assist staff in identifying the certification requirements, information was disseminated to teachers and administrators regarding certification status, HOUSSE, requirements for 'highly qualified.' (Note: Certification and progress made by each teacher on a conditional certificate is closely monitored by school administrators, content supervisors and the Department of Human Resources. Conditional teachers who fail to satisfy certification requirements during a given renewal period are not guaranteed a future position.)
- (3.2.2) Tuition reimbursement was provided for staff. Increases in increments of \$100 have been provided over that past two years to allow \$2000 per year in reimbursement in 2005-2006.
- (3.2.4) Partnerships with colleges and universities have been developed and sustained to assist staff in meeting certification requirements and the mandates for 'highly qualified'.
- (3.6.6) Reimbursement for meeting the requirements and the successful completion of Praxis I and II is provided.
- (3.4.2) Professional Development offerings are provided to assist staff in meeting the requirements for certification based on the needs determined by schools and in collaboration with the Department of Human Resources.

The following activities have been highly successful in ensuring that para-professionals in Title I schools become 'highly qualified' within the NCLB timeframe. In addition, paraprofessionals at all schools are afforded (and encouraged to take advantage of) these opportunities.

- (3.1.1) Information was disseminated to administrators and supervisors regarding requirements for 'highly qualified' in order to assist staff in identifying the certification requirements. Each para-educator was notified of the requirements and progress toward meeting these requirements was monitored at least two times per year. All para educators currently employed in Title I schools are highly qualified. Applicants for new positions must meet the NCLB standard.
- (3.2.2) Tuition reimbursement was provided for staff.
- (3.2.4) Partnerships with local colleges and professional development were developed to assist staff in meeting mandates for 'highly qualified' para-educators.
- (3.6.6) Reimbursement is provided for meeting the requirements and the successful completion of ParaPro.

10. Describe specific, new positive interventions that will be used to assist students in all subgroups to improve attendance, drop-out and graduation rates.

St. Mary's County Public Schools is implementing a number of new positive interventions that directly impact students in all subgroups in the areas of attendance, dropout prevention, and graduation rates. We are focusing on improving student attendance in order to improve student achievement, dropout rate, and graduation rate. By building student capacity to access instruction and removing barriers to success, student attendance will improve, incidents of behavioral infractions will be reduced, and students will have the instructional success that will encourage them to remain in school to receive a diploma.

We have analyzed our data at the student level in the areas of attendance and discipline. The data revealed that the majority of the students who had poor attendance and/or repeated disciplinary infractions were in the subgroups which struggle with achievement (i.e., African American students, FARMS, and special education students).

New Positive Interventions

Interventions will be directed at those specific students who had excessive (20 or more) absences last year and who had repeated disciplinary infractions. The names were provided to all principals and the Pupil Services Teams at each site are developing individual interventions, such as incentive programs, the evening counseling center, parent conferences, and mentoring, for each student based on their specific needs. The two secondary schools with the greatest need, received additional staff to assist with these interventions. At Spring Ridge Middle School, an additional counselor has been assigned and a Pupil Personnel Worker is on site four days a week to work directly with those students who were identified. At Great Mills High School, the new safety advocate is working directly with students with behavioral issues and he is overseeing a peer mentor program where successful upper classmen are mentoring freshmen who are struggling in their new environment.

In addition to those “specific student” interventions, St. Mary's County Public Schools has added a strategy in goal five of our master plan that requires schools to provide career exploration and planning activities consistently to all students in grades 5-8 using the St. Mary's County Public Schools career planning folder and the web-based career exploration tool, Career Cruising.

Finally, an expanded pupil services team model is being implemented in three schools in a feeder pattern with a significant concentration of underperforming subgroups (Lexington Park Elementary School, Spring Ridge Middle School, and Great Mills High School). This model will include school-based instructional leaders as well as pupil services staff in analyzing student work and state and local assessments to develop a targeted intervention plan for each student who is referred to the team for issues related to achievement, attendance or behavior. Case managers will monitor each student's progress and refer the case to the Pupil Services Team (PST) if progress is not being made.

**St. Mary's County Public Schools
Bridge to Excellence Master Plan
Revisions to the 2005 Annual Update**

Revision	Page Number(s)	Revision Date
Early Learning- Strategies to enhance family literacy since the system did not receive the Even Start Grant.	76	11/2/05
Early Learning- Discussion of locally sponsored professional development.	79	11/2/05
Attachment 7- Title I, Part A-Description of supplemental material for the core reading and mathematics programs	141	10/24/05
Attachment 7- Title I, Part A- Description of Formative and summative assessment data collected for every student	141	10/24/05
Attachment 7- Title I, Part A-Description of the Eleven Month School Program	141	10/24/05
Attachment 7- Title I, Part A-Description of DIBELS literacy assessment and Team Action Plans	141	10/24/05
Attachment 7- Title I, Part A-Description of DIBELS literacy assessment	142	10/24/05
Attachment 7- Title I, Part A-Description of the Eleven Month School Program	142	10/24/05
Attachment 7- Title I, Part A-Parent Involvement Policies	143	10/24/05
Attachment 7- Title I, Part A-Non-Public School student assessments	151	10/24/05
Attachment 7- Title I, Part A-Carry Over assessment revision	154	10/24/05
Attachment 7- Title I, Part A-Non-Public student assessment procedures	180	10/24/05
Attachment 9-Title II, D-References page numbers to SMCPS Master Plan and Technology Plan	209, 211	11/4/05
Attachment 11-Title IV, A-Revised table to include non-public costs	232-236	11/21/05
Attachment 11-Title IV, A-Included table 11-3, Drug and Violence Prevention Programs	238-239	11/21/05
Attachment 11-Title IV, A-Deleted program waiver request	240	11/21/05
Attachment 11-Title VI, A- Non-Public School Participation process	241	11/21/05
Attachment 11-Title IV, A-Revised program narrative	243-244	11/21/05
Attachment 12-Title V, Part A-Non-Public School Participation process	257	11/18/05
Attachment 12-Title V, Part A-Annual Evaluation of	263	11/18/05

Title V, Part A, 2004-2006.		
Attachment 14-Fine Arts-Correction of error in the budget narrative	268	11/8/05
Attachment 2-Total Expenditure Statement-Correction to transposed number	288	10/31/05