

Board of Education of St. Mary's County

Mr. Stephen Kracinovich, Chairman
Ms. Cathy Allen, Vice Chairman
Mr. William Mattingly, Member
Dr. Salvatore Raspa, Member
Ms. Mary M. Washington, Member
Ms. Akta Sehgal, Student Member
Dr. Patricia M. Richardson, Secretary-Treasurer

Superintendent and Executive Team

Dr. Patricia M. Richardson, Superintendent of Schools
Dr. R. Lorraine Fulton, Deputy Superintendent of Schools
Mr. J. Bradley Clements, Chief Administrative Officer
Mr. Daniel Carney, Chief Financial Officer
Ms. Deanna Nored, Director of Academic Support
Ms. Linda Dudderar, Director of Elementary Curriculum and Instruction
Dr. Charles E. Ridgell, III, Director of Secondary Curriculum and Instruction
Dr. Edward Weiland, Director of Human Resources
Ms. Kathleen Lyon, Director of Pupil Services
Ms. Mary Blakely, Director of Special Education
Mr. William Caplins, Director of Information Technology
Ms. Zina McGowan-Thomas, Communications Specialist

Please direct all inquiries about this document to:

Dr. R. Lorraine Fulton
Deputy Superintendent of Schools
Division of Instruction
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650
301-475-5511, extension 174

The St. Mary's County Public School System does not discriminate on the basis of race, color, sex, age, marital status or sexual orientation, national origin, religion or disability in matters affecting employment, admission to or treatment in providing access to programs. For inquiries related to this policy, please contact the Director of Human Resources, St. Mary's County Public Schools, P.O. Box 641, Leonardtown, MD 20650, 301-475-5511, Extension 1.

July 2003

**St. Mary's County Public Schools
Bridge to Excellence Master Plan**

Table of Contents

| | |
|--|------|
| Acknowledgements | i |
| Executive Summary | iii |
| Management Plan Processes and Strategies | ix |
| Introduction | xi |
| Needs Assessment | xiii |
| ESEA Goal One | 1.1 |
| ESEA Goal Two | 2.1 |
| ESEA Goal Three | 3.1 |
| ESEA Goal Four | 4.1 |
| ESEA Goal Five | 5.1 |
| Review of Adequacy of Existing School Facility Needs | 6.1 |
| Attachments | |
| Attachment 1 -- Total Revenue Statement | |
| Attachment 2 -- Total Expenditure Statement | |
| Attachment 3 -- Total Full-Time Equivalent Staff Statement | |
| Attachment 4 -- School Level "Spreadsheet" Budget Summary | |
| Attachment 5A -- Transferability of ESEA Funds | |
| Attachment 5B -- Consolidation of ESEA Funds for Local Administration | |
| Attachment 6 -- Nonpublic School Information for ESEA Programs | |
| Attachment 7 -- Title I, Part A Improving Basic Programs | |
| Attachment 8 -- Title II, Part A Preparing Training, and Recruiting High Quality Teachers | |
| Attachment 9 -- Title II, Part D Educational Technology State Grants Program (Formula) | |
| Attachment 10 -- Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement | |
| Attachment 11 -- Title IV, Part A Safe and Drug Free Schools and Communities | |
| Attachment 12 -- Title V, Part A Innovative Programs | |
| Attachment 13 -- Title I, Part D Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk | |
| Attachment A -- IDEA – Local Application | |
| Attachment B -- Fine Arts Budget | |

Glossary

Assurances

St. Mary's County Public Schools Bridge to Excellence Master Plan

Acknowledgements

Many individuals have contributed to the writing, editing, and development of St. Mary's County Public Schools Bridge to Excellence Five-Year Comprehensive Master Plan. The Division of Instruction, under the leadership of Deputy Superintendent of Schools, Dr. Lorraine Fulton, devoted countless hours to administering and analyzing the needs assessment process in an effort to garner significant input from school-based staff and the school communities served by our public schools. The Division of Supporting Services, led by Chief Administrative Officer, Mr. Brad Clements; and the Department of Fiscal Services with Mr. Daniel Carney, Chief Financial Officer, have provided the required strategic focus necessary to implement the far reaching reforms and initiatives associated with our school system's instructional mission. Mr. William Caplins, with the Office of Information Technology Services, and Dr. Edward Weiland's staff within the Department of Human Resources have all committed extensive time and expertise to the development of this document.

Dr. Donna Muncey, Supervisor of Staff Development; Ms. Regina Greely, Technology Specialist; and Ms. Janis Taylor, Assessment Specialist, have each contributed their expertise and knowledge to the organization and formatting of the master plan.

A very special acknowledgement is appropriate for Ms. Rose Alvey, Administrative Assistant to the Deputy Superintendent, and Ms. Darlene Austin, Office Manager in the Department of Curriculum and Instruction, for their diligent proofing, editing, and document production. Ms. Sandra Battle, Ms. Mary Watts, and Ms. Cathie Gardner, Office Manager in the Department of Pupil Services, served as valuable members of the production team. Ms. JoAnn Wurmlinger, Program Manager for Student Information, provided essential data elements for the needs assessment.

The development of the St. Mary's County Public Schools strategic master plan provided the opportunity for significant school and community dialogue relative to the desired direction our school system will take over the next five years. The following serves as an overview of the opportunities that have been provided for school and community input into the development of this blueprint for the future.

- School-based Administrative Leadership Teams attended master plan planning work sessions on April 9, April 14, and April 23, 2003 to offer input and gain information on the master plan.
- At the April Administrative & Supervisory Meeting, a work session provided the avenue for Building Connections: Voluntary State Curriculum, Maryland State Assessment, Master Plan.
- In May, instructional resource teachers were among those given an opportunity to work on the plan when they met with the Center for Educational Leadership at Towson University.
- Teacher representatives from each school attended meetings on June 2, 2003 and June 12, 2003, as part of the School System Master Planning Team. Representatives from the Education Association of St. Mary's County and the

Classified Employees' Association of St. Mary's County were invited to attend these meetings.

- News releases, letters, and flyers were sent out to invite parents, community members and leaders to two public parent and community input forums on June 23, 2003 and June 24, 2003.
- The Board of Education meets in July 2003 to review the master plan and in August 2003 the Board meets to vote for acceptance of the master plan.
- By August 1, a copy of the St. Mary's County Public Schools Five-Year Comprehensive Master Plan will be forwarded to the Board of St. Mary's County Commissioners for their review.

At every point along the way, the input offered by various stakeholders has been compiled, reviewed, discussed, and incorporated where appropriate and/or feasible.

The St. Mary's County Public Schools Bridge to Excellence Master Plan will serve as a living document that will be monitored constantly for accomplishments and for factors which require revisions and up-dates.

Patricia M. Richardson, Ph.D.
Superintendent of Schools

Executive Summary

The Bridge to Excellence Master Plan for St. Mary's County Public Schools reflects the work of a diverse group of stakeholders who share in the vision of the school system, "Fulfilling the Promise in Every Child." At various levels, through a variety of school system work groups, a Bridge to Excellence Master Plan Advisory Group, public forums, educators, parents, community members, business partners, and elected officials have come together to:

- Analyze the school system's strengths and needs.
- Analyze aggregate and disaggregate data to effectively align and, as needed, realign resources to target students and schools who are most significantly challenged regarding achievement.
- Identify the current status of curriculum, instruction, assessment, high quality teachers, school day programs, intervention and enrichment programs, and extended day and extended year programs.
- Outline the expectations for the next five years of academic growth in the school system.
- Identify how the school system will systematically progress towards achieving identified goals.
- Outline how progress will be measured along the way.
- Identify targeted scientifically research based methods, materials, and programs that support improved student achievement and elimination of performance gaps for identified subgroups.
- Align and, as appropriate, realign budget and facility resources to support the identified goals, objectives, strategies, and activities.

The process for collecting and analyzing the data and drafting the plan included four key components:

- We identified an individual, our **Point of Contact**, who would be responsible for overseeing the development of the plan.
- We established a **Master Plan Work Group** that worked in two tiers. The first tier was comprised of members of the Superintendent's Executive Team (Curriculum and Instruction, Pupil Services, Special Education, Facilities, Human Resources, Technology and Facilities) and other members of the Division of Instruction (professional development, assessment, content supervisors, and other resource staff). This first tier of Work Group Members analyzed all school system data over a 4-month period (September-December, 2002), determined trends and patterns within the data and defined the root cause for various deficiencies. A second tier of Work Group Members joined us in the spring. This tier was comprised of Administrators and Supervisors. This group met for three long evenings (dinner included) to process and sort the data, define essential questions, take those questions back to their schools for input and then return to the whole group to refine the framework for the plan. From these evenings came the objectives and strategies for the plan. Tier one members then worked to create the activities with each content supervisor working with teams from their content to refine their section of the plan. Instructional Resource Teachers met as

a group with Dr. Ron Thomas and Dr. Mike Hickey to refine the plan from their lens. These various members of the Work Group drafted a preliminary plan.

- We established a process to inform and invite feedback from our greater school community through the School Improvement Teams and from the general community through two evening forums. This constituted our **Master Plan Advisory Group**. We took the preliminary plan to these two groups (school community and general community). These evening forums included members of the faith community, professors from St. Mary's College of Maryland with responsibilities for our student teachers, the Dean of the College of Southern Maryland, County Commissioners, Board of Education Members, the director of the St. Mary's County Health Department, representatives from the Red Cross, the Lion's Club, the Rotary, the Citizen's Advisory Committee for Special Education, the Budget Advisory Committee, the local newspaper and numerous parents from all levels...elementary, middle and high school. We had two daytime forums that included teacher representatives from each school as well as members of the Master Plan Work Group. After each gathering, we sent essential questions back to schools for reflection and comment. Revisions were made after each meeting based on input from stakeholders.
- When the preliminary plan was complete, we met with **private school officials** to discuss planning and implementation of the ESEA Title I, Title II, Title III, Title IV and Title V programs.

As we worked with each component of our community, we shared our vision for including a vast array of stakeholders. In our correspondence we shared that, "Casting a wide net ensures that decisions respond to the real needs of the diverse populations attending our schools. Broad involvement will help foster ownership of our final plan".

Throughout this process, the school system's stakeholders were guided by the overall philosophy of Maryland's Bridge to Excellence in Public Schools Act of 2002, the federal No Child Left Behind Act of 2001, the report of the Visionary Panel for Better Schools, Achievement Matters Most, and the St. Mary's County Board of Education Goals. The teams evaluated each area in light of the required identified results outlined in the Bridge to Excellence Master Plan Guidelines (MSDE, 2002):

- Accelerate the academic achievement for each student.
- Eliminate achievement gaps that persist for students from different racial, ethnic, and economic backgrounds; students with disabilities; and English language learners.
- Substantially increase the participation of minority and economically disadvantaged students in advanced courses and rigorous instruction (honors, gifted and talented, advanced placement).
- Provide full-day kindergarten programs for all students.
- Provide prekindergarten programs for all at risk four-year-old children.
- Explicitly align curriculum, instruction, and assessment in all schools.
- Ensure school environments that are safe, drug free, and conducive to learning.
- Elevate teacher and principal quality through hiring, recruiting, and retention strategies that result in highly qualified teachers, administrators, and staff in each school.

- Invest in high quality professional development that is focused on the needs of teachers and their students.
- Strengthen parent and community support for learning and expanding opportunities for involving families and communities in education.
- Integrate technology effectively into curricula and instruction.
- Foster continuous and sustainable improvement in schools identified as “in need of improvement” (Title I low-performing schools, local reconstitution schools, and state reconstitution schools).
- Equalize resources among poor and affluent schools and provide additional resources to high-minority and high-poverty schools.

To achieve these purposes, St. Mary’s County Public Schools adopted the five ESEA goals as the overarching guiding focus for development of the plan.

ESEA Goals

1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

Cross Walk Themes

Required cross-program themes were infused throughout the master plan either as stand alone objectives, strategies and activities, or embedded components, as appropriate, within the five ESEA goal areas. In addition to those themes identified above, cross-program themes included:

1. Integration of the components of Education that is Multicultural.
2. Integrated fine arts.
3. Meeting the needs of gifted and talented students.
4. Ongoing technical assistance and support to all schools and targeted support for schools identified for school improvement, corrective action, and restructuring.
5. Activities to improve teacher capacity and quality.
6. Strategies to integrate technology into curriculum, instruction, and high quality professional development.
7. Strategies to improve the academic achievement of English language learners.
8. Strategies for drug and violence prevention

In addition, the work and advisory teams structured their objectives, strategies, and activities around the three questions posed in the Bridge to Excellence Master Plan guidance document:

1. What do we want for our children?
2. How might we provide it?
3. How will we know that we've done it well?

What do we want for our children?

This question is answered by our system vision, mission and goals and the alignment with the five ESEA goals, previously referenced, that serve to frame our plan.

St. Mary's County Public School System's Vision
Fulfilling the Promise in Every Child

St. Mary's County Public School System's 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

St. Mary's County Public School System's Goals

1. Increased Student Achievement
2. Supportive Partnerships
3. Safe and Orderly School Environment
4. Effective and Efficient Use of Resources

We want all of our children, regardless of ability, disability, ethnicity, race, socio-economic background, or English language learners to be equally exposed to high quality challenging curriculum taught by highly qualified teachers and support staff. We want all children to attend school in safe and drug free environments that are conducive to learning.

How might we provide it?

This is the heart of our master plan. Our needs assessment provided us with information about our strengths and weaknesses. We used that information to craft our objectives, strategies and activities to improve our performance. Each objective of the master plan outlines the strategies necessary to meet the objective and the activities that will occur in our classrooms. For each activity, there is an implementation plan with accomplishment measures and impact measures. Each activity includes the budget required for implementation. Each activity includes a forward look at what our next steps will be over the next four years. As our schools implement the master plan, through their individual school's action plans (School Improvement Plans), we will achieve the consistency of purpose that is necessary to raise the achievement of all students...students advanced in their knowledge and skills, those achieving proficiency and those still considered basic in their performance. Our goal is to accelerate the achievement of every child.

How will we know that we've done it well?

The answer to this question is addressed throughout the master plan. This question is the essence of the school system's accountability process. The data collected, disaggregated, and analyzed to address this question will drive the future development and revisions to the master plan. Results of local and state formative and summative assessment data points that indicate increasing numbers of aggregate and disaggregate student populations achieving at proficiency or better levels in reading and mathematics and demonstrating Adequate Yearly Progress will validate how well we are doing. Additionally, data points regarding the percentage of students being taught by "highly qualified" staff; the number of persistently dangerous schools, as defined by the state; and increased percentage of aggregate and disaggregate groups students graduating from high school with a regular diploma; and reduced drop out rates, for aggregate and disaggregate groups of students will confirm our progress and success.

FEDERAL, STATE, AND LOCAL INITIATIVES ALIGNMENT

| | FEDERAL | STATE | STATE | LOCAL |
|--------------------|--|--|---|--|
| OVERARCHING THEMES | <p>ESEA <i>No Child Left Behind Act</i> <i>January 2002</i></p> <ul style="list-style-type: none"> Aimed toward closing the achievement gap with accountability, flexibility, and choice, so that no child is left behind. Ushers in sweeping reforms based on the following: <ul style="list-style-type: none"> Stronger accountability for results Expanded options and choice for parents Emphasis on teacher quality Emphasis on teaching methods and evidenced-based practices that work. Consolidation and flexibility. | <p><i>Visionary Panel: Achievement Matters Most</i> <i>January 2002</i></p> <ul style="list-style-type: none"> Maryland's next phase of school reform must focus on improving classroom instruction. The state and local school systems must align every aspect of education – educators' preparation and professional development, policymaking, testing, curriculum, leadership, and funding -- to support the classroom teacher and students. Greater attention to equity through strategies that hold teachers and school leaders accountable for closing the achievement gaps. Teacher quality matters -- it matters more than anything else. | <p><i>The Bridge to Excellence In Public Schools Act</i> <i>April 2002</i></p> <ul style="list-style-type: none"> Reflects a standard-based approach to financing public education in Maryland. Initiates a new finance structure based on the premise that when students have access to rigorous curriculum, highly qualified teachers, and programs that employ proven strategies and methods for student learning, all students regardless of race, ethnicity, gender, disability, or socio-economic background can achieve. Each local school system is required to <i>develop a master plan</i> that outlines steps to improve the achievement of all students. | <p><i>SMCPS 2002-2007 Goals</i> <i>July 2002</i></p> <ul style="list-style-type: none"> Increased student achievement to enable students to develop their intellectual and personal potential. Supportive partnerships to better prepare our students for transition to institutions of higher education or entry into the increasingly more demanding workplace. Emphasize and promote a safe and orderly learning and work environment. Ensure the effective and efficient use of school system resources. |
| | CURRICULUM ~ INSTRUCTION ~ TEACHER QUALITY ~ ALIGNMENT ~ ACCOUNTABILITY ~ FUNDING | | | |

Management Plan

Processes and Strategies to Manage the Master Plan

An effective implementation of a five year strategic master plan requires that processes and strategies to support staff with carrying out the plan are in place, communicated, monitored, and evaluated. Responsibility must be shared throughout all levels of the school organization. The management plan must incorporate plan oversight, fiscal oversight, and program oversight. All stakeholders must clearly see their role within the implementation, monitoring, and evaluation phases of the master plan. Measures of accomplishment must be defined and enforced. The chart on the following page identifies the strategies that St. Mary's County Public Schools will use to manage the Bridge to Excellence Master Plan.

Strategies to Manage the Bridge to Excellence Master Plan

| Function | Task | Person/Department Responsible | Timeline | Methods for Measuring Progress |
|-------------------|--|---|--|--|
| Plan Oversight | <i>Report to Board of Education on Master Plan implementation status</i> | Superintendent | Quarterly | Board of Education meeting minutes |
| | <i>Update Master Plan for Master Plan Work Group (MPWG)</i> | Deputy Superintendent | Quarterly | Meeting Agendas/Minutes |
| | <i>Hold Master Plan Work Group Update/Process meetings</i> | Superintendent and Executive Team School Improvement Teams | Monthly | Meeting Agendas/Minutes |
| | <i>Examine Implementation Reports describing compliance with state and federal regulations and statutes</i> | Deputy Superintendent Grants Office, Budget and Finance | Quarterly | Reports |
| Fiscal Oversight | <i>Determine procedures for making programmatic changes to the plan</i> | Master Plan Work Group | September 30, 2003 | Written statement of procedures |
| | <i>Report to Board of Education on financial status of school system's operating budget</i> | Chief Financial Officer | Monthly | Board of Education meeting minutes |
| | <i>Provide administrators with status of expenditures and allocated balances</i> | Finance Office | August 2003 - June 2008 | Accounting System |
| | <i>Determine procedures for making budgetary changes to the plan</i> | Budget Office Master Plan Work Group | September 30, 2003 | Written statement of procedures |
| Program Oversight | <i>Publicize release of Superintendent's Report Card</i> | Public Information Office | To be determined pending availability of assessment data | Report card/press releases |
| | <i>Analyze performance data vis a vis SMCPS standards by which success will be measured</i> | Deputy Superintendent Master Plan Work Group School Improvement Teams | Quarterly | Meeting Agendas/Minutes, amendments improvement plans/press releases |
| | <i>Maintain Bridge to Excellence Master Plan Advisory Group: meet periodically to monitor implementation</i> | Deputy Superintendent | Bi-annually | Meeting Agendas/Minutes |
| | <i>Develop a plan to assess customer (parent, student) satisfaction with our progress toward our goals</i> | Deputy Superintendent Master Plan Work Group Division of Instruction | September 30, 2003 | Completed Plan |

Introduction

“Maryland’s Bridge to Excellence requires local school systems to develop a five-year comprehensive master plan that ensures continuous improvement and closing the achievement gap for every school and every classroom. The master plan must address, in a coordinated manner, how the school system will meet the needs of all students and specific student groups, including students with disabilities, English language learners, and students at risk of failing school. The master plan must also address certain programmatic elements, including but not limited to, services for prekindergarten students, kindergarten students, gifted and talented students, and students enrolled in career and technology courses.”¹ The Bridge to Excellence in Public Schools Act, passed by the Maryland General Assembly in 2002, restructured Maryland’s public school finance system and increased districts’ accountability for ensuring that resources are allocated equitably among all schools.

The Bridge to Excellence Act is connected to other education improvement initiatives, particularly Maryland’s Visionary Panel for Better Schools and the Federal No Child Left Behind Act of 2001. The Visionary Panel’s report, *Achievement Matters Most* and *No Child Left Behind* detail a variety of strategies and initiatives to ensure the access of all children to effective, proven instructional strategies and challenging academic content. Each addresses specific elements that are important; improved student achievement, improved teacher quality, high quality professional development, expanded opportunities for parental and community involvement, and the allocation of resources, brought together in an integrated, comprehensive design.

The 2002 Visionary Panel Report, *Achievement Matters Most*, tasks Maryland schools with improved alignment between curriculum, instruction, and assessment; stronger accountability and reforms in testing, including individual student scores on state tests; greater emphasis for teacher preparation and development; a voluntary state curriculum; hiring only qualified teachers and professionals; and placing the most qualified teachers and principals in the poorest performing schools.

The No Child Left Behind Act (NCLB), passed by Congress in 2002, is designed to help all students meet high performance standards and requires each state to administer yearly assessments to measure student achievement in reading and mathematics in grades three through eight and grade ten. Annually, the performance of students (regardless of race, socio-economic condition, native language, or handicapping condition) and schools will be analyzed and school systems, schools, and states that do not make Adequate Yearly Progress (AYP) toward proficiency for all students will be identified for assistance and ultimately subject to sanctions/corrective actions.

The ESEA performance goals provide a framework around which St. Mary’s County Public Schools will organize objectives, strategies, and activities in the five-year master plan to assure that all children achieve high standards. These five goals are aligned with the four St. Mary’s County Public Schools’ Board of Education Goals as well as the ESEA Programs and the cross-program themes.

¹ Bridge to Excellence in Public Schools Act, Guidance on Developing the Five-Year Comprehensive Master Plan, March 25, 2003

The St. Mary's County Public Schools Master Plan, in following the national and state guidance, will be revised annually after careful analysis of academic performance, the strategies and activities implemented to achieve the goals and objectives, and the comprehensive, yet changing, needs of our students.

Needs Assessment

Background:

The needs assessment process examined current St. Mary's County Public Schools programs relative to the No Child Left Behind Goals, Bridge to Excellence Goals, and the Visionary Panel's report. An extensive review and analysis of data regarding student achievement was conducted. Specifically, analysis regarding achievement gaps between subgroups relative to race, gender, disability, English proficiency, and socio-economic status was conducted. Disaggregated student participation and school climate data was also reviewed. For each ESEA performance indicator, the St. Mary's County Public Schools' Master Plan work group analyzed the current status using existing student performance, demographic, and other data. The summary of data contained in the needs assessment highlights key and essential trends linked to subgroup analysis.

St. Mary's County Public Schools engaged numerous and various stakeholders in the needs assessment process. A series of meetings were convened with teachers, administrators, school-based staff, and parent and community organization representatives. These sessions occurred during several phases of the planning process. The work of these sessions was integrated into the Master Plan.

Demographics:

St. Mary's County Public Schools 2002 student enrollment was 15,482 in 24 schools. The demographic breakdown is presented in the tables below.

St. Mary's County Public Schools Enrollment 2002

| American Indian | Asian/Pacific Islander | African American | White | Hispanic | Total |
|-----------------|------------------------|------------------|--------|----------|--------|
| 85 | 335 | 2,910 | 11,870 | 282 | 15,482 |
| .54 | 2.17 | 18.80 | 76.67 | 1.82 | |

Students Receiving Special Services 2002

| | Elementary | | Middle | | High | |
|-----------------------------------|------------|---------|--------|---------|--------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Title I | 3,056 | 41.2 | 737 | 20.7 | n/a | n/a |
| Limited English Proficient | 99 | 1.3 | 26 | 0.7 | 24 | 0.5 |
| Free/Reduced Price Meals | 1,853 | 25.0 | 848 | 23.8 | 589 | 13.5 |
| Special Education | 1,242 | 16.8 | 419 | 11.7 | 506 | 11.6 |

Percentage of Total School System Enrollment By Ethnicity and Gender

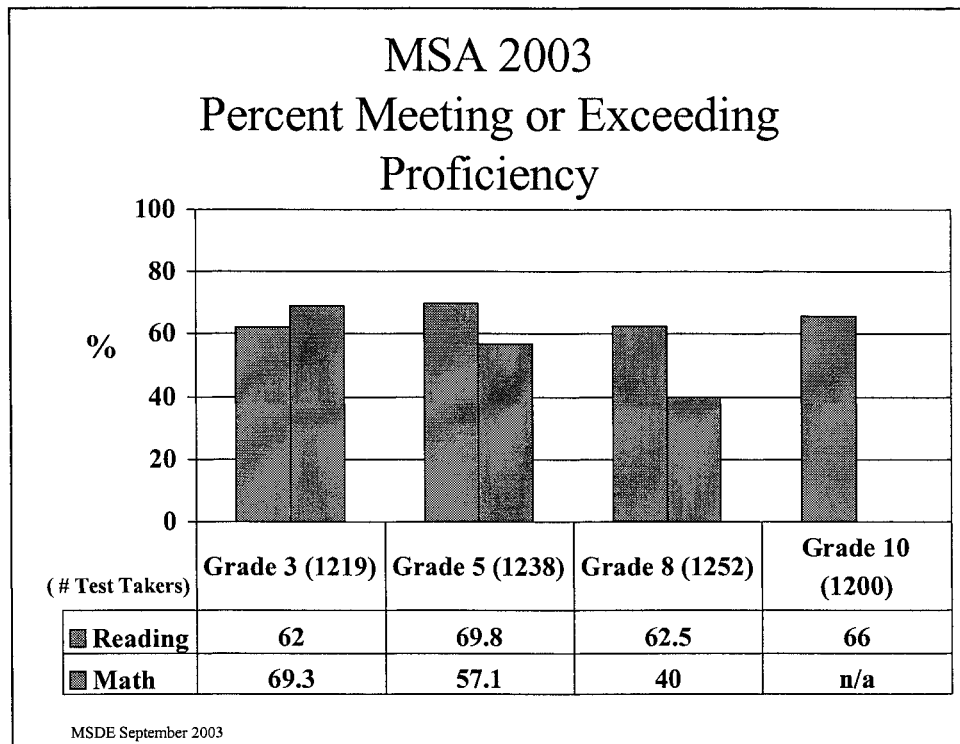
| American Indian | | Asian/Pacific Islander | | African American | | White | | Hispanic | |
|-----------------|--------|------------------------|--------|------------------|--------|-------|--------|----------|--------|
| Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| .20 | .34 | .96 | 1.20 | 9.33 | 9.46 | 39.72 | 36.95 | .96 | .88 |

ESEA PERFORMANCE GOAL 1

Student Performance -All

MSA Results

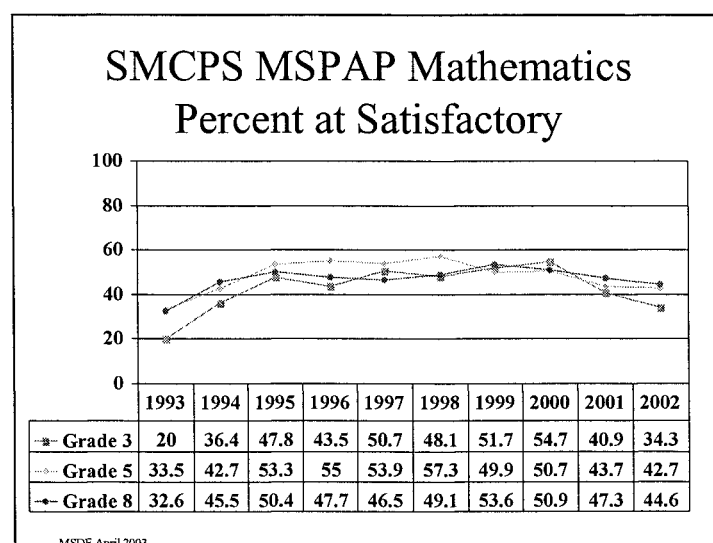
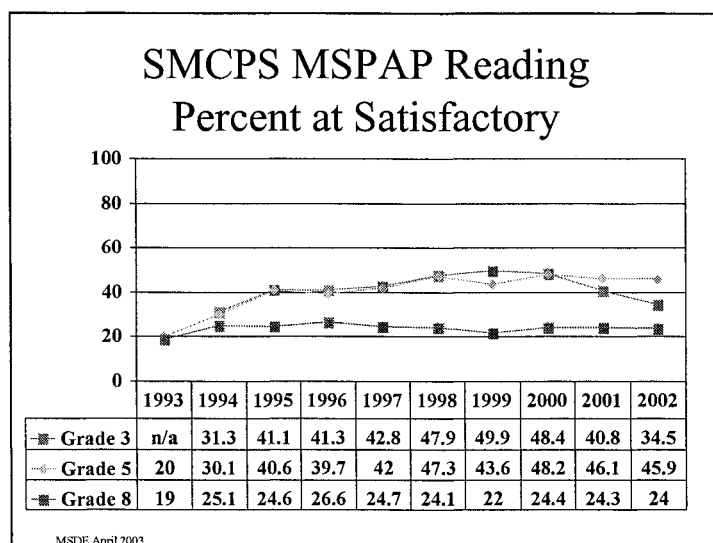
The first administration of the Maryland School Assessment indicates sixty percent or greater of SMCPS students have met proficiency in reading for each grade level tested. Math proficiency in grade 3 is 69.3% and declines significantly in grades 5 and 8.



MSPAP Results

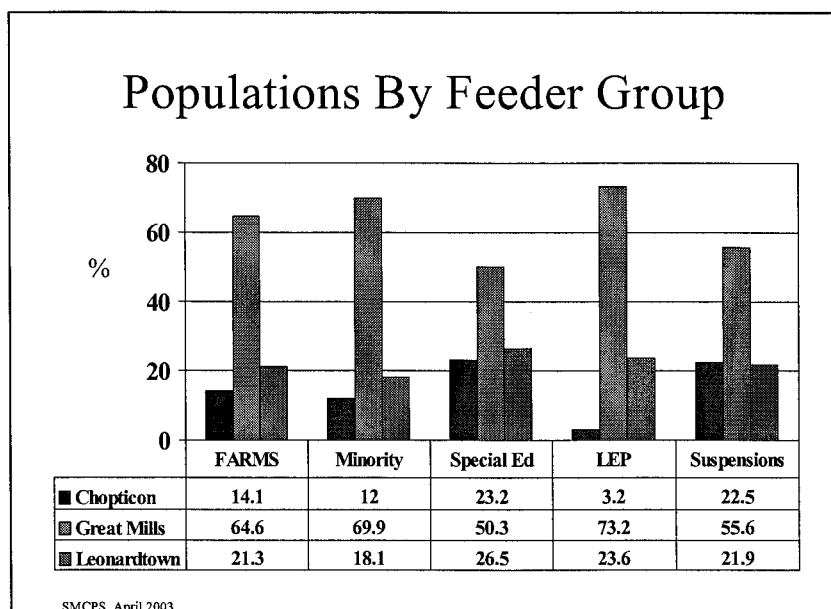
The Maryland School Performance Assessment Program (MSPAP) results for reading indicate declining results for grade 3 since 2000, achieving 34.5% satisfactory at the end of testing in 2002. Scores for grade 5 hovered in the 40th percentiles and grade 8 scores remained in the 20th percentiles from 1997-2002.

MSPAP performance in mathematics declined for all three grade levels tested since 2000. Percentiles at satisfactory scores were 34.3, 42.7, and 44.6 for grades 3, 5, and 8 respectively in 2002.



Student Performance-Subgroups

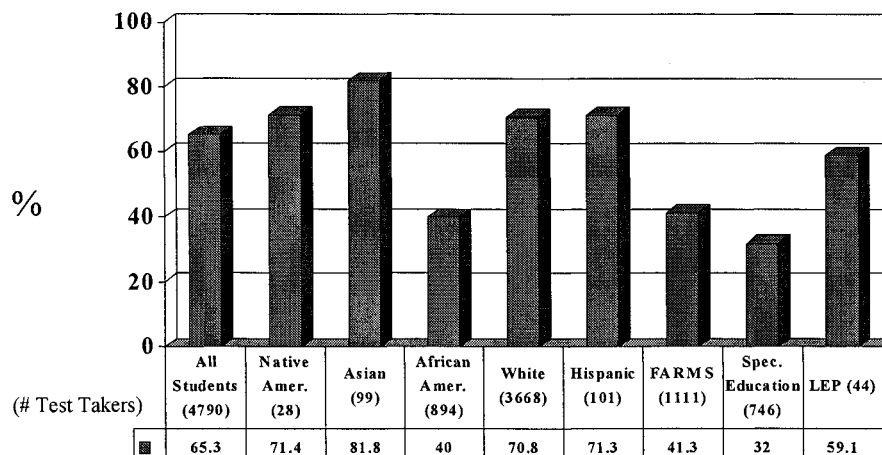
Before describing disaggregated data in some detail, it is helpful to examine the disaggregated student data after it was re-aggregated into three feeder pathways. Each feeder pathway represents a high school and its relevant elementary and middle schools. The data reveal that the feeder pathway located in the southern part of the District (Great Mills High School pathway) serves the majority of the populations listed in the disaggregated subgroups and faces the greatest challenges. Programs are targeted in this pathway to support these challenges. All three elementary Title I schools are located in this feeder pathway. More recent program innovations include the designation of the middle school in the pathway, Spring Ridge Middle School, as a Model Technology School. In addition, Great Mills High School has had enhanced programming provided through receipt of a USDE Smaller Learning Community grant that focuses on the 9th grade transition year.



Adequate Yearly Progress By Subgroup 2003

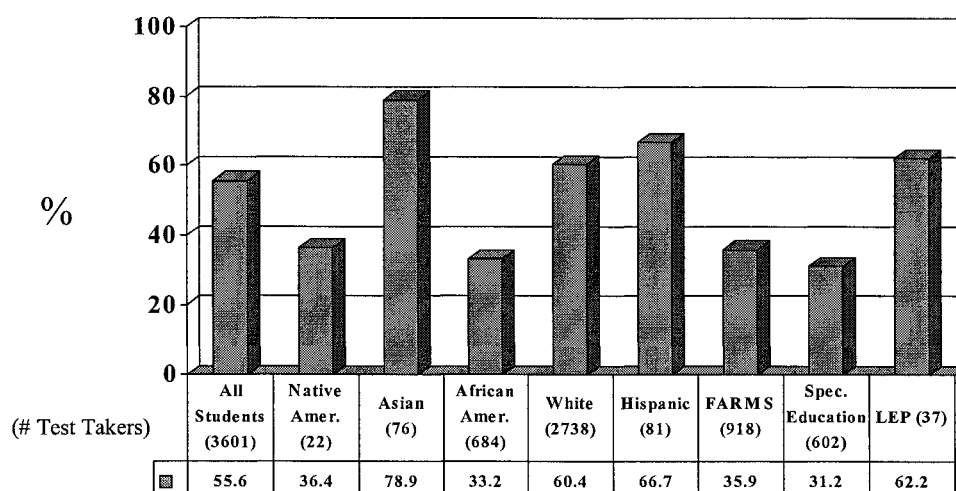
The first administration of the Maryland School Assessment (MSA) indicates significant challenges in reading for the African American, FARMs, special education and LEP subgroups. Similar challenges exist in math for Native American, African American, FARMs, and special education students. Specifically SMCPs did not make AYP in the special education subgroup. African American students make up our largest ethnic minority (18.8%) and have the largest achievement gap defined by ethnicity. All three Title I schools in SMCPs made AYP.

2003 AYP Reading Proficiency



MSDE September 2003

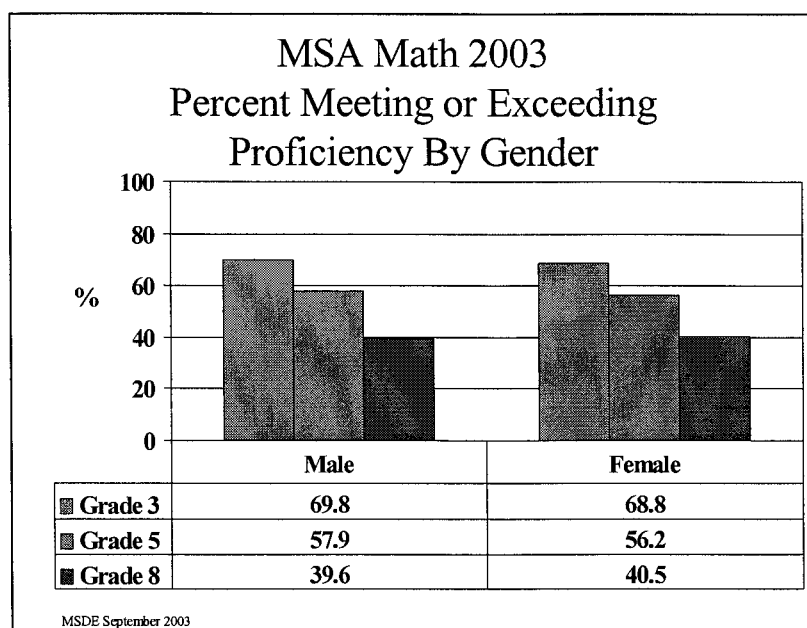
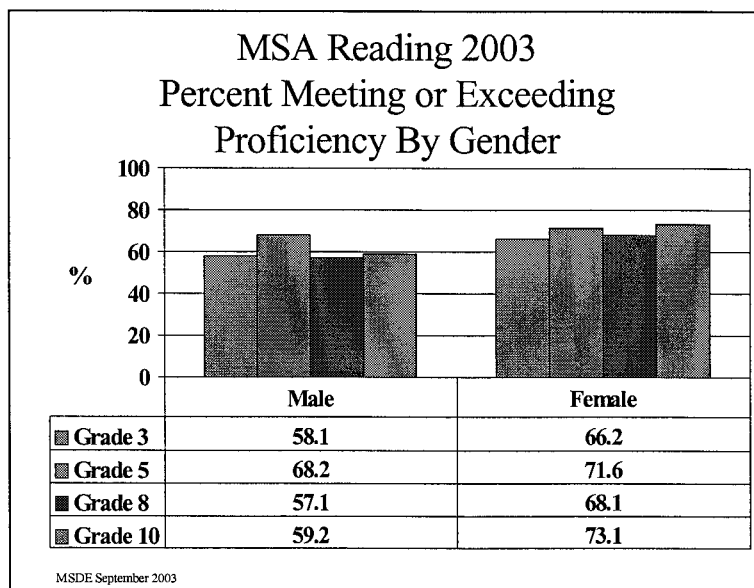
2003 AYP Mathematics Proficiency



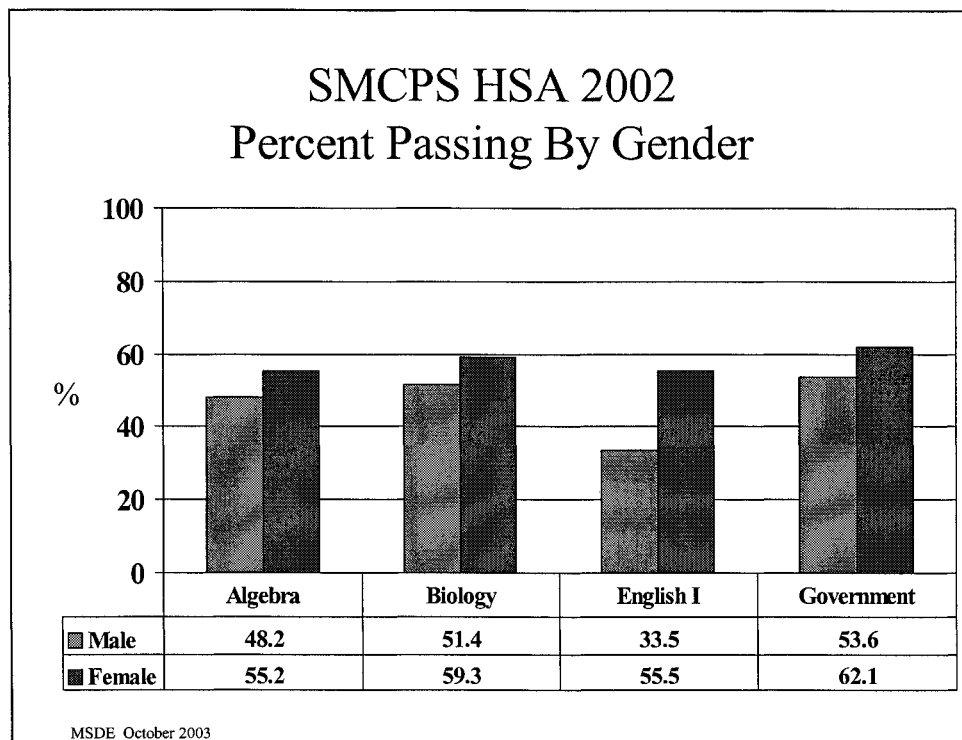
MSDE September 2003

Student Performance-Gender

At each grade level tested, females outperformed males in reading. There is very little difference between male and female performance in mathematics, although performance declines from grades 3 to 8 overall.

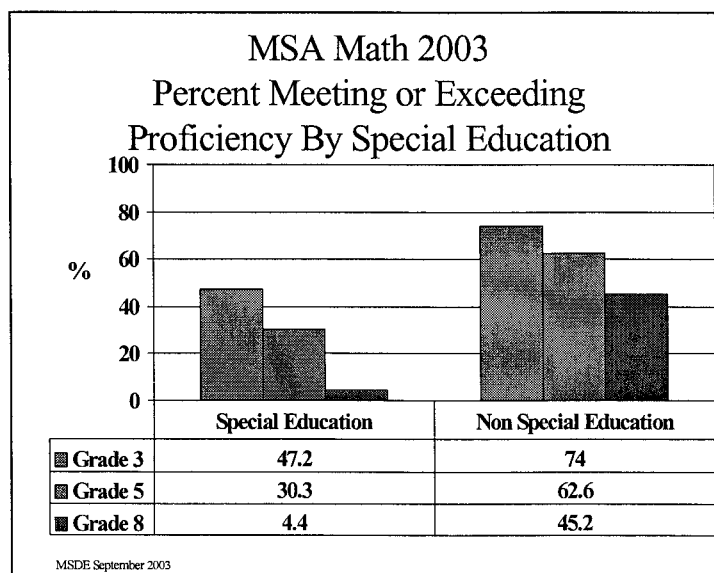
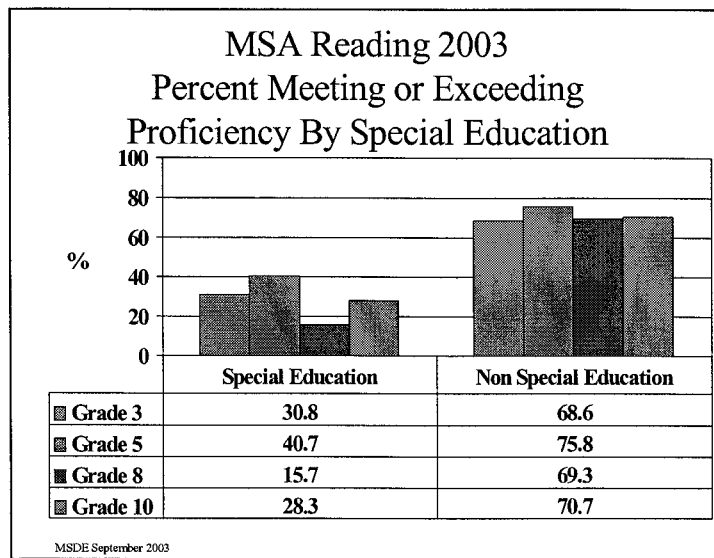


The percent of female students passing the High School Assessments exceeds the percent of male students passing for all assessments. The most significant gap exists for the English I assessment.

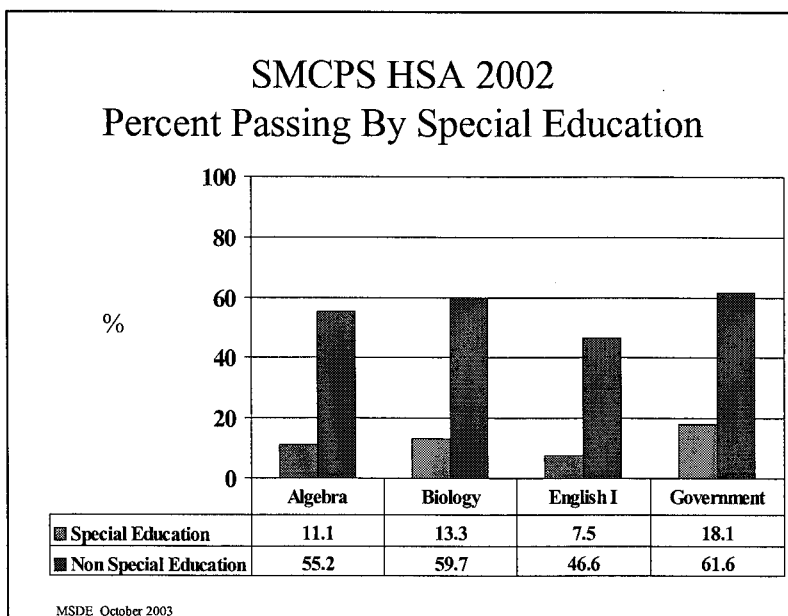


Student Performance-Special Education

A significant gap exists between the performance of special education students and students who do not receive special education services. Of the 214 special education students who took the third grade reading assessment only 66 made proficiency or better. In grade 5 reading 86 of 211 special education students made proficiency or better. County wide only 25 of 159 special education students made proficiency or better in grade 8 reading. Thirty-eight of 134 special education student who took the 10th grade reading assessment attained proficiency or better. Similar challenges exist in mathematics as well. While 99 of 214 special education students attained proficiency on the 3rd grade mathematics assessment and 64 of 211 special education students attained proficiency on the 5th grade mathematics assessment, only 7 of 159 special education students made proficiency on the 8th grade mathematics assessment.

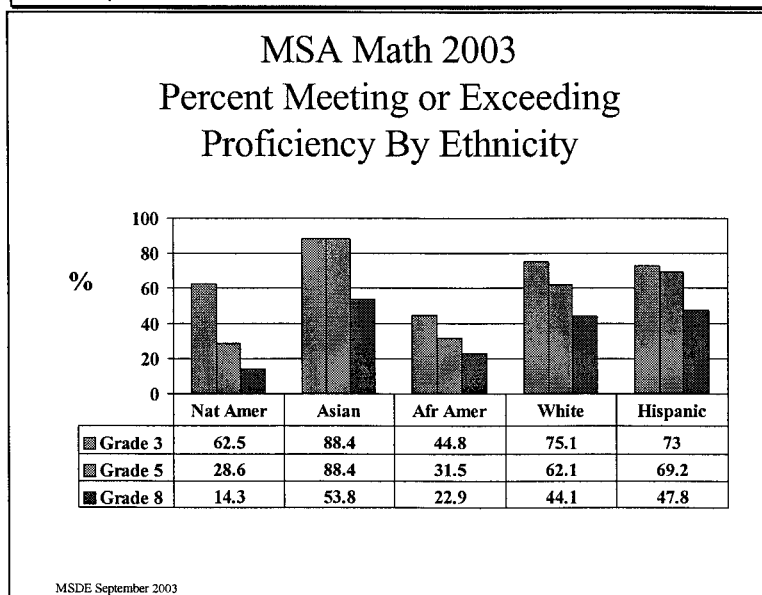
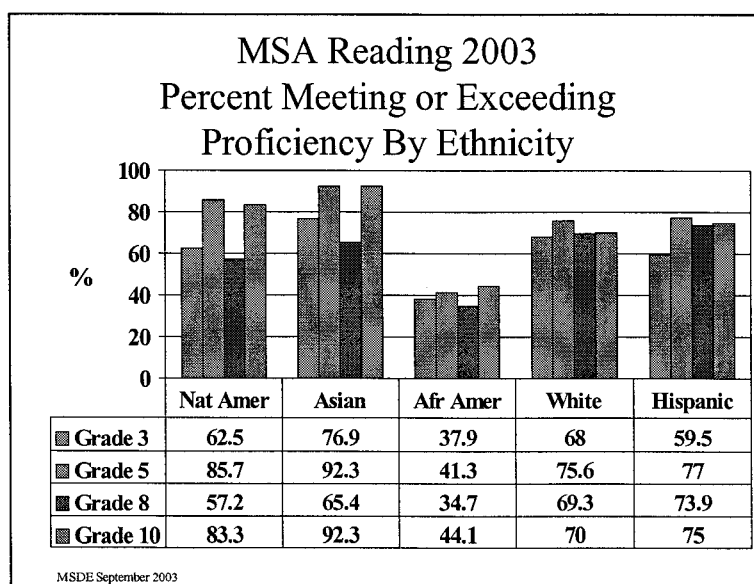


Special education student performance on the High School Assessments (HSA) was dramatically lower than non-special education students in 2002. The smallest gap was 29 points in government where 21 of 116 special education students achieved a passing score. The largest gap was 40 points in biology where 16 of 120 special education students achieved a passing score. Only 11 of 99 special education students achieved passing scores on the algebra assessment and 6 of 80 special education test takers passed the English I assessment.



Student Performance-Ethnicity

The results of the 2003 Maryland School Assessment show a significant gap between the performance of African American students and all other ethnic groups in reading. African American students represent our largest ethnic minority. Ninety of 237 African American students attained proficiency in Grade 3 reading. Ninety-three of 225 African American students attained proficiency in grade 5 reading, 85 of 245 attained proficiency in grade 8 reading, and 94 of 213 attained proficiency in grade 10. Native American, Asian and Hispanic subgroups performed well in reading and represent small testing groups. Native American test group size ranges from 6 to 8 test takers. The Asian test group size is 26 at all levels. The Hispanic test group size ranges from 20 to 37 across grade levels. Results in mathematics indicate declining proficiency from 3rd grade to 8th grade for all subgroups. In grade 8 mathematics 1 of 9 Native American students attained proficiency, 14 of 26 Asian students attained proficiency, 56 of 245 African American students attained proficiency, 418 of 949 white students attained proficiency, and 11 of 23 Hispanic students attained proficiency.



Disaggregating achievement data further reveals that African American male students present the greatest challenges in reading and mathematics. African American female students also demonstrate similar concerns. Our achievement efforts target these challenges.

MSA Reading 2003
Results By Ethnicity and Gender
% Meeting or Exceeding Proficiency

| | Grade 3 | Grade 5 | Grade 8 | Grade 10 |
|--------------------|----------------|----------------|----------------|-----------------|
| Nat Amer. F | * | * | * | * |
| Nat Amer M | * | * | * | * |
| Asian F | 90.9 | 92.3 | 68.7 | 92.3 |
| Asian M | 66.7 | 92.3 | 60.0 | 92.3 |
| Afr Amer F | 42.6 | 44.8 | 42.4 | 50.4 |
| Afr Amer M | 33.6 | 38.3 | 27.6 | 36.5 |
| White F | 71.9 | 77.6 | 74.8 | 78.3 |
| White M | 64.2 | 73.7 | 64.1 | 62.4 |
| Hispanic F | 66.7 | 53.8 | 58.3 | 87.5 |
| Hispanic M | 52.6 | 100 | 90.9 | 66.7 |

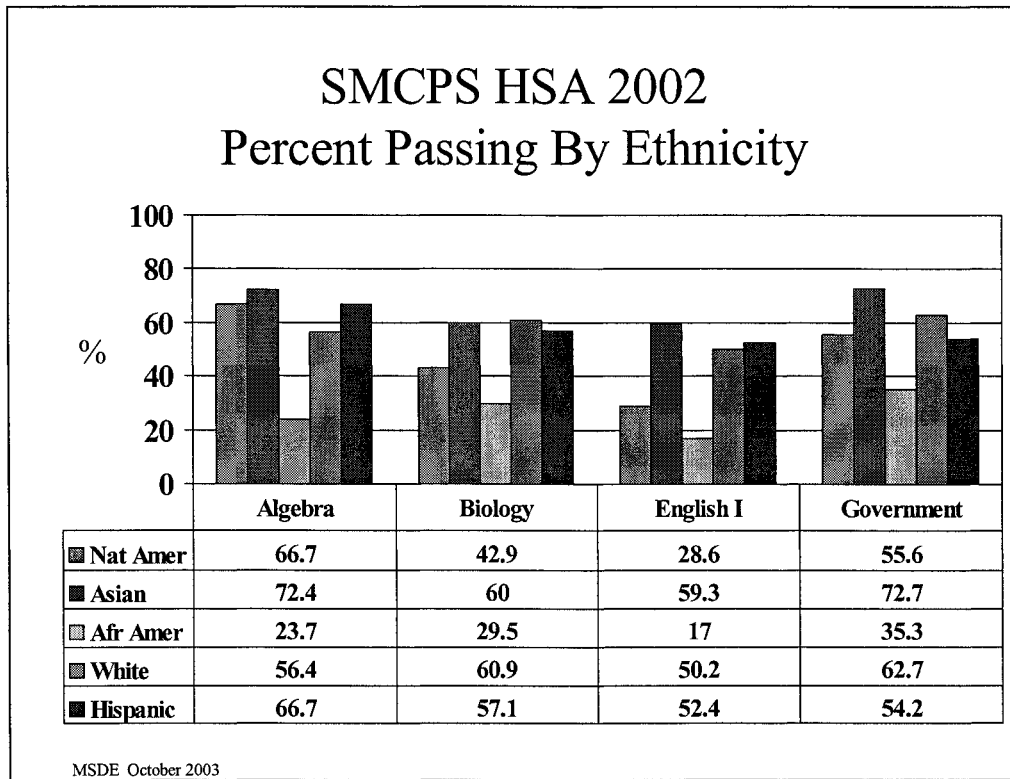
*** Indicates fewer than 5 students**

MSA Math 2003
Results By Ethnicity and Gender
% Meeting or Exceeding Proficiency

| | Grade 3 | Grade 5 | Grade 8 |
|--------------------|----------------|----------------|----------------|
| Nat Amer. F | * | * | * |
| Nat Amer M | * | * | * |
| Asian F | 90.9 | 84.6 | 50.0 |
| Asian M | 86.7 | 92.3 | 60.0 |
| Afr Amer F | 46.1 | 26.7 | 25.4 |
| Afr Amer M | 43.4 | 35.8 | 20.5 |
| White F | 74.4 | 62.3 | 44.3 |
| White M | 75.6 | 62.0 | 43.8 |
| Hispanic F | 66.7 | 61.5 | 41.7 |
| Hispanic M | 78.9 | 76.9 | 54.5 |

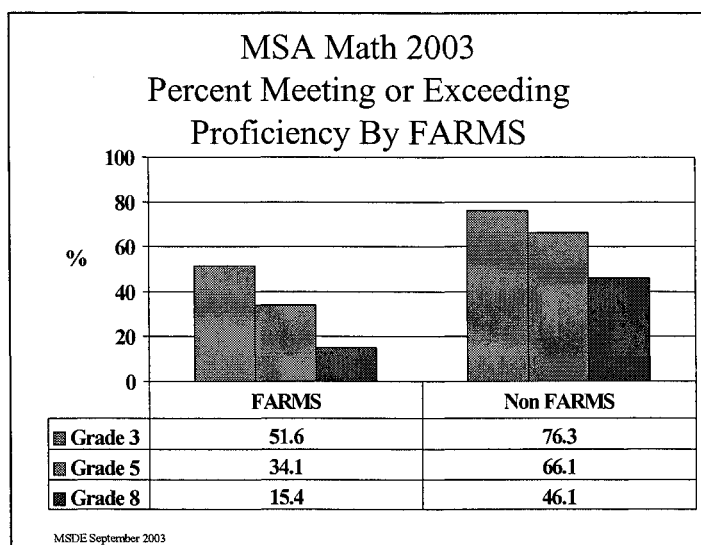
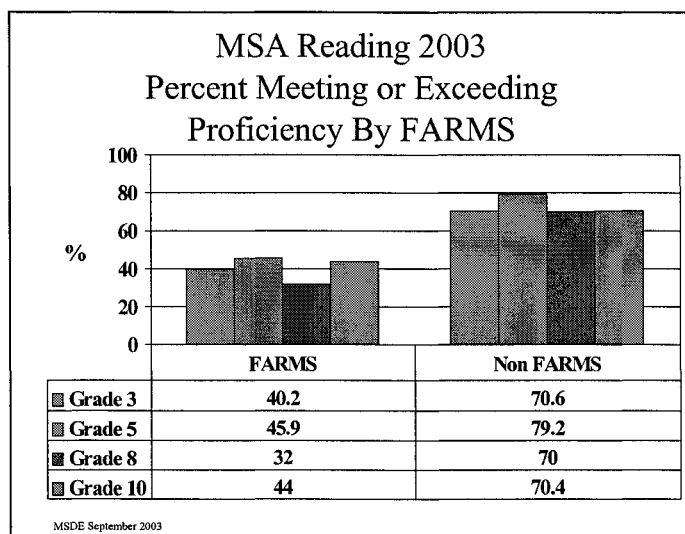
*** Indicates fewer than 5 students**

A significant performance gap exists between African American and all other ethnic subgroups' performance on the Maryland High School Assessments. Of the 194 African American students who took the algebra assessment only 46 achieved passing scores. Similar results were seen for African American students on the biology assessment where 64 of 217 achieved passing, and the government assessment, where 84 passed of the 238 test takers. African American students faced their greatest challenge on the English I assessment, where only 38 of 224 test takers achieved passing scores.

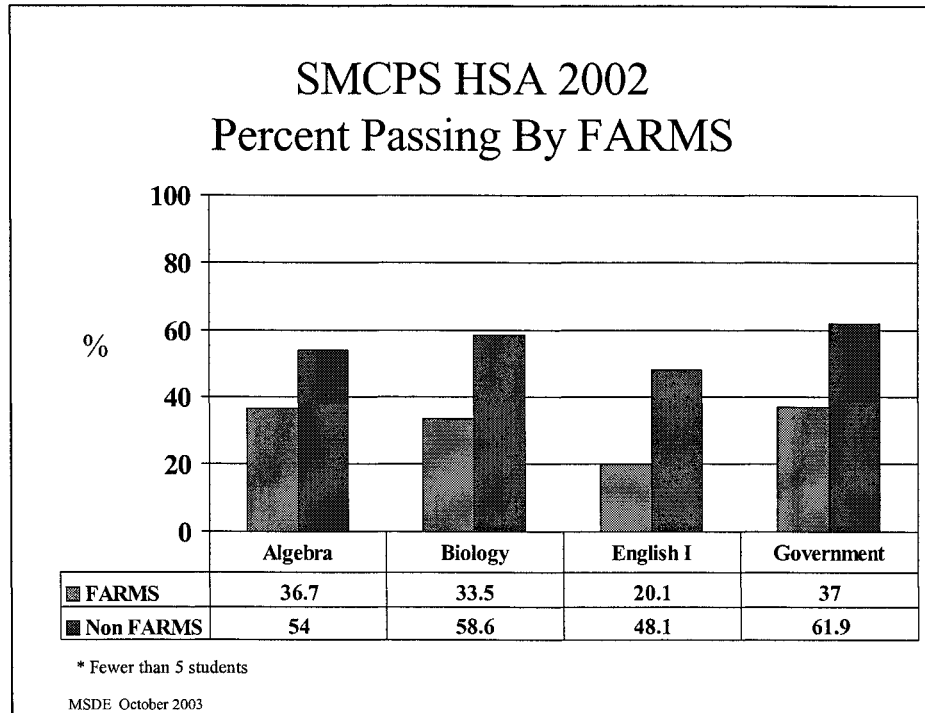


Student Performance-FARMS

Performance of students receiving free and reduced price meals (FARMS) was significantly lower than non-FARMS students. In grade 3 reading 139 of 345 students attained proficiency or better. On the 5th grade reading assessment 160 of 349 attained proficiency or better. On the 8th grade reading assessment 79 of 247 attained proficiency or better. On the 10th grade reading assessment 88 of 200 attained proficiency or better. Mathematics performance declined for both FARMS and non-FARMS students from grades 3 to 8, but FARMS students' performance is significantly lower. Although 178 of 345 FARMS students attained proficiency or better in grade 3 math, 119 of 349 attained proficiency or better in grade 5 math, and only 38 247 attained proficiency in math in grade 8.

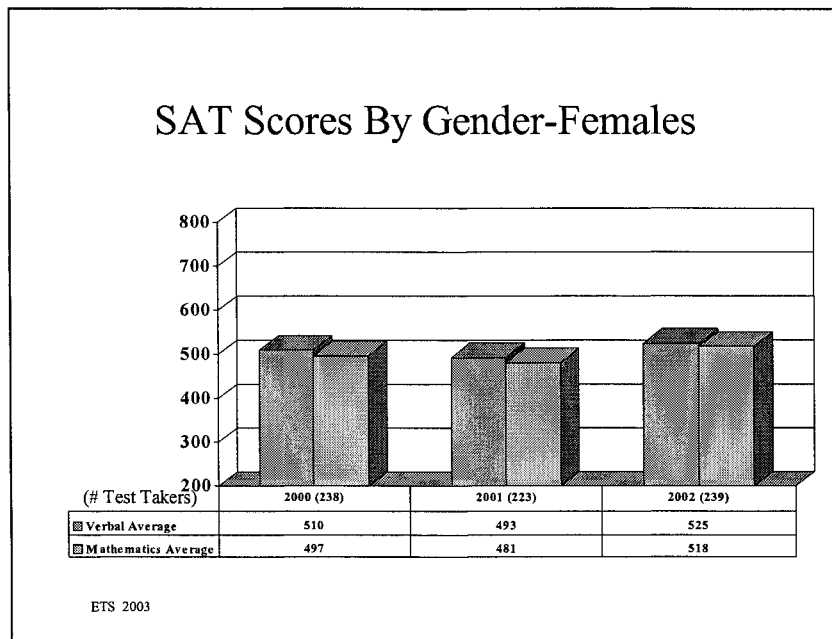
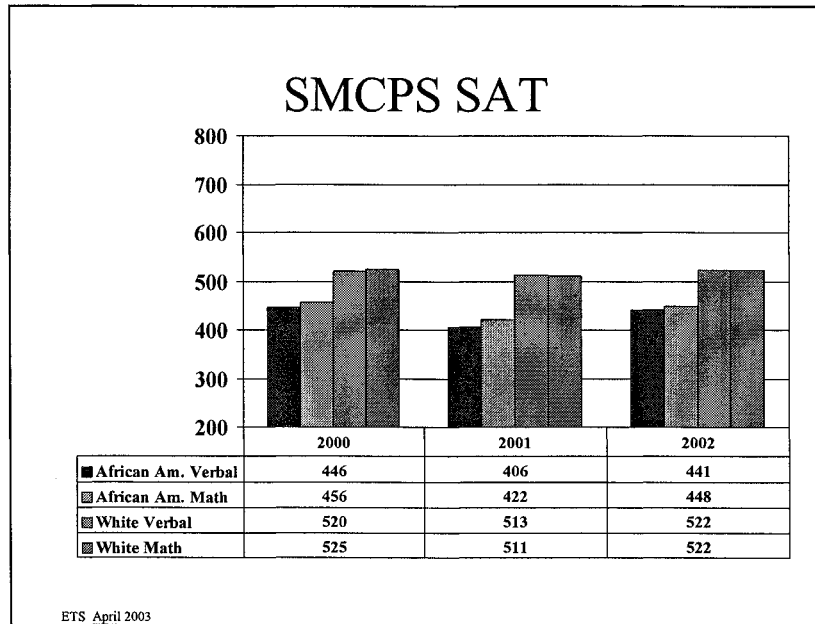


Free and Reduced Price Meals (FARMS) students performed an average of 20 points below non-FARMS students for all courses tested on the HSA. Sixty-two of 169 FARMS students attained passing scores on the Algebra assessment, 56 of 167 FARMS students attained passing scores on the Biology assessment, 35 of 174 FARMS students attained passing scores on the English I assessment, and 80 of 216 FARMS test takers attained passing scores on the government assessment.

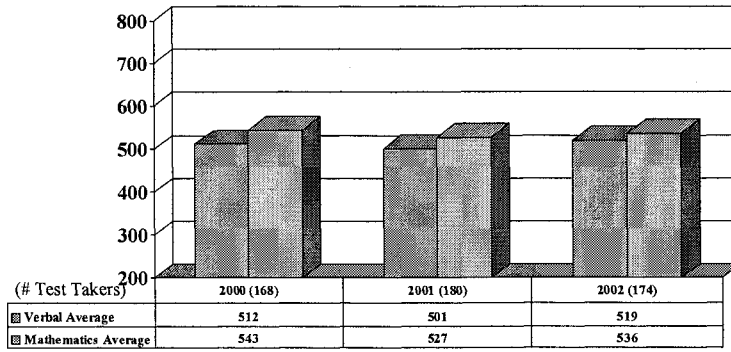


Student Performance-SAT

African American 2002 SAT scores have declined over 2000 scores while scores of white students remained constant in 2000 and 2002.



SAT Scores By Gender-Males

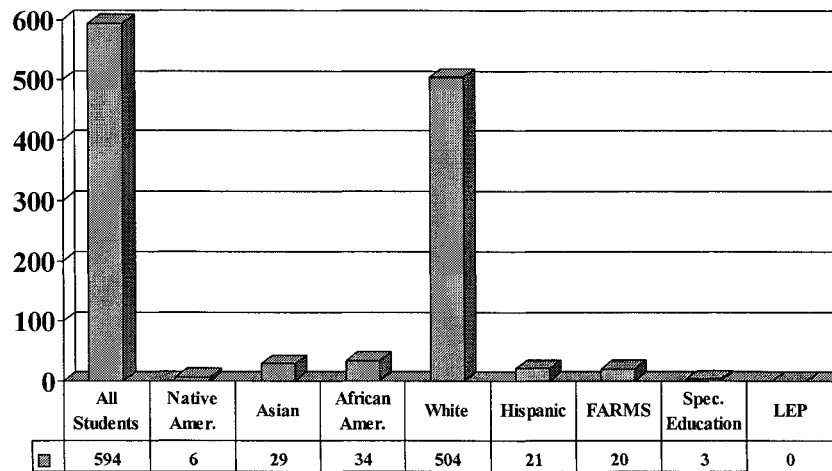


ETS 2003

Student Participation-Advanced Placement

Advanced Placement enrollment in SMCPS is not representative of our student population. Nearly one in five students in our schools is African American, but account for only 17% of AP enrollment. Efforts continue to address the disproportionality in our AP enrollment.

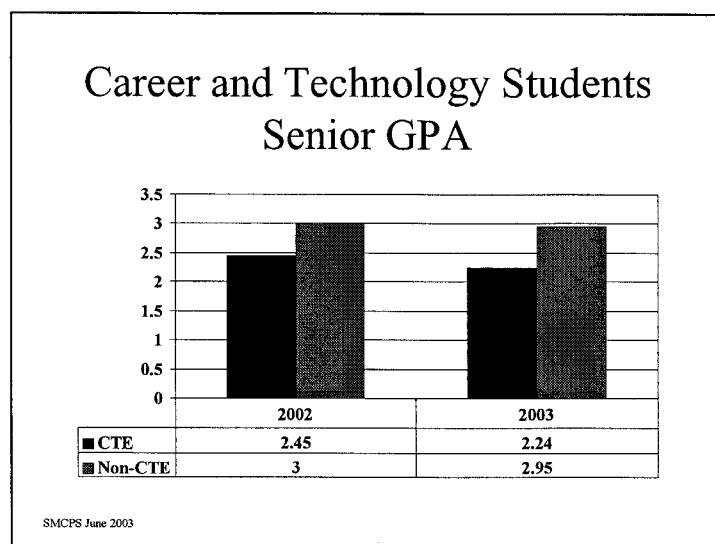
Advanced Placement Enrollment 2003



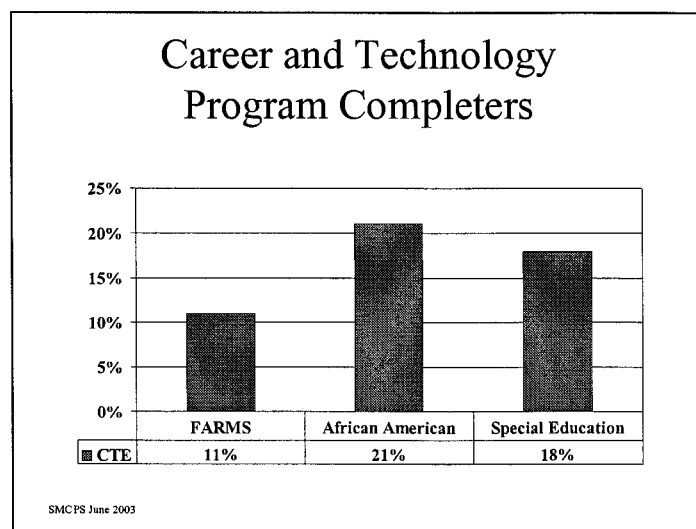
SMCPS October 2003

Student Performance-Career and Technology Education

The gap between Career and Technology Education (CTE) student senior grade point averages and Non-CTE students widened to .71 in 2003.



The percentage of FARMS students who are career and technology education completers is 2.5 points less than the percent of students receiving this service in high school. The percent of African American students who are CTE completers is 3 points higher than the percent of African American students system wide. The percent of special education CTE completers is 6 points greater than the percent of special education students in high school.



Parent and Community Involvement

The current Family and Community Involvement plan will be revised to align with MSDE's (March 2003) Maryland's Plan for Family, School, and Community Involvement. Recommendations for Reaching Academic Success for All Students Through Family, School, and Community Partnerships. A task force to align the SMCPS Title I Parent Involvement Policies with the new state document will be convened.

Implementation of Full Day Kindergarten

For the 2003-2004 school year, SMCPS has 56 kindergarten classes. Twenty-five of the classes are full day kindergarten classes and 31 are half-day classes. The Full Day Kindergarten Committee was convened this year and their recommendations are included in Goal 1 of the Master Plan. Their work focused on assessment, appropriate practices, literacy development, and guideline for admittance into full day kindergarten during the phase in period through 2007-08. All sixteen SMCPS elementary schools are served by pre-kindergarten programs housed at 14 sites.

Summary:

Patterns clearly emerge through the analysis of the data presented in the Needs Assessment for ESEA Performance goal 1. This data analysis will drive St. Mary's County Public Schools in the development of our five-year comprehensive plan to ensure continuous improvement and the closing of the achievement gap noted among the majority group and various subgroups.

Students with disabilities are the lowest performing subgroup in reading and in math in St. Mary's County Public Schools. The gap between the performance of students with disabilities and that of non-disabled students widens greatly between elementary grades and middle school (35.1 percentage points in grade 5 to 53.6 percentage points in grade 8). Through the action plan, targeted strategies and activities will be implemented to eliminate this gap. Teachers of students with disabilities will participate in professional development opportunities to assure that they have the expertise in using effective literacy and math strategies. IEP chairs will assure that IEPs for students with disabilities are written in measurable terms which align with the state curriculum and content standards. Formative and summative assessments will be administered to all students receiving special education services to assure that instruction is targeted toward increased achievement. The action plan will further St. Mary's County Public Schools efforts toward the implementation of an inclusive model of service delivery, ensuring that students with disabilities have the benefit of instruction by teachers certified in the content areas.

A significant discrepancy that persists throughout the grade levels is noted between the achievement of African American students and students in other ethnic groups. Only 40% of African American students achieved AYP in reading compared to 70.8% of white students. Students in the Native American, Asian and Hispanic subgroups achieved AYP in reading at higher percentages than white students. Student performance in math reflects a similar profile to performance in reading when analyzed according to ethnic subgroups, with the exception of Native American students. In the area of math, Native American students also scored significantly below the level of white students. The pattern of achievement by African American students is noted in the enrollment pattern for Advanced Placement classes and student performance on the SAT. The action plan includes strategies to enhance teachers' expertise in working with a diverse population. St. Mary's County Public Schools will also provide staff development designed to develop the skills of IEP team and PST team members to provide instruction to all children within the general education program thereby addressing the over-representation of ethnic minority students in special education.

Students receiving free and reduced price meals (FARMS) performed significantly below the level of students not receiving services. This gap persists throughout the grade levels. The percent of non-FARM students who achieved proficiency in reading on MSA ranged from 70 in grade 8 to 79.2 in grade 5. By comparison, the percent of FARM students who achieved proficiency ranged from 32 in grade 8 to 45.9 in grade 5. These figures represent a significant discrepancy and challenge for St. Mary's County Public Schools as we design our action plan to eliminate achievement gaps. All students will receive ongoing assessments to ensure that instruction is appropriate and is meeting the needs of the individual student. Professional development will be planned at the system level to ensure that it is focused on research based literacy and math methodologies and that all students will receive quality balanced math and literacy instruction. Extended day and year opportunities will be provided to increase instructional opportunities for the students most at risk of not achieving AYP.

When examining data disaggregated by feeder pathways, it becomes apparent that the largest number of African American and FARMS students reside in the Great Mills High School feeder pathway. This pathway includes the three Title 1 schools in St. Mary's County. Examination of data in this way has guided St. Mary's County Public Schools in the planning and provision of targeted interventions. Schools in this feeder pathway will receive enhanced technical assistance in the areas of school improvement planning, data analysis and its use in classroom planning, and professional development.

The gaps in performance between males and females is less than the gap in performance between African American and white students or between FARMS and non-FARMS students. At each grade level tested on the 2003 MSA, female students outperformed male students in reading. The gap in percentage of students who achieved proficiency ranged from 3.4 percent points in grade 5 to 13.9 percent points in grade 10. The gap in performance between males and females was less in the area of math, with males outperforming females by 1 percent point at grade 3 and 1.7 percent points in grade 5. By eighth grade, females outperformed males by 1.9 percent points on the math MSA. Females passed the High School Assessments at rates higher than males in 2002. The discrepancy is most noticeable on the English 1 HSA. 55.5 percent of females passed this assessment while only 33.5 percent of males passed. By implementing a system of regularly administered formative assessments and coordinating assessments, professional development and instructional programs, the discrepancies between males and females will be eliminated as all students in St. Mary's County Public Schools reach high standards.

ESEA PERFORMANCE GOAL 2

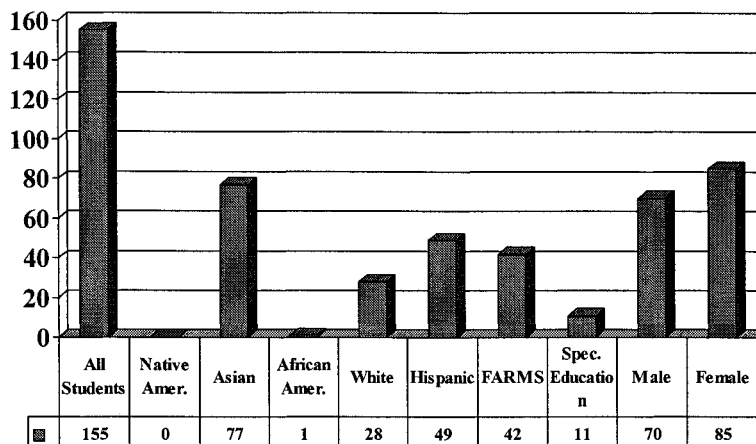
Limited English Proficient

Background:

In 2003, 155 Limited English Proficient (LEP) students were identified and received services. One-half of those receiving services were Asian and one-third were Hispanic. Twenty-seven percent were FARMS students and less than one percent were identified as receiving special education services.

Demographics:

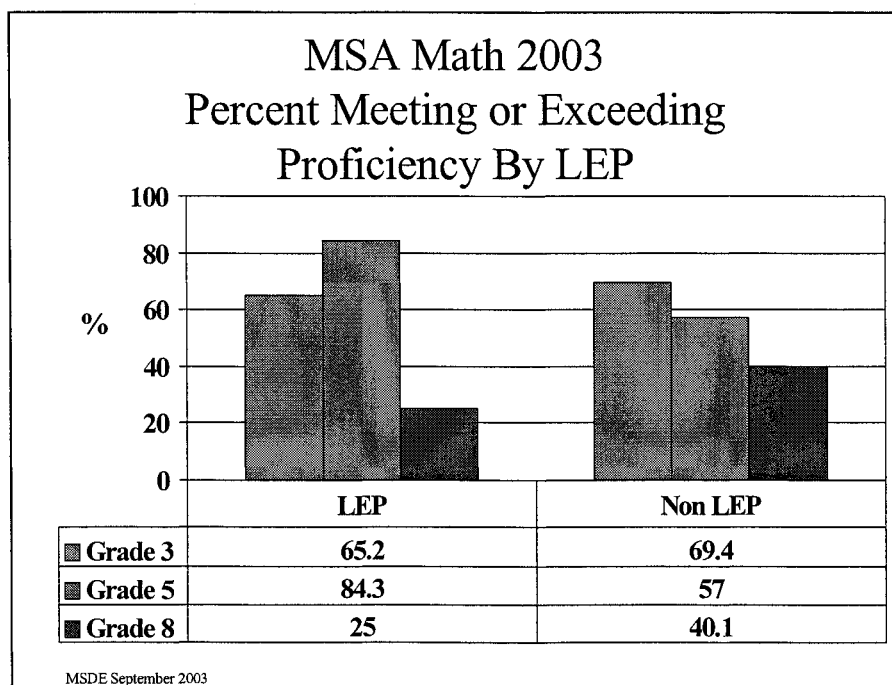
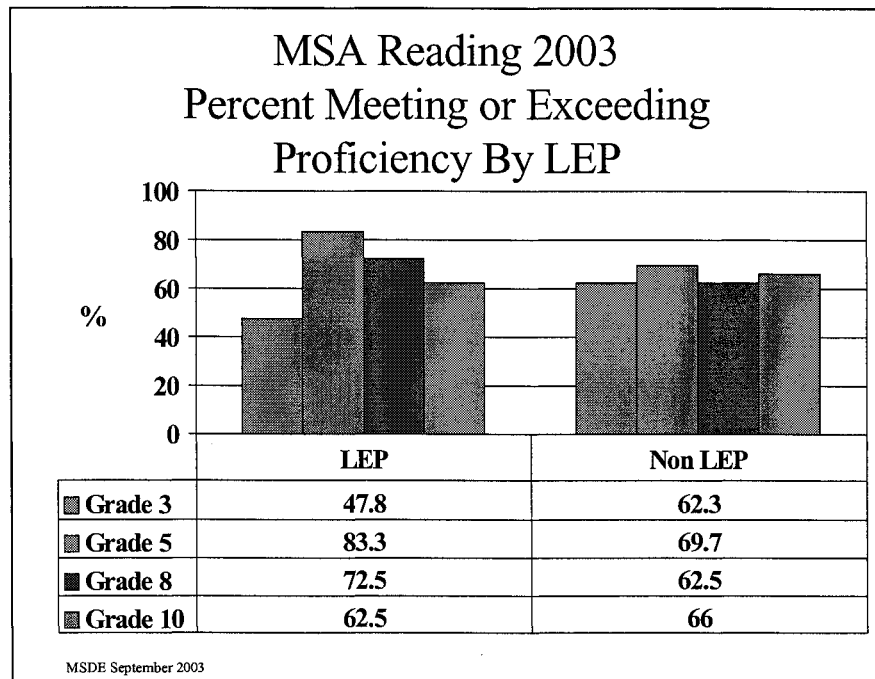
2003 LEP Population



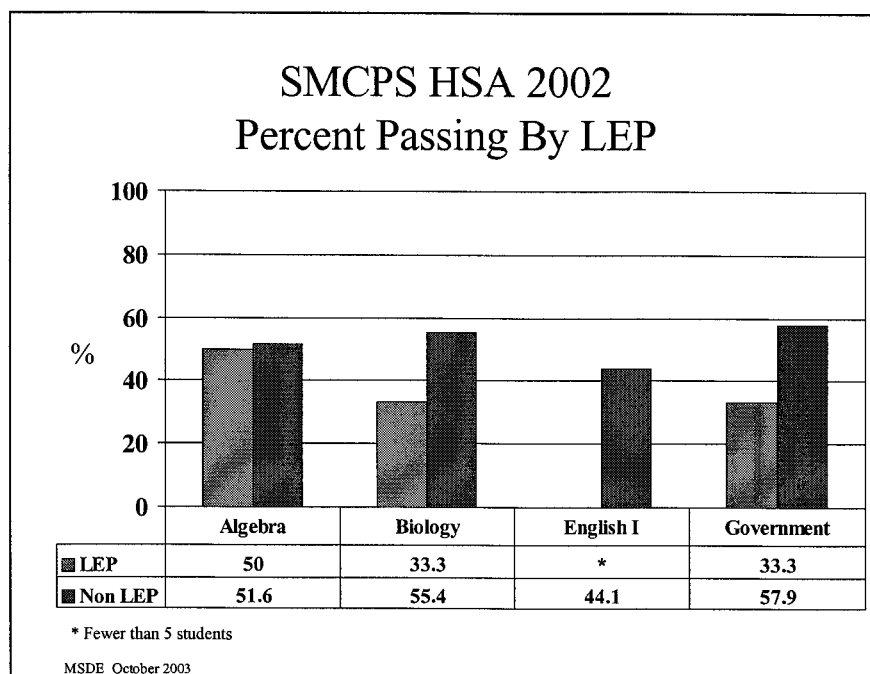
SMCPS October 2003

Student Performance-Limited English Proficient

Limited English Proficient Student(LEP) performance on the MSA varies widely due to the small number of test takers. In reading, 10 of 23 test takers attained proficiency or better in 3rd grade, 5 of 6 test takers attained proficiency or better in 5th grade, and 5 of 8 test takers attained proficiency or better in grades 8 and 10. In mathematics, 15 of 23 test takers attained proficiency or better in 3rd grade, 5 of 6 test takers attained proficiency or better in 5th grade, and 2 of 8 test takers attained proficiency or better in grade 8.



Limited English Proficient (LEP) student scores fall significantly below non-LEP students in Biology and Government, with 2 of 6 passing. Four of 8 LEP students attained passing scores on the Algebra assessment.

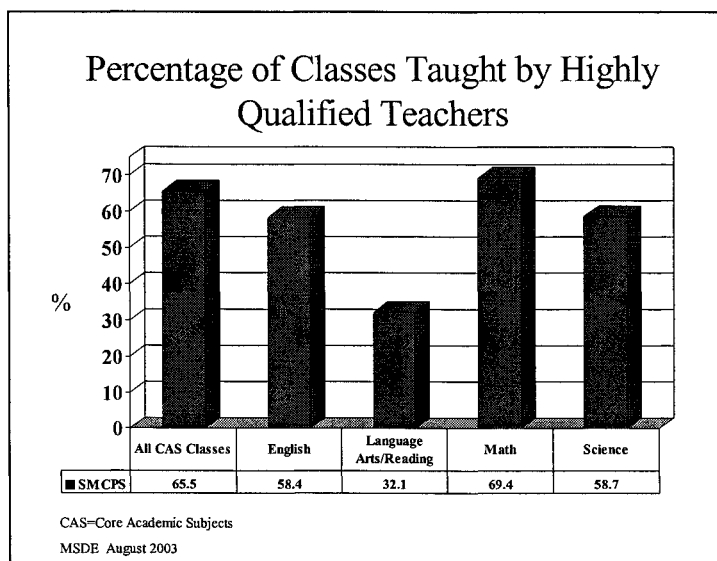


Summary:

LEP students represent a growing subgroup of our enrollment. An analysis of the performance of limited English proficient students indicates that their performance exceeds that of non-LEP students at 2 of the 4 grades levels tested on the reading 2003 MSA and 1 of the 3 grade levels tested on the math 2003 MSA. An analysis of the performance of LEP students on the 2002 high school assessments indicate a more significant gap in the percent passing the biology and government assessments. St. Mary's County Public Schools will address the need of this subgroup in program planning, staff development and teacher hiring. Limited English Proficient students' progress will be monitored centrally for two years after they transition out of the program. Accurate timely information regarding the achievement of LEP students will be obtained through regular administration of assessments. Extended day and year learning opportunities will be provided to strengthen the instructional support provided to students with limited English proficiency. Individual learning plans will be developed for NEP and LEP students in need. A program targeting the needs of families of English Language Learners that is aligned with the SMCPS School, Family and Community Plan will be implemented.

ESEA PERFORMANCE GOAL 3 Highly Qualified Teachers

SMCPS awaits a final decision from MSDE about the definition of highly qualified teachers. Currently, we have been reviewing local data and the numbers and percentages from MSDE's review of our teaching force. Local data indicates that 94% of our teachers meet certification requirements. However, in comparing this to percentages of highly qualified teachers in Core Academic Subjects (CAS) as noted in the chart, we will face an enormous challenge as we seek to ensure that all of our teachers are highly qualified. Since the enactment of NCLB, we have placed highly qualified teachers in each of our Title I schools. It will be challenging to ensure that all of our paraeducators meet the NCLB requirements on schedule, i.e. currently, the percentage of instructional paraeducators in Title I schools who are highly qualified is 49%, while the percentage of all instructional paraeducators who are highly qualified is 43%.



In addition, a focus for recruitment efforts includes strategies in the areas of critical shortage for staffing and hiring in Maryland, as identified in the Maryland Teacher Staffing Report 2001-2003 (MSDE, August 28, 2002) and the St. Mary's County Public Schools are computer science, English as a second language, mathematics, science (physical science and physics), special education and career and technology education. Other positions such as Speech and Language Pathologists, Occupational Therapists, Physical Therapists and teachers of foreign languages have been challenging to fill over time.

Summary:

We conduct an annual needs assessment for professional development that is organized as follows:

- Schools are asked to collect needs assessment data from all teachers regarding their priorities for professional growth.
- Schools establish school-level professional development priorities and include a timeline for their school-based professional development within their school improvement plan.
- Central office staff are asked to establish system-level priorities.
- Administrative and supervisory staff meet to review all of their input, add any additional input, and discuss the relationship to system priorities in order to make decisions.

For example, as information regarding certification and the definition of highly qualified is clarified, professional development will be focused on assisting SMCPs staff in meeting those requirements. During the 2002-2003 school year, the percentage of teachers receiving “high quality” professional development, defined as teachers receiving credit for graduate course work, was 40.94%. Also, since January 2001, 472 staff have participated in MSDE reading courses required for certification.

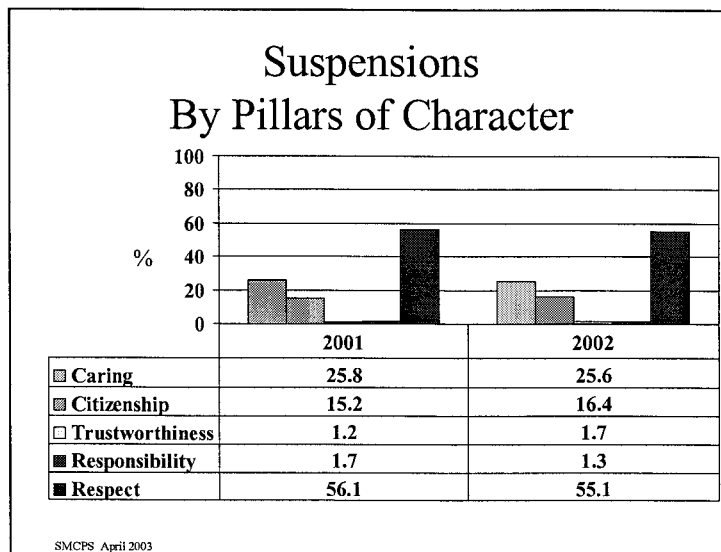
ESEA GOAL 4

Data Analysis-Safe and Drug Free

The Number of Persistently Dangerous Schools

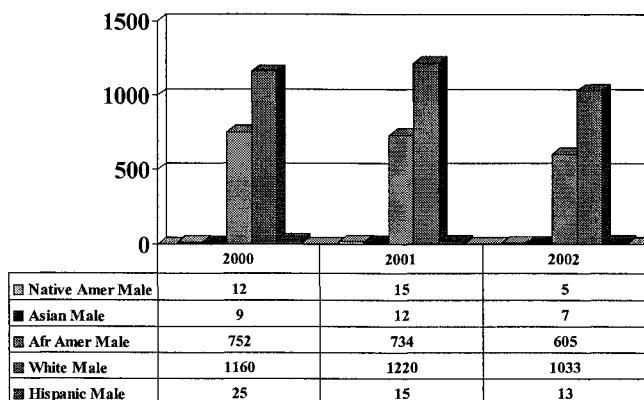
At this time, St. Mary's County Public Schools does not have any schools that fall into the category of a persistently dangerous school, as defined by the state. However, the Master Plan Teams did examine data regarding suspension in the disaggregate groups

St. Mary's County Public Schools has implemented the Character Counts character education program system wide. When examining school climate, compared to our character education expectations, suspension codes that come under the respect pillar have accounted for more than half of the suspensions system wide in the past two years. Infractions related to caring accounted for one of every four suspensions.



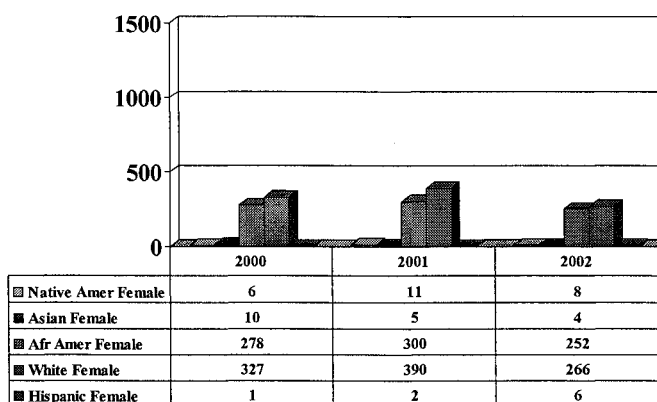
Disaggregated suspension data further reveals that white males account for 47% of all suspensions. More significant is that African American males making up 27 % of suspensions and account for only 9.33% of the school system population. Male students combined account for three-quarters of all suspensions.

Total Suspensions Disaggregated-Males



SMCPS October 2003

Total Suspensions Disaggregated-Females



SMCPS October 2003

Summary:

Discipline data indicated that our greatest number of suspensions occur in grades 7 through 9. Males, and in particular, African American males are responsible for three-quarters of the suspensions in the last 3 years. While there was a slight decline in the African American male percentage 1.5-2.0%, they continue to be overrepresented in our discipline data. Special education students are overrepresented in our discipline data as well. Initiatives that are intended to address disproportionality include: individualized behavior plans, pupil services staff intervention, expansion of the ALC, PBIS, and Instructional Consultation.

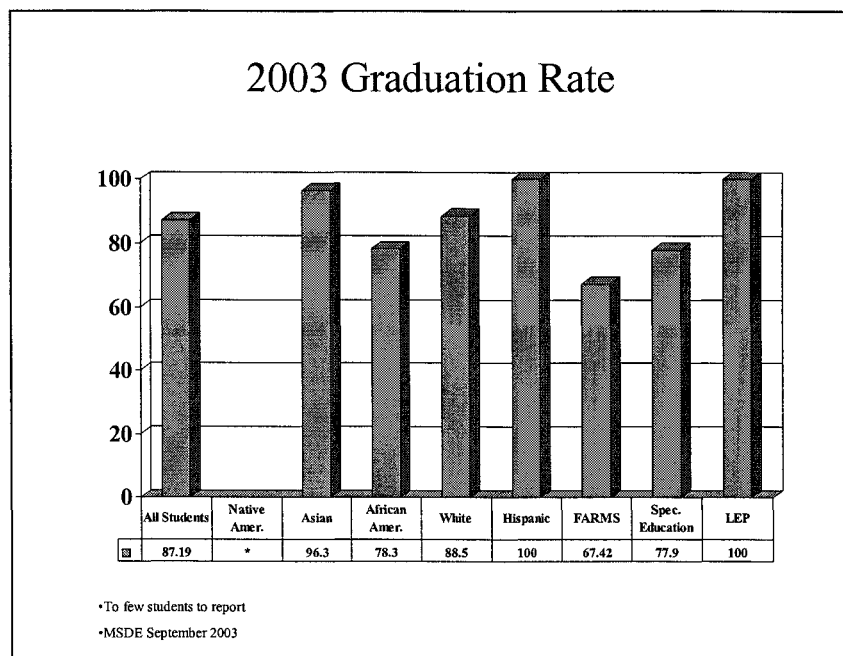
PERFORMANCE GOAL 5

Graduation

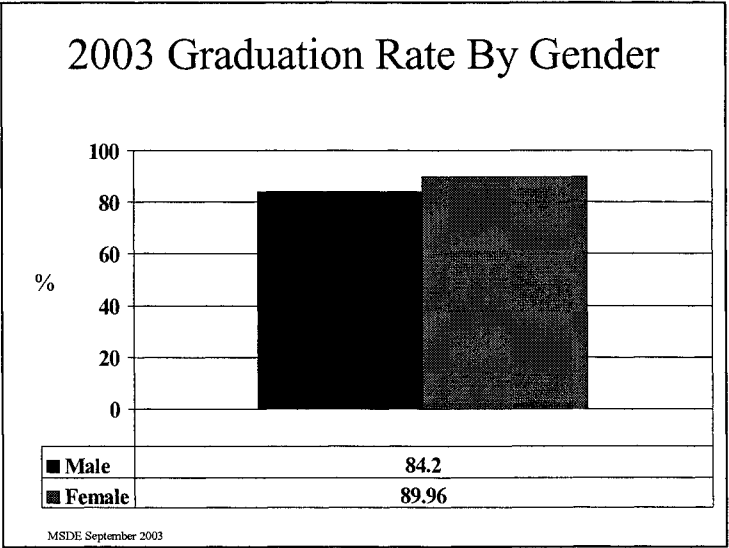
Data Analysis:

In analyzing the data for the system relative to the goal of all students graduating high school and the indicators associated with this goal, trends were evident regarding discrepancies when measuring the aggregate and disaggregate groups. Data pertaining to attendance, dropouts, retention and graduation rates were examined.

The lowest graduation rate is among FARMS students. The graduation rate of African American and special education students is lower than the county average.

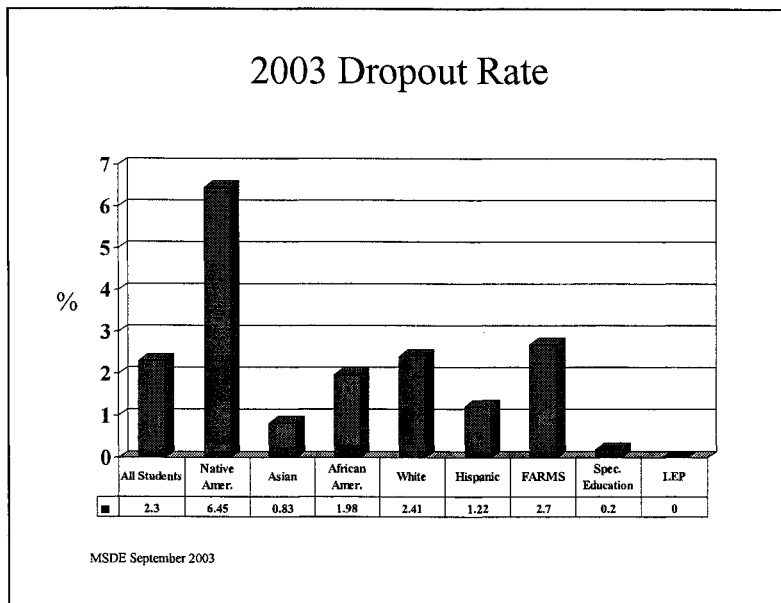


The female graduation rate exceeds the male graduation rate.



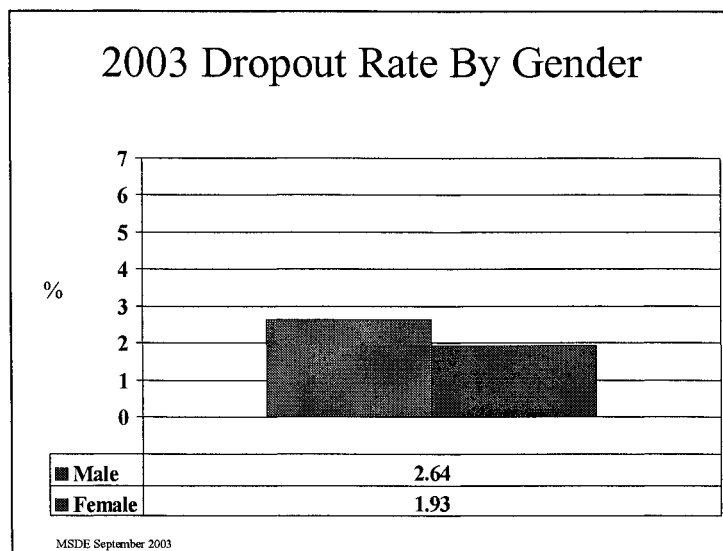
DROPOUT RATE

2003 dropout rates indicate a high rate among Native American students although this is a small population. The FARMS dropout rate is also higher than the county average.



Gender

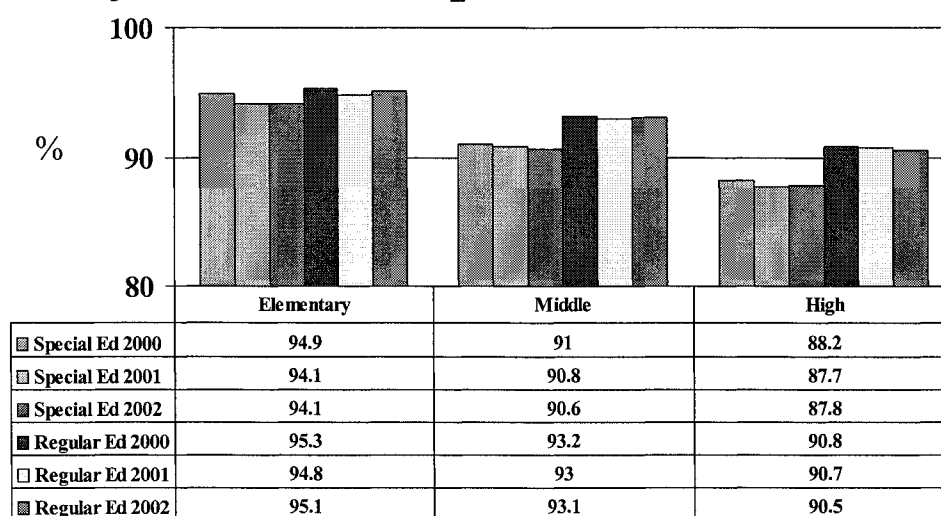
The male dropout rate exceeds the female dropout rate.



Data Analysis-Attendance

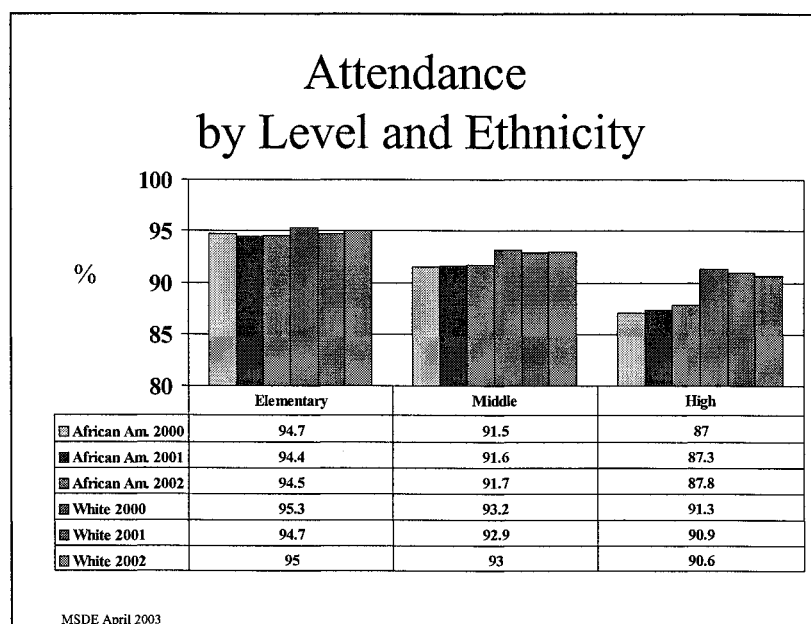
Special education student attendance rates, like non special education rates, have been relatively constant since 2000. However, the gap between special education student attendance and non special education student attendance widens from elementary to high school.

Attendance by Level and Special Education

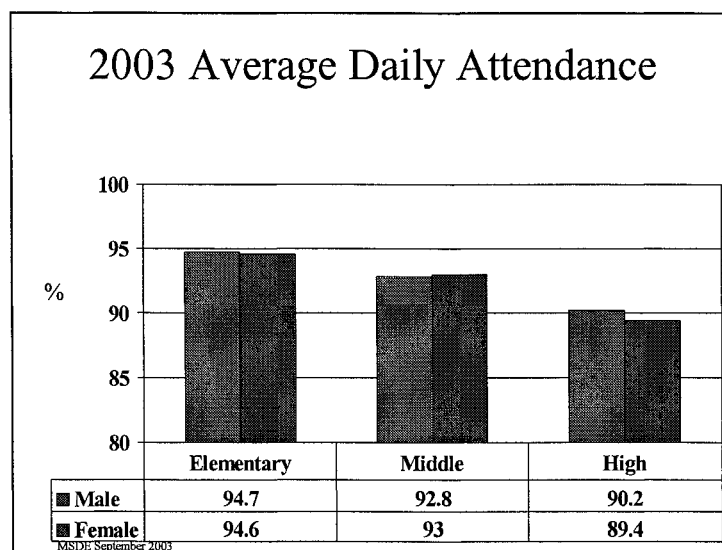


MSDE April 2003

Attendance rates for African American and white students have been relatively constant since 2000. While attendance rates for both groups are within a percentage point at the elementary level, African American student attendance rates decline by high school.

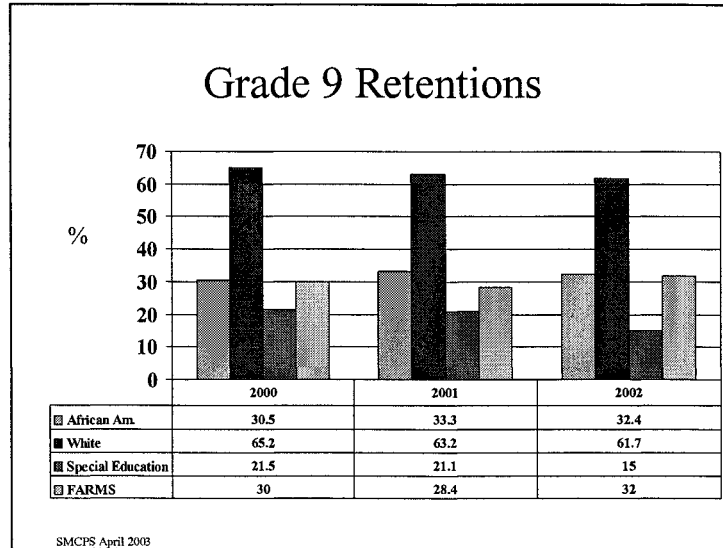


Although the elementary attendance rate is higher than the middle school attendance rate, there is very little difference between male and female attendance rates at each level.



RETENTION RATE

Grade 9 retention rates for African American and FARMs students remained relatively constant from 2000-2002, and each account for one-third of grade 9 retentions in total. Special education grade nine retentions have decreased significantly to 15 percent of the grade nine retentions.



Summary:

Graduation and attendance rates for FARMs, African American and special education subgroups continue to be a concern. We are addressing the challenges these groups face with targeted interventions. Schools with a high rate of poverty experience greater difficulty in meeting the state standards even at the elementary level. School based initiatives that address these needs are parent contracts, mentors, and referral to the Pupil Services Team. System initiatives include the Interagency Committee on School Attendance and Project Attend. Both of these initiatives include the support of the St. Mary's County Sheriff's Office and the Department of Juvenile Services.

GOAL 1

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

The Master Plan for St. Mary's County Public Schools is organized around the five *Elementary and Secondary Act* (ESEA) goals otherwise known as *No Child Left Behind* (NCLB). Each of the five ESEA goals is aligned with the Goals of the Board of Education of St. Mary's County. Efforts were made to ensure that each of the performance indicators of ESEA was incorporated in the goal.

The first ESEA goal focuses on students reaching high standards and proficiency in both reading/language arts and mathematics. One of the five goals of the Board of Education is increased student achievement. Increased student achievement for all disaggregated groups 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. The school system emphasizes high expectations in all content areas, use of technology within instruction, and creating a learning environment that supports excellence through sound and pro-active facilities management.

The Visionary Panel in *Achievement Matters Most* supported aligning curriculum, instruction, and assessments to set the foundation upon which higher expectations could be established. Individual results on all assessments will assist schools to improve academic achievement and eliminate the achievement gaps. Together state and local assessments, as called for in the *Bridge to Excellence in Public Schools Act*, will be used to determine that every segment of the student population meets performance standards.

The Board of Education further has the goal of supportive partnerships that is embedded in each of the ESEA goals. For example, parent/guardian and community participation on school improvement teams is required and partnerships with businesses, community organizations, and government agencies are strongly encouraged.

The Board of Education also has the goal of effective and efficient use of resources that is embedded in each of the ESEA goals. By aligning all resources, including federal, state, and local funding streams to the activities in the master plan, St. Mary's County Public Schools will further the goal of effective and efficient use of resources. St. Mary's County Public Schools integrates the Baldrige Integrated Management System to increase student achievement using more effective and efficient use of resources.

| <u>Pages</u> | <u>Objectives</u> |
|--------------|--|
| 1.1-1.11 | 1. All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12. |
| 1.12-1.13 | 2. All decisions regarding curriculum, instruction, and assessment in literacy will be data-driven by using formative and summative student assessment data to inform classroom, school, and system based decisions. |
| 1.14-1.15 | 3. Adopt appropriate instructional materials for literacy and ensure that they are readily available and consistently implemented with fidelity to the model at all school sites. |

| <u>Pages</u> | <u>Objectives</u> |
|--------------|---|
| 1.16-1.19 | 4. Provide academic intervention to all students who are not yet proficient in reading and/or writing. |
| 1.20 | 5. Provide enrichment programs to all students who are gifted and talented in reading and writing. |
| 1.21-1.30 | 6. All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12. |
| 1.31-1.32 | 7. All decisions regarding curriculum, instruction, and assessment in mathematics will be data-driven by using formative and summative student assessment data to inform classroom, school, and system based decisions. |
| 1.33 | 8. Adopt appropriate instructional materials for mathematics and ensure that they are readily available and consistently implemented with fidelity to the model at all school sites. |
| 1.34-1.37 | 9. Provide academic intervention to all students who are not yet proficient in mathematics. |
| 1.38 | 10. Provide enrichment programs to all students who are gifted and talented in mathematics. |
| 1.39-1.45 | 11. All students will achieve proficiency or better in science by strengthening the science program, PreK – grade 12. |
| 1.46 | 12. All decisions regarding curriculum, instruction, and assessment in science will be data-driven by using formative and summative student assessment data to inform classroom, school, and system based decisions. |
| 1.47 | 13. Adopt appropriate instructional materials for science and ensure that they are readily available and consistently implemented with fidelity to the model at all school sites. |
| 1.48 | 14. Provide academic intervention to all students who are not yet proficient in science. |
| 1.49 | 15. Provide enrichment programs to all students who are gifted and talented in science. |
| 1.50-1.56 | 16. Strengthen the curriculum, instruction, and assessment for all coursework associated with CTE. |
| 1.57-1.62 | 17. Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program. |
| 1.63 | 18. Strengthen the curriculum, instruction, and assessment for all coursework associated with social studies. |
| 1.64 | 19. Strengthen the curriculum, instruction, and assessment for all coursework associated with the student service-learning program. |
| 1.65 | 20. Strengthen the curriculum, instruction, and assessment for all coursework associated with the physical education program. |
| 1.66 | 21. Strengthen the curriculum, instruction, and assessment for all coursework associated with the health program. |
| 1.67 | 22. Strengthen the curriculum, instruction, and assessment for all coursework associated with the foreign language program. |
| 1.68 | 23. Strengthen the curriculum, instruction, and assessment for all coursework associated with the library/media program. |
| 1.69-1.89 | 24. Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups. |
| 1.90-1.94 | 25. Institute or strengthen organizational supports intended to maximize student achievement. |
| 1.95 | 26. Comply fully with all state and federal mandates concerning the dissemination of accountability data (MSA and HSA). |
| 1.96 | 27. Strengthen the use of educational technology in curriculum, instruction, and high quality professional development. |

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

Objective 1: All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 1: *Implement a balanced literacy model as the SMCPS scientifically-research-based and aligned literacy program, PreK – grade 8.*

Activity for 2003-2004: Ensure that all components of *Reading First* -- phonemic awareness, phonics, comprehension, vocabulary, and fluency -- are included in the balanced literacy model of instruction for grades PreK – grade 3. Ensure that these components continue to be taught to struggling readers, grades 3-12.

Implementation:

- Provide *leveled text materials* to support differentiation of instruction for students and promote guided and independent reading as components of the balanced literacy model.
- Provide *The Nation's Choice, formerly known as Legacy of Literacy*, for grades K-3 at Title I elementary schools to support the implementation of a strong research-based and aligned literacy program beginning with the sites that have the most students who are likely to struggle with learning to read and with making meaning from text.
- Provide professional development to support transition to this program and monitor effectiveness of implementation.
- Develop a parent information component for educating parents and community about the program.
- Analyze and disaggregate formative and summative assessment data.
- Revise the program as appropriate.
- Monitor implementation of *The Nation's Choice* program in grades K-3 in all Title I schools and special education classrooms.
- Investigate potential core reading programs for K-3

| Person(s) Responsible Division of Instruction (DOI) Directors Supervisor of Early Childhood Supervisor of Reading Supervisor of Title I Supervisor of Staff Development | Accomplishment Measure Teachers and administrators will document that all <i>Reading First</i> and balanced literacy components have been taught with fidelity to the model. Documentation of the receipt of materials Professional development in the use of <i>The Nation's Choice</i> Assure that monitoring of implementation takes place. Parent information sessions to explain the initiative. | Impact Measure Student results on formative assessments, the Maryland School Assessment (MSA) or IMAP for reading will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating Adequate Yearly Progress (AYP). |
|---|--|---|
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | Proposed Activity for 2005 Continue acquisition of leveled text. Review data from Title I schools and special education classes. Purchase <i>The Nation's Choice</i> for grade levels with lowest AYP at non-Title I schools. Purchase aligned PreK materials, if appropriate. Level existing texts using Fountas & Pinnell and/or Lexile level. Apply for second Judy Hoyer Grant. Determine funding source for core reading program K-3. | Facilities Considerations: N/A Proposed Activity for 2007 Engage in a comprehensive review of the impact of balanced literacy and <i>The Nation's Choice</i> program and make adjustments, if warranted. Level existing texts using Fountas & Pinnell and/or Lexile level. |
| Proposed Activity for 2006 Continue acquisition of leveled text. Review data and purchase <i>The Nation's Choice</i> for grade levels with lowest AYP. Level existing texts using Fountas & Pinnell and/or Lexile level. Implement Judy Hoyer Center, if awarded. | Proposed Activity for 2008 Continue implementation of balanced literacy program, acquisition of appropriate materials, and annual review of accomplishment and impact, based on the implementation. | |

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

Objective 1: All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 1: Implement a balanced literacy model as the SMCPS' scientifically-/research-based and aligned literacy program, PreK – grade 8.

| | | | | |
|--|--|---|--|---|
| Activity for 2003-2004: Ensure that all components of a balanced literacy program – guided/independent reading, guided/independent writing, and working with words – are taught systematically in all reading/language arts classrooms, grades 4-8. | | | | |
| Implementation: <ul style="list-style-type: none">• Provide <i>leveled text and/or classroom library materials</i> to support differentiation of instruction for students and promote guided and independent reading as components of the balanced literacy model.• Provide additional resource materials to elementary and middle school media centers/and or classrooms to support the transition to this model of teaching reading.• Provide professional development to support transition to this program and monitor effectiveness of implementation.• Analyze and disaggregate formative and summative assessment data.• Revise the program as appropriate.• Investigate potential core reading programs for 4-8. | | | | |
| Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Reading Supervisor of Title I Supervisor of Staff Development | Accomplishment Measure Teachers document teaching of the multiple blocks in their planning books. All schools document that materials have arrived. Complete professional development to support the balanced literacy model. Review assessments and revise as necessary. Parent information sessions to explain initiative. | Impact Measure Student results on formative assessments, MSA, or IMAP assessments for reading will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | | Proposed Activity for 2008 Continue implementation of balanced literacy program, acquisition of appropriate materials, and annual review of accomplishment and impact, based on the implementation. |
| Proposed Activity for 2005 Continue acquisition of leveled text. Review data from Title I schools and special education classes. Purchase <i>The Nation's Choice (formerly Legacy of Literacy)</i> materials for additional grades at Title I schools and grade levels at non-Title schools with lowest AYP, if warranted. Determine funding source for core reading program 4-8. | | Proposed Activity for 2006 Continue acquisition of leveled text. Review data and purchase <i>The Nation's Choice</i> materials for grade levels with lowest AYP at non-Title I schools, if deemed appropriate. | | Proposed Activity for 2007 Engage in a comprehensive review of the impact of balanced literacy and <i>The Nation's Choice</i> program and make adjustments, if warranted. |

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

Objective 1: All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 2: *Implement an alternative elective for strengthening students reading in grade 9-12.*

| | | | |
|---|--|---|---|
| Activity for 2003-2004: Provide additional reading support through an intervention course at ninth grade to ensure that high school students are proficient in reading and writing. | | | |
| Implementation: <ul style="list-style-type: none"> • Complete the reading support course during summer 2003. • Create assessments. • Select instructional resources: texts, classroom libraries, and instructional technology. • Pilot implementation at one school (Great Mills High School) in the Small Learning Community during 2003-2004. • Meet quarterly with the instructor to review the progress of individual students to assess how implementation of the course is progressing. • Provide one “release” day each quarter to teacher(s) to allow for revisions to the curriculum to occur. • Provide technical assistance to teacher(s) to facilitate reflection, correction, and improvement. | | | |
| Person(s) Responsible DOI Directors Supervisor of Reading Supervisor of Staff Development Classroom Teachers School Administration Special Education Teachers | Accomplishment Measure Course developed Course piloted Quarterly reviews Revisions, as needed, quarterly Parent information sessions to explain initiative | Impact Measure Student results on High School Assessment (HSA) or IMAP assessments will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and expand to other high schools, if appropriate. Write model units for the course. | Proposed Activity for 2006 Review and revise as needed. | Proposed Activity for 2007 Review and revise as needed. | Proposed Activity for 2008 Review and revise as needed. |

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

Objective 1: All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 3: *Make scheduling changes for grades K –8 that are intended to strengthen the impact of the new literacy program on the achievement of all students, represented by the aggregated scores as well as the scores of all disaggregated subgroup populations.*

| | | | |
|---|--|--|---|
| Activity for 2003-2004: Implement consistent scheduling for reading/language arts classes at elementary and middle school as follows: elementary school classrooms, K-5 will have three 45 minute blocks of instructional time for reading/language arts instruction daily (total 135 minutes) and middle school classrooms, 6-8 will have two 45 minute blocks of instructional time for reading/language arts instruction daily (total 90 minutes). | | | |
| Implementation: <ul style="list-style-type: none"> Develop, implement, and revise schedules for 20 schools to maintain the reading/language arts configuration. Review impact measures to determine if changes are needed for 2005. | | | |
| Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Reading School Administration Department of Information Technology | Accomplishment Measure Functioning schedules with the allocated allotments for reading/language arts at all elementary and middle schools Parent information sessions to explain initiative | Impact Measure Student results on formative assessments, MSA, MFRT, MWT, or IMAP assessments for reading will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue implementation of consistent scheduling for reading/language arts classes with revisions as warranted from review of impact measures. | Proposed Activity for 2006 Continue implementation of consistent scheduling for reading/language arts classes with revisions as warranted from review of impact measures. | Proposed Activity for 2007 Continue implementation of consistent scheduling for reading/language arts classes with revisions as warranted from review of impact measures. | Proposed Activity for 2008 Continue implementation of consistent scheduling for reading/language arts classes with revisions as warranted from review of impact measures. |

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

Objective 1: All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 4: Implement, monitor, and evaluate a revised instructional support model to strengthen K-8 literacy instruction.

| | | | | |
|--|--|---|---|--|
| Activity for 2003-2004: Reshape the role of the instructional resource teachers into that of literacy coaches. As literacy coaches, the instructional resource teachers will focus on strengthening literacy development at SMCPS' elementary and middle schools. They will serve as coaches to the classroom teachers at the schools where they are assigned. They will have system-level responsibilities as well; one day per month they will develop curriculum for the reading/language arts classrooms. | | | | |
| Implementation: <ul style="list-style-type: none">• Rewrite the role of the instructional resource teachers (IRTs) as literacy coaches.• Build understanding of the new role of literacy coaches with administrators and teachers.• Offer monthly professional development for literacy coaches.• Review and revise the description as SMCPS aligns goals.• Locate funding to create literacy coaches for the high school: .5 teacher and .5 English Department Chairperson/literacy coach. | | | | |
| Person(s) Responsible DOI Directors School Administration Supervisor of Early Childhood Supervisor of Reading Supervisor of Title I Supervisor of Staff Development | Accomplishment Measure Provide rewritten description to all administrators and IRTs Monthly professional development is provided Complete a review of the role and revise, as needed | Impact Measure Student results on formative assessments, MSA, or IMAP assessments for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. Teacher Performance Assessment System will reflect teacher performance. | | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review impact of role. Change or modify as needed. Implement role of literacy coach. | Proposed Activity for 2006 Review impact of role. Change or modify as needed. | Proposed Activity for 2007 Review impact of role. Change or modify as needed. | Proposed Activity for 2008 Review impact of role. Change or modify as needed. | |

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

Objective 1: All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 5: *Develop, implement, and refine family literacy programs, particularly at the elementary schools, that assist parents and guardians in supporting their children's literacy development.*

| | | | |
|---|--|--|--|
| <p>Activity for 2003-2004: Ensure that the SMCPS family literacy program incorporates the four components of family literacy as outlined by MSDE: the delivery of parent and child interactive activities, parent education, adult education/ESOL, and early childhood education that uses a family-focused approach. Using this approach improves the literacy skills of parents and children with intensive, frequent and long-term educational and non-educational services.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Convene a committee of stakeholders to develop a family literacy plan that is linked to the MSDE plan and reflects the Joyce Epstein model. • Begin implementation of the plan. • Extend hours of library media centers to incorporate access to resources for students, parents, and community. • Provide staff development for teachers for implementation of the program. • Provide regular parent support/education programming, particularly in Title I schools. | | | |
| <p>Person(s) Responsible</p> <p>DOI Directors Supervisor of Early Childhood Supervisor of ESOL Supervisor of Reading Supervisors of Special Education Supervisor of Title I Supervisor of Media/Title V Supervisor of Staff Development Literacy Coaches</p> | <p>Accomplishment Measure</p> <p>Committee meets and drafts a plan Plan is implemented Staff development is provided Media hours are extended Parent information sessions to explain initiative</p> | <p>Impact Measure</p> <p>Student results on formative assessments, MSA, or IMAP assessments for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations:</p> <p>See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations:</p> <p>N/A</p> | |
| <p>Proposed Activity for 2005</p> <p>Implement a family literacy program at Title I schools.</p> | <p>Proposed Activity for 2006</p> <p>Extend to other schools as appropriate.</p> | <p>Proposed Activity for 2007</p> <p>Review model; extend to other schools and enhance as appropriate.</p> | <p>Proposed Activity for 2008</p> <p>Review model; extend and enhance as appropriate.</p> |

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

Objective 1: All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 6: *Align reading/language arts curricula with the State Curriculum and Content Standards.*

| | | | |
|--|--|--|---|
| <p>Activity for 2003-2004: Map the literacy curriculum, PreK-grade 12, to ensure appropriate sequencing of concepts, articulation, and curricular consistency across school sites. Engage SMCPS teachers and supervisors in mapping the SMCPS reading curriculum and state curriculum to ensure that all indicators are being addressed in all SMCPS classrooms. Continue to expand efforts to vertically articulate the curriculum, grades 5-12, to promote access to higher-level courses by greater numbers of all students, especially those within the disaggregated subgroups, and to insure that appropriate content is targeted for SAT and ACT testing. Make explicit linkages to reading and writing skills in all content areas as a part of the vertical articulation. Revise the IEP item bank to align with the State Curriculum.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> Engage teachers across the county and in all grade levels in curriculum mapping. Provide the draft curriculum maps to schools for review and feedback. Implement the curriculum map in planning reading instruction across the county. Implement the curriculum map in planning reading and writing assessments across the county. Implement the revised IEP item bank. Provide staff development for all reading/language arts teachers in use of the curriculum map. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Reading Supervisors of Special Education Supervisor of Title I Supervisor of Media/Title V Supervisor of Staff Development Literacy Coaches Reading/Language Arts Teachers</p> | <p>Accomplishment Measure Curriculum maps Distribute maps. Copy of revised and aligned IEP item bank Monitor instruction and assessment to assure maps are followed Staff development provided. Check for understanding and survey future needs.</p> | <p>Impact Measure Student results on formative assessments, MSA, Maryland Writing Test (MWT), Maryland Functional Reading Test (MFRT), or IMAP assessments for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. Increased SAT and ACT test results.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Refine and pilot the curriculum map in all classrooms. Revise as needed. Continue to build capacity of teachers to use maps effectively to plan, teach, and reflect on assessment data. Refine IEP item bank.</p> | <p>Proposed Activity for 2006 Refine and pilot the curriculum map in all classrooms. Revise as needed. Continue to build capacity of teachers to use maps effectively to plan, teach, and reflect on assessment data.</p> | <p>Proposed Activity for 2007 Refine and pilot the curriculum map in all classrooms. Revise as needed. Continue to build capacity of teachers to use maps effectively to plan, teach, and reflect on assessment data.</p> | <p>Proposed Activity for 2008 Refine and pilot the curriculum map in all classrooms. Revise as needed. Continue to build capacity of teachers to use maps effectively to plan, teach, and reflect on assessment data.</p> |

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

Objective 1: All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 7: Develop model reading/language arts units that include all components of a balanced literacy program as well as appropriate differentiated instruction.

| | | |
|--|--|--|
| Activity for 2003-2004: Develop at least two units of reading/language arts instruction using the balanced literacy model that provide examples of differentiation in the lesson components for the low achieving, as well as the gifted and talented, students for each grade level, K-8. | | |
| Implementation: <ul style="list-style-type: none"> Develop K-grade 8 units using IRTs and selected teachers at monthly curriculum writing meetings. Pilot units for review and feedback from teacher volunteers. Revise units and team review prior to system wide dissemination. Post approved units on the SMCPS intranet for teacher access. | | |
| Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Reading Supervisor of Title I Supervisor of Media/Title V Supervisor of Staff Development Literacy Coaches Reading/Language Arts Teachers Special Education Teachers | Accomplishment Measure Units will be created, reviewed and piloted at schools. Feedback will be solicited on units. Revisions will be made to units and distributed to all SMCPS teachers. | Impact Measure Student results on formative assessments, MSA, or IMAP assessments for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | |
| Proposed Activity for 2005 Continue unit development (all phases). | Proposed Activity for 2006 Continue unit development and monitor implementation. | Proposed Activity for 2007 Continue and monitor. |
| Facilities Considerations: N/A | | Proposed Activity for 2008 Continue and monitor. |

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

Objective 1 : All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 8: Build teachers' and administrators' understanding of the literacy components of the new Maryland School Assessment program.

| | | | |
|--|--|--|---|
| Activity for 2003-2004: Make shared samples of MSA items available to all teachers, K-10. Post samples and incorporate samples into model units. | | | |
| Implementation: <ul style="list-style-type: none"> • Distribute samples of MSA items to all teachers. Post on the SMCPS intranet. • Encourage schools to create assessments which model the MSA format. • Collect school samples and review for distribution to all sites. | | | |
| Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Reading Special Education Teachers Reading/Language Arts Teachers | Accomplishment Measure Samples distributed Collect exemplary assessment models Distribute after review | Impact Measure Student results on formative assessments, MSA, or IMAP assessments for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue to distribute, review, and provide exemplars. | Proposed Activity for 2006 Continue to distribute, review, and provide exemplars. | Proposed Activity for 2007 Continue to distribute, review, and provide exemplars. | Proposed Activity for 2008 Continue to distribute, review, and provide exemplars. |

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

Objective 1: All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 9: *Provide professional development about effective instructional strategies for literacy development (such as before, during, and after reading strategies) to teachers in all grades, PreK through adult education, to ensure that such strategies are consistently and effectively taught.*

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Identify 1-3 effective instructional strategies for literacy development that will be the focus of professional development for 2003-2004. | | | |
| Implementation: <ul style="list-style-type: none"> Develop the capacity of IRTs to offer site-based professional development about the selected strategies. Provide a variety of professional development opportunities to help teachers develop expertise at using effective literacy strategies. Make explicit linkages in the Teacher Performance Assessment System components that are devoted to the use of effective reading and writing strategies. Provide administrators with appropriate instruction about observing reading strategies in the classroom. Work with the IRTs to develop an expanded menu of strategies available online @SMCPS Department of Curriculum and Instruction web site. Make certain the selected literacy strategies are incorporated into the model units developed by the IRTs. | | | |
| Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Reading Supervisor of Staff Development Special Education Teachers Reading/Language Arts Teachers School Administration Supervisors of Instruction Literacy Coaches | Accomplishment Measure Provide all teachers with appropriate materials delineating effective literacy strategies in all classrooms. Professional development to build capacity of IRTs to coach teachers in these strategies | Impact Measure Student results on formative assessments, MSA, or IMAP assessments for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue 2003-2004 strategies and add 1-3 additional as appropriate. | Proposed Activity for 2006 Continue 2003-2005 strategies and add 1-3 additional as appropriate. | Proposed Activity for 2007 Continue 2003-2006 strategies and add 1-3 additional as appropriate. | Proposed Activity for 2008 Continue 2003-2007 strategies and add 1-3 additional as appropriate. |

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

Objective 1: All students will achieve proficiency or better in reading by strengthening the literacy (reading and writing) program, PreK – grade 12.

Strategy 10: Provide comprehensive support for students with special needs to enable them to achieve in reading.

| | | | |
|--|--|---|---|
| Activity for 2003-2004: Continue to ensure that special needs students are provided instruction that is consistent with system-identified initiatives PreK-12. Implement a special education literacy support model. Provide appropriate scaffolding for students with special needs. | | | |
| Implementation: <ul style="list-style-type: none"> Administration of the reading assessments and other diagnostic tests to determine the needs of students. Provide professional development regarding the identification of reading problems and differentiation of instruction. Provide professional development in the administration and analysis of diagnostic assessments. Provide professional development in effective inclusion strategies. Use appropriate assistive and adaptive technology to support students with special needs to further their literacy development. | | | |
| Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Reading Supervisor of Media/Title V Supervisor of Staff Development Supervisors of Special Education Special Education Teachers Reading/Language Arts Teachers | Accomplishment Measure Analyze assessment data of special education students. IEPs developed reflecting literacy needs of students Professional development rosters Procurement of materials Technology support for special needs students in general education room | Impact Measure Student results on formative assessments, MSA, or IMAP assessments for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. Higher % of students achieving in general education classrooms | |
| Current Budget Considerations: Sec: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue to monitor IEPs and placements in Least Restrictive Environment (LRE). Continue to acquire leveled texts and other support materials. Review data from reading assessments. | Proposed Activity for 2006 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Review data from reading assessments. | Proposed Activity for 2007 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Review data from reading assessments. | Proposed Activity for 2008 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Review data from reading assessments. |

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

Objective 2: All decisions regarding curriculum, instruction, and assessment in literacy will be data-driven by using formative and summative student assessment data to inform classroom, school, and system based decisions.

Strategy 1: *Implement, monitor, and evaluate a system of regularly administered formative assessments for reading, PreK – grade 8.*

| | | | |
|--|---|---|---|
| <p>Activity for 2003-2004: Continue implementation of formative assessments (Rigby Running Record and Informal Reading Inventory (IRI) in reading PreK-8. Assessments shall be administered at three points per year and each student will be assessed at least twice (Refer to assessment schedule.), 1-5, twice per year to kindergartens reading by January, once to all kindergartners in June, and to identified students in grades 6-8. All students in grades 6-8 will complete SRI assessments two times per year. MMSR data collection will occur two times per year. All special needs students will participate in the identified schedule.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Create a plan to use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to measure early literacy development. • Provide staff development for teachers administering DIBELS. • Publish an assessment “window” for all tests. • Add testing dates to the assessment calendar. • Create a reporting system to deliver information in the SMCPS Alpha system for data extraction. • Inform administration and teachers of the system and provide staff development regarding use of the system. • Provide more information/professional development about using formative data to plan and adjust classroom instruction. • Revise the system as needed. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Reading Supervisor of Media/Title V Supervisors of Special Education Supervisor of Staff Development Literacy Coaches Consultant: Gale Goldberg Department of Information Technology Department of Pupil Services</p> | <p>Accomplishment Measure Administer Rigby, IRI, and Scholastic Reading Inventory. Publish assessment windows and testing dates in system calendar. Create reporting system and provide professional development on use. Staff development on what to do with the information gained Review of system and revision as needed Create <i>DIBELS</i> plan Provide staff development for <i>DIBELS</i>.</p> | <p>Impact Measure Student results on DIBELS, Rigby Running Records, IRI, Scholastic Reading Inventory (SRI), MSA, or IMAP assessments for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Continue assessments and review and revise as needed.</p> | <p>Proposed Activity for 2006 Continue assessments and review and revise as needed</p> | <p>Proposed Activity for 2007 Continue assessments and review and revise as needed</p> | <p>Proposed Activity for 2008 Continue assessments and review and revise as needed.</p> |

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

Objective 2: All decisions regarding curriculum, instruction, and assessment in literacy will be data-driven by using formative and summative student assessment data to inform classroom, school, and system based decisions.

Strategy 1 : Implement, monitor, and evaluate a system of regularly administered formative assessments for writing PreK – grade 8.

| | | | |
|--|---|--|---|
| <p>Activity for 2003-2004: Continue to implement the formative writing assessment system. Expand the writing assessment to one prompt-driven writing assessments at grade 1 and two prompt-driven writing assessments at grade 2; three prompt-driven writing assessments at grades 3-6; and two prompt-driven writing assessments at grades 7-8. All special education students will participate in the identified assessment schedule.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Add testing dates to testing calendars. • Establish and publish assessment windows. • Create a formative writing assessment prompts, grades 1-8. • Create a reporting system to deliver information in the SMCPS Alpha system for data extraction. • Inform administration and teachers of the system and provide staff development regarding use of the system. • Provide more information/professional development about using formative data to plan and adjust classroom instruction. • Revise the system as needed. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Reading Supervisor of Title I Supervisor of Media/Title V Supervisor of Staff Development Elementary Supervisors of Instruction Literacy Coaches Consultant: Gale Goldberg Department of Information Technology Department of Pupil Services</p> | <p>Accomplishment Measure Assessment windows and dates established and published Writing prompts drafted Reporting system created and information provided to administrators and teachers Staff development provided on use of information to adjust instruction System reviewed and revised as appropriate</p> | <p>Impact Measure Student results on formative assessments, MSA, HSA or IMAP assessments for reading will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Continue, review, and revise as needed.</p> | <p>Proposed Activity for 2006 Continue, review, and revise as needed.</p> | <p>Proposed Activity for 2007 Continue, review, and revise as needed.</p> | <p>Proposed Activity for 2008 Continue, review, and revise as needed.</p> |

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

Objective 3: Adopt appropriate instructional materials for literacy and ensure that they are readily available and consistently implemented with fidelity to the model at all school sites.

Strategy 1: *Increase the number of texts approved for use in the guided and independent reading components of the balanced literacy program K-8 by streamlining the review process and/or seeking alternative routes to approval.*

| | | | |
|---|--|---|---|
| Activity for 2003-2004: Review and refine the trade book selection process. Use Education That Is Multicultural Association (ETMA) Guidelines for selection of instructional materials to ensure that materials of instruction are culturally sensitive. | | | |
| Implementation: <ul style="list-style-type: none"> Refine the selection process for approved trade books for use in guided and independent reading. Inform schools of new procedures. Distribute the latest approved trade book list to all buildings. Post on the SMCPS intranet. | | | |
| Person(s) Responsible DOI Directors Supervisor of Reading Trade Book Committee Members Technology Specialist | Accomplishment Measure Schools use the approved trade book lists to purchase materials (leveled texts) as resources for reading/language arts instruction. | Impact Measure Student results on formative assessments, MSA, HSA or IMAP assessments for reading will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue to expand the approved text bibliography. | Proposed Activity for 2006 Continue to expand the approved text bibliography. | Proposed Activity for 2007 Continue to expand the approved text bibliography. | Proposed Activity for 2008 Continue to expand the approved text bibliography. |

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

Objective 3: Adopt appropriate instructional materials and ensure that they are readily available and consistently implemented with fidelity to the model at all school sites.

Strategy 2: *Integrate instructional technology, appropriate to the goals and components of the literacy program, at all grade levels, PreK-12.*

| | | | |
|--|--|--|---|
| <p>Activity for 2003-2004: Develop at least one unit of reading/language arts instruction that has effective and appropriate technology integrations for each grade level. Pilot at least one of the units at elementary, middle, and high school. Pilot at least one of the units in a special education inclusion class in elementary, middle, and high school.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Develop PreK- 8 units using IRTs and selected teachers at monthly curriculum writing meetings. • Make software and/or hardware, needed for implementation, available in a timely way. • Pilot units for review and feedback from teacher volunteers. • Revise units and team review prior to system wide dissemination. • Post approved units on the SMCPS intranet for teacher access. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Reading Supervisors of Special Education Supervisor of Title I Supervisor of Media/Title V Director of Technology Technology Integration Specialist Selected Teachers</p> | <p>Accomplishment Measure Units for technology integration are selected. Units are written. Pilots are undertaken and documented by the teacher and observers. Documentation of team review Revised units created Distribution of revised units to all teachers at appropriate grade level occurs</p> | <p>Impact Measure Increase in utilization of technology reported by teachers about themselves and about their students on annual technology survey (required).</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Develop a second unit of reading/language arts instruction that has effective and appropriate technology integrations for each grade level. Pilot at least one of the units at elementary, middle, and high school. Implement all of the units developed in 2004 in all grade level classrooms.</p> | <p>Proposed Activity for 2006 Develop a third unit of reading/language arts instruction that has effective and appropriate technology integrations for each grade level. Pilot at least one of the units at elementary, middle, and high school. Implement all of the units developed in 2004 and 2005.</p> | <p>Proposed Activity for 2007 Develop a fourth unit of reading/language arts instruction that has effective and appropriate technology integration for each grade level. Pilot at least one of the units at elementary, middle, and high school. Implement all of the units developed in 2004, 2005, and 2006.</p> | <p>Proposed Activity for 2008 Review all mandatory units with technology embedded in them. Make certain that the range of technology infusions is appropriate to build the knowledge and skills of students, PreK – 12. Revise to increase the amount of differentiation in units to better meet all students' needs.</p> |

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

Objective 4: Provide academic intervention to all students who are not yet proficient in reading and/or writing.

Strategy 1: Provide academic intervention during the school day to all students who are not yet proficient in reading and/or writing.

| | | | |
|---|---|---|---|
| <p>Activity for 2003-2004: Implement, monitor, and evaluate appropriate grade level intervention reading programs. <i>Early Success</i> will be the intervention program for grades K – 2. <i>Soar to Success</i> will be the intervention program for grades 3 – 8. Provide additional reading support through an intervention course at ninth grade to ensure that high school students are proficient at reading and writing. (See page 7.) This literacy intervention should be provided during the school day in addition to, not in place of, regular classroom literacy instruction.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> Provide professional development for implementation of <i>Early Success</i> and <i>Soar to Success</i> programs to new teachers and any special education teachers who are not yet trained. (All inservice teachers at appropriate grade levels should have received training by this point.) Use summative and formative assessments and MSA data where available to prioritize participation in the elementary and middle school literacy intervention programs. Review quarterly assessment data to determine participant progress and appropriate next steps. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Reading Supervisors of Special Education Supervisor of Staff Development Classroom Teachers Special Education Teachers</p> | <p>Accomplishment Measure Number of students served by each program at the elementary and middle schools.</p> | <p>Impact Measure Student results on formative assessments (Rigby, IRI, SRI), MFRT, MWT or IMAP assessments for reading will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Continue professional development, review progress of participants, and determine changes needed.</p> | <p>Proposed Activity for 2006 Continue professional development, review progress of participants, and determine changes needed.</p> | <p>Proposed Activity for 2007 Continue professional development, review progress of participants, and determine changes needed.</p> | <p>Proposed Activity for 2008 Continue professional development, review progress of participants, and determine changes needed.</p> |

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

Objective 4: Provide academic intervention to all students who are not yet proficient in reading and/or writing.

Strategy 2: Provide extended day (before or after school) academic intervention to all students who are not yet proficient in reading and/or writing.

| | | | |
|--|--|--|---|
| <p>Activity for 2003-2004: Provide extended day academic intervention programs for all students, grades 1-8, who fail to meet Adequate Yearly Progress (AYP). Implement the SMCPS 21st Century Grant Model after school literacy program in four Title I sites and selected middle schools. Encourage other sites to pilot "targeted" extended day academic intervention programs. Use appropriate assistive and adaptive technology to support students with special needs to further their literacy development.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> Identify students for extended day school intervention programs based on MSA data, IEP, and formative assessment data. Provide transportation of students to increase participation. Use technology as a tool to provide academic intervention support in literacy. Review impact and plan to expand the program in other schools. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Reading Supervisors of Special Education Supervisor of Staff Development Classroom Teachers School Administration Special Education Teachers Literacy Coaches Instructional Consultation Team</p> | <p>Accomplishment Measure Selection of students to participate in extended program Letters of invitation sent Number of students served by each program at the elementary and middle schools</p> | <p>Impact Measure Student results on formative assessments, MSA, MFRT, MWT, or IMAP assessments for reading will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 If deemed effective, expand the program to the 3-5 additional sites with the largest numbers of students who are not yet proficient in reading and writing. Review impact. Make revisions as appropriate.</p> | <p>Proposed Activity for 2006 If deemed effective, expand the program to the 3-5 additional sites with the largest numbers of students who are not yet proficient in reading and writing. Expand to more schools. Make revisions as appropriate.</p> | <p>Proposed Activity for 2007 If deemed effective, expand the program to the 3-5 additional sites with the largest numbers of students who are not yet proficient in reading and writing. Review impact. Make revisions as appropriate.</p> | <p>Proposed Activity for 2008 If deemed effective, expand the program to the 3-5 additional sites with the largest numbers of students who are not yet proficient in reading and writing. Review impact. Make revisions as appropriate.</p> |

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

Objective 4: Provide academic intervention to all students who are not yet proficient in reading and/or writing.

Strategy 2: *Provide extended day (before or after school) academic intervention to all students who are not yet proficient in reading and/or writing.*

| | | | |
|--|--|--|--|
| <p>Activity for 2003-2004: Implement after school and/or weekend school academic intervention programs for students in grades 9-12 who need additional assistance to improve their literacy skills. Use appropriate assistive and adaptive technology to support students with special needs to further their literacy development.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Create literacy skills “curriculum” for extended day programs. • Identify students who are not meeting AYP in reading and writing, using formative and summative data. • Use technology as a tool to provide academic intervention support in literacy. • Expand the extended day program at one high school. • Review effectiveness of the program and revise as needed. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Reading Classroom Teachers Literacy Coaches Guidance Counselors</p> | <p>Accomplishment Measure Program implemented Enrollment data monitored</p> | <p>Impact Measure Student results on formative assessments, MSA, HSA, or IMAP assessments for reading will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Review and revise the program and expand to other high schools as appropriate.</p> | <p>Proposed Activity for 2006 Revise the program as warranted.</p> | <p>Proposed Activity for 2007 Revise the program as warranted</p> | <p>Proposed Activity for 2008 Revise the program as warranted</p> |

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

Objective 4: Provide academic intervention to all students who are not yet proficient in reading and/or writing.

Strategy 3: Provide eleven-month school year program/extended school year/summer activities academic intervention to all students who are not yet proficient in reading and/or writing.

| | | | |
|--|---|--|---|
| <p>Activity for 2003-2004: Pilot eleven-month school year program in Title 1 schools and implement summer academic intervention programs for all students who need additional assistance to improve their literacy skills. Use appropriate assistive and adaptive technology to support students with special needs to further their literacy development.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Provide eleven-month school year or summer school academic intervention program for K-8 in literacy. • Identify students who are not meeting AYP in reading and writing, using formative and summative data. • Create a summer literacy program for grades K-8. • Provide summer school academic intervention classes for grades 9-12 content area classes. • Use technology as a tool to provide academic intervention support in literacy and to support students with special needs. • Review the effectiveness of the program and revise as needed. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Reading Supervisors of Special Education Classroom Teachers Literacy Coaches Guidance Counselors</p> | <p>Accomplishment Measure Enrollment in summer school academic programs</p> | <p>Impact Measure Student results on formative assessments, MSA, HSA, or IMAP assessments for reading will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Expand eleven-month school year program to additional elementary school sites. Review and revise the summer program as warranted.</p> | <p>Proposed Activity for 2006 Expand eleven-month school year program to remaining elementary school sites. Review and revise the summer program as warranted. Review the feasibility of online summer intervention programs.</p> | <p>Proposed Activity for 2007 Expand eleven-month school year program to middle school sites. Review and revise the summer program as warranted.</p> | <p>Proposed Activity for 2008 Review and revise eleven-month school year and summer program as warranted.</p> |

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

Objective 5: Provide enrichment programs to all students who are gifted and talented in reading and writing.

Strategy 1: Strengthen the enrichment programs provided to gifted and talented students during the school day, extended day, and extended year.

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Provide enrichment programs for the gifted and talented students in reading. | | | |
| Implementation: <ul style="list-style-type: none"> • Create extension activities for one model literacy units at grades 4-8. • Distribute to all teachers. • Provide appropriate staff support for all teachers. • Provide online access to enrichment program information. • Use existing technology and identify innovative technology to support enrichment opportunities for students in PreK – grade 12. • Program of studies committee reviews the feasibility of additional Advancement Placement (AP) courses, grades 9-12. • Review the feasibility of online courses for grades 9-12. • Identify activities for the extended day, based on the school needs assessment and site-based finances. • Provide students with extended year opportunities for enrichment, based on students' interest. • Review and revise model units to include higher order thinking skills and processes. | | | |
| Person(s) Responsible DOI Directors Supervisor of Reading Coordinator of Gifted & Talented Classroom Teachers Literacy Coaches Special Education Teachers | Accomplishment Measure Use National Association for Gifted Standards to outline criteria. Provide staff development for IRTs. Distribute information pertaining to enrichment programs to school sites, as well as online access. | Impact Measure Student results on formative assessments, end-of-course assessments, MSA, HSA, or IMAP assessments for reading will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue to infuse enrichment activities into new units. Create a committee to review the feasibility of use of online courses for grades 9-12. Expand extended year opportunities, grades 4-8. | Proposed Activity for 2006 Continue to infuse enrichment activities into new units. Implement use of online courses for grades 9-12. Technology resource technician/teacher. Renew College Board membership. Expand extended year opportunities, grades 4-12. | Proposed Activity for 2007 Continue to infuse enrichment activities into new units. Review feasibility for summer online coursework for original credit, grades 9-12. Expand extended year opportunities, grades 4-12. | Proposed Activity for 2008 Continue to infuse enrichment activities into new units. Implement online coursework for original credit, grades 9-12. Review feasibility of extended year programs for grades 2-3. |

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

Objective 6: All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12.

Strategy 1: Implement, monitor, and evaluate a five-year plan to strengthen mathematics instruction by aligning the mathematics program, PreK-grade 12, basing it on developmentally appropriate balanced mathematics models. Implement the balanced mathematics program, as the SMCPS' scientifically-/research-based and aligned mathematics program, PreK – grade 12.

| | | | |
|---|--|--|---|
| <p>Activity for 2003-2004: Ensure that all components of a balanced mathematics program, contextual, computational, and literacy, are incorporated into mathematics instruction, PreK-grade 8.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Provide professional development to administrators to help them lead the transition to this approach to mathematics instruction. • Provide professional development to classroom teachers to support the transition to this program. • Adopt research-based programs such as <i>TERC and Connected Math</i> as components of our scientifically-based mathematics program. • Purchase materials and organize program-based professional development for Title I sites, grades K-3, and all other schools grades 1 and 2. • Purchase materials of instruction to support instructional change. • Develop and implement mid-year and end of the year formative assessments at all elementary schools and grade 6. • Develop a parent information component for educating parents and community about the program. • Analyze and disaggregate data to adjust the program as needed. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Mathematics Supervisors of Special Education Supervisor of Title I Mathematics Coaches</p> | <p>Accomplishment Measure All schools document that materials have arrived. Site-based professional development Parent information sessions to explain initiative Administer formative assessment (January and May)</p> | <p>Impact Measure Student results on formative assessments, MSA, Integrated Learning System (ILS) assessments, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Purchase materials for K and grade 3 at non-Title I elementary schools. Administer quarterly assessments. Analyze and disaggregate data to assess effectiveness of the balanced mathematics program.</p> | <p>Proposed Activity for 2006 Purchase materials for grades 4 through 8 at all elementary and middle schools.</p> | <p>Proposed Activity for 2007 Engage in a comprehensive review of the impact of the balanced mathematics program and make adjustments, if warranted.</p> | <p>Proposed Activity for 2008 Continue implementation of the balanced mathematics program, acquisition of appropriate materials, and annual review of accomplishment and impact, based on the implementation.</p> |

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

Objective 6: All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12.

Strategy 1: *Implement, monitor, and evaluate a five-year plan to strengthen mathematics instruction by aligning the mathematics program, PreK-grade 12, basing it on developmentally appropriate balanced mathematics models. Implement the balanced mathematics program, as the SMCPS' scientifically-/research-based and aligned mathematics program, PreK – grade 12.*

| | | |
|---|--|---|
| Activity for 2003-2004: Ensure that all components of a balanced mathematics program, contextual, computational, and literacy are incorporated into mathematics instruction, grades 9 – 12. | | |
| Implementation: <ul style="list-style-type: none"> Create a study committee to develop a smooth transition from the PreK – grade 8 balanced mathematics program to a balanced high school mathematics program that prepares for post secondary opportunities. | | |
| Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Mathematics Supervisors of Special Education Supervisor of Title I Selected PreK-8 Chairpersons High School Math Department Chairs | Accomplishment Measure Committee meetings, agendas, and minutes Research methodology for instructional implication Committee report by March 1, 2004 | Impact Measure Student results on formative assessments, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | |
| Proposed Activity for 2005 Implement instructional changes in the mathematics program, grades 9-12, as determined by research. | Proposed Activity for 2006 Continue implementation of instructional changes and review the impact measure. Revise as warranted. | Proposed Activity for 2007 Continue implementation of instructional changes and review the impact measure. Revise as warranted. |
| Facilities Considerations: N/A | | Proposed Activity for 2008 Continue implementation of instructional changes and review the impact measure. Revise as warranted. |

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

Objective 6: All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12.

Strategy 2: Make scheduling changes for grades K –8 that are intended to strengthen the impact of the new mathematics program on the achievement of all students, represented by the aggregated scores as well as the scores of all disaggregated subgroup populations.

| | | | |
|--|--|---|--|
| Activity for 2003-2004: Implement consistent scheduling for mathematics classes at elementary and middle school as follows: K-6 students will have two 45 minute blocks of mathematics instruction daily (90 minutes total) and seventh and eighth grade students will have one 45 minute block of mathematics instruction daily. | | | |
| Implementation: <ul style="list-style-type: none"> Develop, implement, and revise schedules for 20 schools to maintain the mathematics configuration. Hire additional teachers as appropriate. Review the impact measures to determine if changes are needed for 2005. | | | |
| Person(s) Responsible DOI Directors School Administrators Department of Information Technology Supervisor of Early Childhood Supervisor of Mathematics Supervisors of Special Education Supervisor of Title I | Accomplishment Measure Functioning schedules with the allocated allotments for mathematics at all elementary and middle schools Parent information sessions to explain the initiative | Impact Measure Student results on formative assessments, MSA, MFMT, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue implementation of consistent scheduling for mathematics classes with revisions, as warranted from review of impact measures. | Proposed Activity for 2006 Continue implementation of consistent scheduling for mathematics classes with revisions, as warranted from review of impact measures. | Proposed Activity for 2007 Continue implementation of consistent scheduling for mathematics classes with revisions, as warranted from review of impact measures. | Proposed Activity for 2008 Continue implementation of consistent scheduling for mathematics classes with revisions, as warranted from review of impact measures. |

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

Objective 6: All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12.

Strategy 3: Develop, implement, monitor, and evaluate a revised instructional support model to strengthen the K-12 mathematics instruction.

| | | | |
|--|--|---|---|
| Activity for 2003-2004: Create a new instructional support position-mathematics coach. Place mathematics coaches at four elementary Title I sites. | | | |
| Implementation: <ul style="list-style-type: none"> • Create and define the role of the mathematics coach in the four Title I schools. • Build an understanding of the new role of mathematics coaches with administrators and teachers. • Offer monthly professional development for mathematics coaches. • Review the effectiveness of the mathematics coach position. | | | |
| Person(s) Responsible DOI Directors Supervisor of Mathematics Supervisor of Title I School Administrators Supervisors of Instruction | Accomplishment Measure Provide monthly professional development. Monthly meetings with coaches to review role Quarterly meetings with school leadership teams to review effectiveness of position | Impact Measure Student results on formative assessments, MSA, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Expand the number of sites with mathematics coaches to 8 by providing one mathematics coach to each middle school. Create a high school mathematics coach at each high school whose role is to teach classes .5 and fulfill the duty of department chairperson and mathematics coach (.5) | Proposed Activity for 2006 Expand the number of sites with mathematics coaches to 12 by providing one mathematics coach to four additional elementary schools. Prioritize selection, based on % proficient on MSA and formative data in mathematics. Review impact carefully; plan the next steps. | Proposed Activity for 2007 Expand the number of sites with mathematics coaches to 16 by providing one mathematics coach to four additional elementary schools. Prioritize the selection, based on % proficient on MSA and formative data. Review impact carefully; plan the next steps. | Proposed Activity for 2008 Complete the implementation with the final four elementary schools. Review the impact carefully; plan the next steps. Total sites with mathematics coaches is now 20 (16 elementary and 4 middle schools.) |

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

Objective 6: All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12.

Strategy 3: Develop, implement, monitor, and evaluate a revised instructional support model to strengthen the K-12 mathematics instruction.

| | | |
|--|---|--|
| Activity for 2003-2004: Implement scheduling alternatives to allow for review and implementation of acceleration classes in Algebra I for students at Great Mills High School. | | |
| Implementation: <ul style="list-style-type: none"> • Develop and review acceleration courses. • Offer high school <i>Program of Studies</i> approval. • Select and purchase instructional resources. | | |
| Person(s) Responsible DOI Directors Supervisor of Mathematics High School Math Dept. Chairs School Administration | Accomplishment Measure Scheduled classes | Impact Measure Student results on formative assessments, MSA, MFMT, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | |
| Proposed Activity for 2005 Review and study the expansion of scheduling changes. | Proposed Activity for 2006 Review and continue the expansion of scheduling changes. | Proposed Activity for 2007 Review and revise, as warranted. |
| Facilities Considerations: N/A | | Proposed Activity for 2008 Review and revise, as warranted. |

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

Objective 6: All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12.

Strategy 4: Align the mathematics curricula with the State Curriculum and Content Standards.

Activity for 2003-2004: Map the mathematics curriculum, PreK – grade 12, to ensure appropriate sequencing of concepts, articulation, and curricular consistency across school sites. Engage SMCPS teachers and supervisors in mapping/sequencing the SMCPS mathematics essential curriculum and state curriculum to ensure that all indicators are being addressed in all SMCPS classrooms. Continue to expand efforts to vertically articulate the curriculum in grades 5-12 to promote access to higher-level courses by greater numbers of all students, especially those within the disaggregated subgroups and to insure that appropriate content is targeted for SAT and ACT testing. Crosswalk all mathematics advanced placement courses with curricular maps to ensure that necessary precursor skills and knowledge are being taught to and learned by students. Realign the IEP item bank to align with the Voluntary State Curriculum.

Implementation:

- Engage teachers across the county and in all grade levels in curriculum mapping and sequencing of indicators and objectives.
- Provide the draft curriculum sequence maps to schools for review and feedback.
- Implement the curriculum map in planning mathematics instruction across the county.
- Provide staff development for all mathematics teachers and administrators in the use of the curriculum map.
- Implement the revised IEP item bank.

| Person(s) Responsible DOI Directors Supervisor of Mathematics Supervisors of Special Education Supervisor of Title I High School Math Dept. Chairs Mathematics Teachers Mathematics Coaches | Accomplishment Measure Mapping committee meetings, agendas, and minutes Complete maps for all grade levels Provide staff development to all math teachers Revised IEP item bank | Impact Measure Student results on formative assessments, MSA, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. Increased SAT and ACT test results. |
|---|--|--|
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | <input type="checkbox"/> No budget impact | Facilities Considerations: N/A |
| Proposed Activity for 2005 Refine and pilot the curriculum map in all classrooms. Revise as needed. Provide professional development for new teachers. | Proposed Activity for 2006 Refine and pilot the curriculum map in all classrooms. Revise as needed. Provide professional development for new teachers. | Proposed Activity for 2007 Refine and pilot the curriculum map in all classrooms. Revise as needed. Provide professional development for new teachers. |
| | | Proposed Activity for 2008 Refine and pilot the curriculum map in all classrooms. Revise as needed. Provide professional development for new teachers. |

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

Objective 6: All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12.

Strategy 5: Develop model units with appropriate differentiated instruction embedded.

| | | | |
|--|--|--|--|
| <p>Activity for 2003-2004: Develop at least one unit of mathematics instruction that uses the balanced mathematics framework and provides examples of differentiation in the lesson components for the low achieving as well as the gifted and talented students and special education students, K-12.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Develop PreK – grade 8 units using mathematics coaches and selected teachers at monthly curriculum writing meetings. • Develop model units for mathematics courses under the direction of the mathematics supervisor. • Pilot units for review and feedback from teacher volunteers. • Revise units and team review prior to system wide dissemination. • Purchase any materials of instruction and supporting materials needed to implement the model units. • Post approved units on the SMCPS intranet for teacher access. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Mathematics Mathematics Coaches Mathematics Teachers Special Education Teachers</p> | <p>Accomplishment Measure Enduring understandings and essential questions will be developed. Units will be created, reviewed, and piloted to schools. Feedback will be solicited on units. Revisions will be made to units and distributed to all SMCPS teachers.</p> | <p>Impact Measure Student results on formative assessments, MSA, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. Teacher Performance Assessment System will reflect teacher performance in planning and preparation.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Create additional units for K-8 mathematics instruction.</p> | <p>Proposed Activity for 2006 Create additional units for K-8 mathematics instruction.</p> | <p>Proposed Activity for 2007 Create additional units for K-8 mathematics instruction.</p> | <p>Proposed Activity for 2008 Create additional units for K-8 mathematics instruction.</p> |

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

Objective 6: All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12.

Strategy 6: Build teachers' and administrators' understanding of the mathematics components of the new Maryland School Assessment program.

| | | | |
|--|---|--|--|
| Activity for 2003-2004: Make shared samples of Maryland School Assessment items available to all teachers. Post samples and incorporate samples into model units, grades K-8. | | | |
| Implementation: <ul style="list-style-type: none"> • Distribute samples of MSA items to all teachers. Post on the SMCPS intranet. • Continue to examine samples of HSA items. • Encourage schools to create assessments which model the MSA and HSA format as part of an overall formative assessment. • Collect school samples and review for distribution to all sites. | | | |
| Person(s) Responsible DOI Directors Supervisor of Mathematics School Administration Special Education Teachers Mathematics Coaches Mathematics Teachers | Accomplishment Measure Samples distributed School created assessments collected School created assessments distributed to all schools | Impact Measure Student results on formative assessments, MSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue writing sample MSA items for the mathematics program, K-8. Review feedback on distributed items. | Proposed Activity for 2006 Continue writing sample MSA items for the mathematics program, K-8. Review feedback on distributed items. | Proposed Activity for 2007 Continue writing sample MSA items for the mathematics program, K-8. Review feedback on distributed items. | Proposed Activity for 2008 Continue writing sample MSA items for the mathematics program, K-8. Review feedback on distributed items. |

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

Objective 6: All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12.

Strategy 7: *Provide professional development about effective mathematics instructional strategies to teachers in all grades, PreK-adult education, to ensure that such strategies are consistently and effectively taught.*

| | | | |
|--|---|--|--|
| Activity for 2003-2004: Identify 1-3 effective instructional strategies for mathematical development that will be the focus for professional development for 2003-2004. | | | |
| Implementation: <ul style="list-style-type: none"> Require mathematics teachers, on the summative assessment, to complete an <i>UbD</i> mathematics unit. Develop the capacity of the mathematics coaches to offer site-based professional development about the selected strategies. Provide a variety of professional development opportunities to help teachers develop expertise at using effective mathematics strategies. Provide appropriate staff development for teachers, including special education and special areas teachers. Provide administrators with appropriate instruction about observing mathematics strategies in the classroom. Work with the mathematics coaches to develop an expanded menu of strategies available online @SMCPS Department of Curriculum and Instruction web site. Make certain the selected mathematics strategies are incorporated into the model units developed by the mathematics coaches. | | | |
| Person(s) Responsible DOI Directors Supervisor of Mathematics Supervisor of Staff Development Mathematics Coaches Mathematics Teachers | Accomplishment Measure Provide all teachers with appropriate materials delineating effective mathematics strategies in all classrooms. Provide professional development to all appropriate staff. Review model units. | Impact Measure Student results on formative assessments, MSA, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue 2003-2004 strategies and add 1-3 additional, as appropriate. Provide model units to mathematics teachers. Continue to provide professional development. Procure appropriate materials. | Proposed Activity for 2006 Continue 2004-2005 strategies and add 1-3 additional, as appropriate. Provide model units to mathematics teachers. Continue to provide professional development. Procure appropriate materials. | Proposed Activity for 2007 Continue 2005-2006 strategies and add 1-3 additional, as appropriate. Provide model units to mathematics teachers. Continue to provide professional development. Procure appropriate materials. | Proposed Activity for 2008 Continue 2006-2007 strategies and add 1-3 additional, as appropriate. Provide model units to mathematics teachers. Continue to provide professional development. Procure appropriate materials. |

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

Objective 6: All students will achieve proficiency or better in mathematics by strengthening the mathematics program, PreK – grade 12.

Strategy 8: Provide comprehensive support for students with special needs to enable them to achieve in mathematics.

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Continue to ensure that special needs students are provided instruction that is consistent with system identified initiatives, PreK-12. Implement the special education mathematics support model. Provide appropriate scaffolding for students with special needs. | | | |
| Implementation: <ul style="list-style-type: none"> Administration of the math assessments and other diagnostic tests to determine the needs of students Provide professional development regarding the identification of math problems and differentiation of instruction. Provide professional development in the administration and analysis of diagnostic assessments. Provide professional development in effective inclusion strategies. Use appropriate assistive and adaptive technology to support students with special needs in furthering their mathematics development. | | | |
| Person(s) Responsible DOI Directors Supervisor of Mathematics Supervisor of Staff Development Special Education Teachers Mathematics Teachers Consultant | Accomplishment Measure Analyze assessment data of special education students. IEPs developed reflecting mathematics needs of students Professional development rosters Procurement of materials Technology support for special needs students in general education room | Impact Measure Student results on formative assessments, MSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. Higher % of students achieving in general education classrooms. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Review data from reading assessments. | Proposed Activity for 2006 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Review data from reading assessments. | Proposed Activity for 2007 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Review data from reading assessments. | Proposed Activity for 2008 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Review data from reading assessments. |

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

Objective 7: All decisions regarding curriculum, instruction, and assessment in mathematics will be data-driven by using formative and summative student assessment data to inform classroom, school, and system based decisions.

Strategy 1: Implement, monitor, and evaluate a system of regularly administered formative assessments for mathematics, K – grade 12.

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Administer formative assessments in mathematics, K-8. | | | |
| Implementation: <ul style="list-style-type: none"> • Create formative assessments: Grades K-2: one assessment; Grades 3-8: two assessments. • Develop an assessment window for the administration and evaluation of the assessment, and dissemination of data. • Add testing dates to the assessment calendar. • Create a reporting system to deliver information in the SMCPS Alpha system for data extraction. • Inform the administration and teachers of the system and provide staff development regarding the use of the system. • Provide more information/professional development about using formative data to plan and adjust classroom instruction. • Revise the system as needed. | | | |
| Person(s) Responsible DOI Directors Supervisor of Mathematics School Administration Mathematics Coaches Mathematics Committee Department of Information Technology Department of Pupil Services | Accomplishment Measure Formative assessments drafted Assessment windows determined and information distributed Reporting system created Professional development for teachers and administrators Review and revise the model as needed. | Impact Measure Student results on formative assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Develop quarterly assessments: 2 paper and pencil, 2 computerized. | Proposed Activity for 2006 Review and revise quarterly assessments: 2 paper and pencil, 2 computerized. | Proposed Activity for 2007 Review and revise quarterly assessments. | Proposed Activity for 2008 Review and revise quarterly assessments. |

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

Objective 7: All decisions regarding curriculum, instruction, and assessment in mathematics will be data-driven by using formative and summative student assessment data to inform classroom, school, and system based decisions.

Strategy 1: Implement, monitor, and evaluate a system of regularly administered formative assessments for mathematics, K – grade 12.

| | | | |
|--|---|--|---|
| Activity for 2003-2004: Administer mid-year formative assessments in required core mathematics courses, Algebra I and Geometry. | | | |
| Implementation: <ul style="list-style-type: none"> • Create formative assessments; modify end-of-course assessments. • Develop an assessment window for the administration and evaluation of the assessment, and dissemination of data. • Add testing dates to the assessment calendar (mid-term exam schedule). • Create a reporting system to deliver information in the SMCPS Alpha system for data extraction. • Inform the administration and teachers of the system and provide staff development regarding use of the system. • Provide more information/professional development about using formative data to plan and adjust classroom instruction. • Revise the system as needed. | | | |
| Person(s) Responsible DOI Directors Supervisor of Mathematics High School Mathematics Department Chairs Department of Information Technology Department of Pupil Services | Accomplishment Measure Formative assessments created Assessment windows determined and information distributed Reporting system created Professional development for teachers and administrators Review model | Impact Measure Student results on formative assessments, end-of-course assessments, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and revise formative assessments. | Proposed Activity for 2006 Review and revise formative assessments. | Proposed Activity for 2007 Review and revise formative assessments. | Proposed Activity for 2008 Review and revise formative assessments. |

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

Objective 8: Adopt appropriate instructional materials for mathematics and ensure that they are readily available and consistently implemented with fidelity to the model at all school sites.

Strategy 1: Integrate instructional technology, appropriate to the goals and components of the mathematics program, at all grade levels, PreK-12.

| | | |
|---|---|--|
| <p>Activity for 2003-2004: Develop at least one unit of mathematics instruction that has effective and appropriate technology integrations for each grade level. Pilot at least one of the units at elementary, middle, and high school.</p> | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Develop PreK – grade 8 units using mathematics coaches and selected teachers at monthly curriculum writing meetings. • Make software and/or hardware needed for implementation available in a timely way. • Pilot units for review and feedback from teacher volunteers. • Revise units and team review prior to system wide dissemination. • Post approved units on the SMCPS intranet for teacher access. | | |
| <p>Person(s) Responsible DOI Directors Director of Technology Supervisor of Media/Title V Technology Integration Specialist Supervisor of Mathematics Mathematics Coaches Mathematics Teachers</p> | <p>Accomplishment Measure Units for technology integration are selected. Units are written. Pilots are undertaken and documented by observations of teachers and administrators. Documentation of team review Revised units created Distribution of revised units to all teachers at appropriate grade level occurs (posted on the SMCPS intranet).</p> | <p>Impact Measure Increase in utilization of technology reported by teachers about themselves and about their students on annual technology survey (required).</p> |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | |
| <p>Proposed Activity for 2005 Develop a second unit of mathematics instruction that has effective and appropriate technology integrations for each grade level. Pilot at least one of the units at elementary, middle, and high school. Implement all of the units developed in 2004 in all grade level classrooms. Provide graphing calculators for FARMs students to use at home and school.</p> | <p>Proposed Activity for 2006 Develop a third unit of mathematics instruction that has effective and appropriate technology integrations for each grade level. Pilot at least one of the units at elementary, middle, and high school. Implement all of the units developed in 2004 and 2005.</p> | <p>Proposed Activity for 2007 Develop a fourth unit of mathematics instruction that has effective and appropriate technology integration for each grade level. Pilot at least one of the units at elementary, middle, and high school. Implement all of the units developed in 2004, 2005, 2006.</p> |
| <p>Facilities Considerations: N/A</p> | | |
| <p>Proposed Activity for 2008 Review all mandatory units with technology embedded. Make certain that the range of technology infusions is appropriate to build the knowledge and skills of students, PreK – 12. Revise to increase the amount of differentiation in units to better meet all students' needs.</p> | | |

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

Objective 9: Provide academic intervention to all students who are not yet proficient in mathematics.

Strategy 1: Provide academic intervention during the school day to all students who are not yet proficient in mathematics.

| | | | |
|---|--|--|---|
| Activity for 2003-2004: Implement, monitor, and evaluate appropriate grade level intervention mathematics programs. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> Provide mathematics intervention during the school day in addition to, not in place of, regular classroom mathematics instruction, PreK-12. Use summative and formative assessments to prioritize participation in the elementary, middle, and high school mathematics intervention programs. Analyze and disaggregate formative and summative assessment data to determine participant eligibility. Plan for two periods of grade 8 mathematics for students requiring acceleration and intervention. Develop mathematics courses for the High School Program of Studies to both accelerate and provide intervention instruction for appropriate students. | | | |
| Person(s) Responsible DOI Directors Supervisor of Mathematics Supervisor of Staff Development Mathematics Coaches Mathematics Teachers Special Education Teachers | Accomplishment Measure Number of students served by each program at the elementary, middle, and high schools | Impact Measure Student results on formative assessments, MSA, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review data and program; revise as needed. | Proposed Activity for 2006 Review data and program; revise as needed. | Proposed Activity for 2007 Review data and program; revise as needed. | Proposed Activity for 2008 Review data and program; revise as needed. |

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

Objective 9: Provide academic intervention to all students who are not yet proficient in mathematics.

Strategy 2: Provide extended day (before or after school) academic intervention to all students who are not yet proficient in mathematics.

| | | | |
|---|--|--|--|
| <p>Activity for 2003-2004: Provide extended day academic intervention programs for all students, grades 1-8, who fail to meet Adequate Yearly Progress (AYP). Implement the SMCPS 21st Century Grant Model after school mathematics program in four Title I sites and selected middle schools. Use appropriate assistive and adaptive technology to support students with special needs to further enhance their mathematics development.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> Identify students for extended day school intervention programs, based on MSA data and some formative assessment data. Provide for transportation of students to increase participation. Use technology as a tool to provide academic intervention support in mathematics. Review impact and plan to expand program in other schools. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Mathematics Supervisor of Title I Mathematics Coaches Mathematics Teachers School Administration Coordinator of Special Programs Instructional Consultation Team</p> | <p>Accomplishment Measure Letters to participate in extended program Number of students served by each program at the elementary and middle schools</p> | <p>Impact Measure Student results on formative assessments, MSA, MFMT, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Expand to four more elementary sites-cluster sites, if necessary, at a central location.</p> | <p>Proposed Activity for 2006 Expand to four more elementary sites-cluster sites, if necessary, at a central location.</p> | <p>Proposed Activity for 2007 Expand to four more elementary sites-cluster sites, if necessary, at a central location.</p> | <p>Proposed Activity for 2008 Review and revise the model.</p> |

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

Objective 9: Provide academic intervention to all students who are not yet proficient in mathematics.

Strategy 2: Provide extended day (before or after school) academic intervention to all students who are not yet proficient in mathematics.

| | | | | |
|--|--|--|--|--|
| Activity for 2003-2004: Implement after school and/or weekend school academic intervention programs for students in grades 9-12 who need additional assistance to improve their mathematics achievement. Use appropriate assistive and adaptive technology to support students with special needs to further their mathematics development. | | | | |
| Implementation: <ul style="list-style-type: none">• Create the mathematics curriculum for extended day programs.• Identify students who are not meeting AYP in mathematics, using formative and summative data.• Use technology as a tool to provide academic intervention support in mathematics.• Create an extended day program at one high school.• Review the effectiveness of the program and revise as needed. | | | | |
| Person(s) Responsible DOI Directors Supervisor of Mathematics Mathematics Coaches Mathematics Teachers Guidance Counselors School Administration | Accomplishment Measure Complete curriculum. Select students for the program. Purchase technology. Review of program | Impact Measure Student results on formative assessments, MSA, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review, revise, enhance, and expand to other high schools as appropriate. | | Proposed Activity for 2006 Review, revise, enhance, and expand as warranted. | | Proposed Activity for 2007 Review, revise, enhance, and expand as warranted. |
| | | | Proposed Activity for 2008 Review, revise, enhance, and expand as warranted. | |

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

Objective 9: Provide academic intervention to all students who are not yet proficient in mathematics.

Strategy 3: Provide eleven-month school year program/extended year/summer activities/extended school year academic intervention to all students who are not yet proficient in mathematics.

| | | | |
|---|--|---|---|
| <p>Activity for 2003-2004: Pilot eleven-month school year program in Title 1 schools and implement summer academic intervention programs for all students who need additional assistance to improve their mathematics skills. Use appropriate assistive and adaptive technology to support students with special needs to further their mathematics development.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Provide eleven-month school year and summer school academic intervention program for K-8 in mathematics. • Expand and enhance the summer mathematics program for grades K-8. • Provide summer school academic intervention classes for grades 9-12 content area classes. • Identify students who are not meeting AYP in mathematics, using formative and summative data. • Use technology as a tool to provide academic intervention support in mathematics. • Review the effectiveness of the program and revise as needed. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Mathematics Mathematics Coaches Mathematics Teachers Guidance Counselors</p> | <p>Accomplishment Measure Enrollment in summer school courses</p> | <p>Impact Measure Student results on formative assessments, MSA, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Expand eleven-month school year program to additional elementary school sites and at least one middle school. Review summer intervention programs and revise as warranted.</p> | <p>Proposed Activity for 2006 Expand eleven-month school year program to remaining elementary school sites. Review summer intervention programs and revise as warranted.</p> | <p>Proposed Activity for 2007 Expand eleven-month school year program to middle school sites. Review summer intervention programs and revise as warranted.</p> | <p>Proposed Activity for 2008 Review eleven-month school year and summer intervention programs and revise as warranted.</p> |

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

Objective 10: Provide enrichment programs to all students who are gifted and talented in mathematics.

Strategy 1: Strengthen the enrichment programs provided to gifted and talented students during the school day, extended day, and extended year.

| | | | |
|---|---|---|--|
| Activity for 2003-2004: Provide enrichment programs for the gifted and talented students in mathematics. | | | |
| Implementation: <ul style="list-style-type: none"> • Create extension activities for one model mathematics units at grades 4-8. • Distribute to all teachers. • Provide appropriate staff support for all teachers. • Provide online access to enrichment program information. • Use existing technology and identify innovative technology to support enrichment opportunities for students, PreK – grade 12. • Program of studies committee reviews the feasibility of additional Advanced Placement (AP) courses, grades 10-12. • Review feasibility of online courses for grades 9-12. • Identify activities for the extended day, based on the school needs assessment and site-based finances. • Provide students with extended year opportunities for enrichment, based on students' interest. • Review and revise model units. | | | |
| Person(s) Responsible DOI Directors Director of Technology Supervisor of Mathematics Coordinator of Gifted & Talented Special Education Teachers Instructional Resource Teachers | Accomplishment Measure Use the National Association for Gifted Standards to outline criteria. Provide staff development for IRTs. Distribute information pertaining to enrichment programs to school sites as well as online access. | Impact Measure Student results on formative assessments, end-of-course assessments, MSA, HSA, or IMAP assessments for mathematics will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue to infuse enrichment activities into new units. Create a committee to review the feasibility of use of online courses for additional grades. Expand extended year opportunities, grades 4-8. | Proposed Activity for 2006 Continue to infuse enrichment activities into new units. Implement use of online courses for additional grades. Technology resource technician/teacher. Renew College Board membership. Expand extended year opportunities, grades 4-12. | Proposed Activity for 2007 Continue to infuse enrichment activities into new units. Review feasibility for summer online course work for original credit, grades 9-12. Expand extended year opportunities, grades 4-12. | Proposed Activity for 2008 Continue to infuse enrichment activities into new units. Implement online course work for original credit, grades 9-12. Review feasibility of extended year programs for grades 2-3. |

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

Objective 11: All students will achieve proficiency or better in science by strengthening the science program, PreK – grade 12.

Strategy 1: Implement, monitor, and evaluate a five-year plan to strengthen science instruction, based on a model that integrates science content with the skills and processes needed to develop scientific understanding. Align the science program, PreK – grade 12. Monitor and evaluate the impact of the new science program on the achievement of all students, represented by the aggregated scores as well as the scores of all disaggregated subgroup populations.

Activity for 2003-2004: Strengthen the science program for grades PreK-8.

Implementation:

- Create a science committee to review, revise, and strengthen the program, PreK – grade 12. Explore such sequencing decisions as whether to move to a Physics First model, an integrated middle schools science curriculum, and which advanced placement courses to phase in as pilots and as full-fledged offerings in the Program of Studies.
- Committee addresses the issue of establishing funding to ensure the integrity of and to strengthen the science program.
- Provide schools with a list of suggested leveled text materials that have science themes and that align with the hands-on science materials already in use in the schools. Use leveled text materials as appropriate in both science and reading/language arts.
- Provide professional development to administrators to help them lead the transition to this approach to science instruction.
- Provide professional development to classroom teachers and lead science teachers to support the transition to this program.
- Analyze and disaggregate formative and summative assessment data to adjust the program as needed.

| Person(s) Responsible DOI Directors Supervisor of Early Childhood Supervisor of Science Supervisor of Title I Supervisor of Staff Development | Accomplishment Measure All schools document that materials have arrived. Agendas/sign-in sheets from administrator professional development Agendas/sign-in sheets to document that each site held professional development Schedules and assessments Science committee report | Impact Measure Student results on formative assessments for science will demonstrate a greater percentage of students obtaining proficiency or better. |
|--|--|---|
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant Proposed Activity for 2005 Implement proposed phase-in to strengthen the elementary science program. Identify lead science teachers at each elementary and middle school. Establish funding for stipends for lead teachers and the procurement of science materials in out years. Write and pilot end-of-course assessments for grades 2-5. | Proposed Activity for 2006 Continue proposed phase-in to strengthen the elementary science program. Purchase materials for elementary. Expand the assessment program to include mid-year and end-of-year tests. | Facilities Considerations: N/A Proposed Activity for 2007 Continue the proposed phase-in to strengthen the elementary science program. Purchase materials for elementary schools as needed. Pilot quarterly assessments at selected schools in grades 2-8. Proposed Activity for 2008 Continue to strengthen the elementary science program. All students in grades 2-8 will be administered quarterly assessments in science. Engage in a comprehensive review of the science program and make revisions as warranted. |

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

Objective 11: All students will achieve proficiency or better in science by strengthening the science program, PreK – grade 12.

Strategy 1: Implement, monitor, and evaluate a five-year plan to strengthen science instruction, based on a model that integrates science content with the skills and processes needed to develop scientific understanding. Align the science program, PreK-grade 12. Monitor and evaluate the impact of the new science program on the achievement of all students, represented by the aggregated scores as well as the scores of all disaggregated subgroup populations.

| | | | |
|---|--|--|--|
| Activity for 2003-2004: Strengthen the science program for grades 9-12. | | | |
| Implementation: <ul style="list-style-type: none"> • Create a science committee to review, revise, and strengthen the program, PreK – grade 12. Explore such sequencing decisions as whether to move to a Physics First model, an integrated middle schools science curriculum, and which advanced placement courses to phase in as pilots and as full-fledged offerings in the Program of Studies. • Incorporate mid-year assessments into the biology course. • Pilot AP Environmental Science at Chopticon High School, then based on a careful review of the data from the pilot, determine what changes are needed before the course is offered at all sites. Add Environmental Science through the P.O.S. process. • Funding is established to ensure that materials are purchased so current hands-on science activities can be continued. • Provide professional development to administrators to help them develop their scientific literacy. • Provide professional development to classroom teachers to support their professional growth in science. • Review all data, including student assessment data, teacher and administrator perception data, and information from professional development sessions to adjust the program as needed. | | | |
| Person(s) Responsible DOI Directors Supervisor of Science Science Teachers High School Science Department Chairs | Accomplishment Measure All schools document that materials have arrived. Agendas/sign-in sheets from administrator professional development Agendas/sign-in sheets to document that each site held professional development. Science committee report | Impact Measure Student results on end-of-course assessments, Biology HSA or AP assessments will demonstrate a greater percentage of students obtaining proficiency or better. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: | |
| Proposed Activity for 2005 Continue to strengthen the science program. Offer AP Environmental Science at all high schools. Explore ways to offer additional courses, perhaps web-based coursework. | Proposed Activity for 2006 Continue to strengthen the science program. Explore ways to offer additional courses, perhaps web-based coursework. Request planning approval for new science and engineering high school. | Proposed Activity for 2007 Continue to strengthen the science program. Explore ways to offer additional courses, perhaps web-based coursework. Continue planning for new science and engineering high school to open in August 2009. | Proposed Activity for 2008 Continue to strengthen the science program. Explore ways to offer additional courses, perhaps web-based coursework. Continue planning for new science and engineering high school to open in August 2009. |

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

Objective 11: All students will achieve proficiency or better in science by strengthening the science program, PreK – grade 12.

Strategy 2: Develop, implement, monitor, and evaluate a revised instructional support model to strengthen the K-12 science instruction.

| | | | | |
|---|---|---|--|--|
| <p>Activity for 2003-2004: Begin to plan for how additional support for students who did not pass the mandatory High School Assessment test in biology will receive remediation and reteaching. Plan for a limited implementation of a pilot program in 2004-2005 that offers multiple avenues to students in need of various types of remediation.</p> <p>Implementation:</p> <ul style="list-style-type: none"> The science department chairs, principals, and members of the DOI will need to collect data on the options, discuss which are most feasible and plan for the limited pilot program in 2004-2005. The science committee will need to review the options and discuss this aspect of strengthening the program as part of its deliberations. Offer professional development in effective ways to differentiate instruction for students struggling to master science, that is, biology. Also provide professional development focused on data-driven instructional decision making for students in science coursework. Consider revisions to the summer school program and sequencing of available support to maximize the students' potential to pass the exam. | | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Science High School Science Department Chairs Science Teachers School Administrators Supervisor of Staff Development</p> | <p>Accomplishment Measure Science report Pilot developed</p> | <p>Impact Measure Student results on end-of-course assessments or HSA will demonstrate a greater percentage of students obtaining proficiency or better.</p> | | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | <p>Proposed Activity for 2005 Offer a limited pilot of options for students who have not passed the HSA - biology test. Carefully review the outcome and plan for full implementation in 2006. Continue staff development.</p> | <p>Proposed Activity for 2006 Move to full implementation of the menu of options for students who have not passed the HSA - biology test. Continue to review the data to assess the impact and revise the program as needed. Continue staff development.</p> |
| | | | <p>Proposed Activity for 2007 Continue full implementation of the menu of options for students who have not passed the HSA - biology test. Continue to review the data to assess the impact and revise the program as needed. Continue staff development.</p> | <p>Proposed Activity for 2008 Continue full implementation of the menu of options for students who have not passed the HSA - biology test. Continue to review the data to assess the impact and revise the program as needed. Continue staff development.</p> |

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

Objective 11: All students will achieve proficiency or better in science by strengthening the science program, PreK – grade 12.

Strategy 3: *Align the science curricula with the State Curriculum and Content Standards.*

| | | | | |
|---|--|--|--|--|
| <p>Activity for 2003-2004: Map the science curriculum, PreK – grade 12, to ensure appropriate sequencing of concepts, articulation, and curricular consistency across school sites. Engage SMCPS teachers and supervisors in mapping the SMCPS Science essential curriculum and state curriculum to ensure that all indicators are being addressed in all SMCPS classrooms. Continue to expand use of the <i>5-E model</i> and project-based curriculum in curriculum development, PreK – grade 12. Continue to expand efforts to vertically articulate the curriculum grades 5-12, to promote access to higher-level courses by greater numbers of all students, especially those within the disaggregated subgroups. Crosswalk all science advanced placement courses with curricular maps to ensure necessary precursor skills and knowledge is being taught to and learned by students.</p> <p>Implementation:</p> <ul style="list-style-type: none"> Align the Maryland Voluntary State Curriculum with the SMCPS science curriculum. Engage teachers across the county and in all grade levels in curriculum mapping of indicators and objectives. Provide the draft curriculum maps to schools for review and feedback. Implement the curriculum map in planning science instruction across the county. Provide staff development for all science teachers in the use of the curriculum map, <i>5-E model</i>, and project-based curriculum. Post model units on the SMCPS intranet. | | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Science Science Teachers Supervisor of Staff Development</p> | <p>Accomplishment Measure Map the curriculum. Distribute maps. Monitor instruction and assessment to assure maps are followed. Staff development provided Check for understanding and determine future needs.</p> | <p>Impact Measure Student results on formative assessments, end-of-course assessments or HSA, or AP exams will demonstrate a greater percentage of students obtaining proficiency or better.</p> | | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | | |
| <p>Proposed Activity for 2005 Refine and pilot the curriculum map in all classrooms. Revise as needed. Continue professional development in 5E and project-based curriculum. Provide inservice for new teachers on the SMCPS model. Create additional model units, K-12.</p> | <p>Proposed Activity for 2006 Refine and pilot the curriculum map in all classrooms. Revise as needed. Continue professional development in 5E and project-based curriculum. Provide inservice for new teachers on the SMCPS model. Create additional model units, K-12.</p> | <p>Proposed Activity for 2007 Refine and pilot the curriculum map in all classrooms. Revise as needed. Continue professional development in 5E and project-based curriculum. Provide inservice for new teachers on the SMCPS model. Create additional model units, K-12.</p> | <p>Proposed Activity for 2008 Refine and pilot the curriculum map in all classrooms. Revise as needed. Continue professional development in 5E and project-based curriculum. Provide inservice for new teachers on the SMCPS model. Create additional model units, K-12.</p> | |

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

Objective 11: All students will achieve proficiency or better in science by strengthening the science program, PreK – grade 12.

Strategy 5: Build teachers' and administrators' understanding of the science components of the new Maryland School Assessment program.

| | | | |
|---|---|--|--|
| Activity for 2003-2004: Make shared samples of High School Assessment items available to all teachers. Post samples and incorporate samples into model units as appropriate in grades 9-12. | | | |
| Implementation: <ul style="list-style-type: none"> • Reacquaint science teachers with the MSDE HSA sample assessments on the MSDE web site. • Encourage schools to create assessments which model the HSA format. • Provide professional development in item writing according to HSA format. • Collect school samples and review for distribution to all sites. | | | |
| Person(s) Responsible DOI Directors Supervisor of Science High School Science Department Chairs Science Teachers Special Education Teachers | Accomplishment Measure Items procured from the MSDE web site and distributed End-of-course assessments, elementary, middle, and high school | Impact Measure Student results on end-of-course assessments or HSA will demonstrate a greater percentage of students obtaining proficiency or better. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue creating science end-of-course assessments to model the HSA format. Create and pilot elementary end-of-course assessments. | Proposed Activity for 2006 Continue creating science end-of-course assessments to model the HSA format. Review and revise elementary end-of-course assessments. | Proposed Activity for 2007 Continue creating science end-of-course assessments to the model HSA format. Model elementary and middle school science assessments on the MSA test design. | Proposed Activity for 2008 Continue creating science end-of-course assessments to model the HSA format. Model elementary and middle school science assessments on the MSA test design. |

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

Objective 11: All students will achieve proficiency or better in science by strengthening the science program, PreK – grade 12.

Strategy 6: Provide professional development about effective science instructional strategies to teachers in all grades, PreK-adult education, to ensure that such strategies are consistently and effectively taught.

Activity for 2003-2004: Identify 1-3 effective instructional strategies for science instruction that will be the focus for professional development for 2003-2004.

Implementation:

- Require all science teachers, on the summative assessment, to complete a *UbD* science unit which includes reading and writing strategies.
- Provide a variety of professional development opportunities to help teachers develop expertise at using effective science strategies. Include the opportunity for middle and high school science teachers to develop additional expertise in environmental education through participation in grant-funded professional development. Other priority areas for science professional development include: the 5E model, project-based science activities, matching assessments to indicators, and using data to drive instructional decisions in the classroom.
- Provide appropriate staff development for teachers, including special education and special areas teachers.
- Provide administrators with appropriate instruction about observing science strategies in the classroom.
- Work with the science department chairs and elementary lead science teachers to develop an expanded menu of strategies available online @SMCPS Department of Curriculum and Instruction web site.
- Make certain the selected science strategies are incorporated into the model units developed during the year.

| Person(s) Responsible | | Accomplishment Measure | Impact Measure |
|---|--|---|--|
| DOI Directors Supervisor of Staff Development Supervisor of Science Science Teachers Special Education Teachers | | Provide all teachers with appropriate materials delineating effective science strategies in all classrooms. Professional development held Online strategies completed | Student results on formative assessments, end-of-course assessments or HSA will demonstrate a greater percentage of students obtaining proficiency or better. Teacher Performance Assessment System will reflect teacher performance. |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Provide model units to science teachers. Continue to provide professional development. Procure appropriate materials. | | Proposed Activity for 2006 Provide model units to science teachers. Continue to provide professional development. Procure appropriate materials. | Proposed Activity for 2008 Provide model units to science teachers. Continue to provide professional development. Procure appropriate materials. |

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

Objective 11: All students will achieve proficiency or better in science by strengthening the science program, PreK – grade 12.

Strategy 7: Provide comprehensive support for students with special needs to enable them to achieve in science.

| | | | |
|---|---|--|--|
| <p>Activity for 2003-2004: Continue to ensure that special needs students are provided instruction that is consistent with system identified initiatives PreK-12. Continue the special education support model. Provide appropriate scaffolding for students with special needs.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Administration of the science assessments and other diagnostic tests to determine the needs of students. • Provide professional development in the administration and analysis of diagnostic assessments. • Provide professional development in effective inclusion strategies. • Use appropriate assistive and adaptive technology to support students with special needs to further their science development. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Science Special Education Teachers Science Teachers</p> | <p>Accomplishment Measure Analyze assessment data of special education students IEPs developed reflecting literacy needs of students Professional development rosters Procurement of materials Technology support for special needs students in the general education room</p> | <p>Impact Measure Student results on formative assessments, end-of-course assessments, or HSA, will demonstrate a greater percentage of students obtaining proficiency or better. Higher % of students achieving in general education classrooms.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Analyze data from end-of-course science assessments.</p> | <p>Proposed Activity for 2006 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Analyze data from end-of-course science assessments.</p> | <p>Proposed Activity for 2007 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Analyze data from end-of-course science assessments.</p> | <p>Proposed Activity for 2008 Continue to monitor IEPs and placements in LRE. Continue to acquire leveled texts and other support materials. Analyze data from end-of-course science assessments.</p> |

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

Objective 12: All decisions regarding curriculum, instruction, and assessment in science will be data-driven by using formative and summative student assessment data to inform classroom, school, and system based decisions.

Strategy 1: Implement, monitor, and evaluate a system of regularly administered formative assessments for science, K – grade 12.

| | | | |
|---|---|--|--|
| Activity for 2003-2004: Phase in a formative assessment system for science, grades K-8. | | | |
| Implementation: <ul style="list-style-type: none"> Create an elementary science committee to investigate end-of-course assessments, grade 2-8, for 2004-2005. Create a reporting system to deliver information in the SMCPS Alpha system for data extraction. Modify end-of-course assessments for grades 6-8 to reflect alignment of curriculum. Add testing dates to the assessment calendar (mid-term exam schedule). Create a reporting system to deliver information in the SMCPS Alpha system for data extraction. Inform administration and teachers of the system and provide staff development regarding use of the system. Provide more information/professional development about using formative data to plan and adjust classroom instruction. Revise the system as needed. | | | |
| Person(s) Responsible DOI Directors Supervisor of Staff Development Supervisor of Science Science Teachers Special Education Teachers | Accomplishment Measure Formative Assessment drafted and administered grades 6-8 Assessment windows established and added to assessment calendar Distribute assessment calendar Reporting system created Professional development completed Review of impact by science committee | Impact Measure Student results on formative assessments for science will demonstrate a greater percentage of students obtaining proficiency or better. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | | |
| Proposed Activity for 2005 Create and pilot end-of-course assessments as needed in grades 2-5. | Proposed Activity for 2006 Revise end-of-course assessments. Expand assessment program to include mid-year and end-of-year tests, grades 2-8. | Proposed Activity for 2007 Pilot quarterly assessments for grades 3-5 at five elementary schools and at all middle schools, grades 6-8. | Proposed Activity for 2008 All students in grades 3-8 will be administered quarterly assessments in science. |

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

Objective 13: Adopt appropriate instructional materials for science and ensure that they are readily available and consistently implemented with fidelity to the model at all school sites.

Strategy 1: Integrate instructional technology, appropriate to the goals and components of the science program, at all grade levels, PreK-12.

| | | | |
|--|--|--|--|
| Activity for 2003-2004: Continue to expand students' and teachers' comfort with using technology for research-related purposes. Include familiarity with the use of databases on CDs, the internet and online data collection and management strategies, K-12. | | | |
| Implementation: <ul style="list-style-type: none"> Science committee investigates appropriate instructional technology integration into the science curriculum. Provide professional development to support teachers to expand the use of technology for research purposes in their classrooms. | | | |
| Person(s) Responsible DOI Directors Director of Technology Supervisor of Media/Title V Technology Integration Specialist Supervisor of Science Science Teachers | Accomplishment Measure Databases and web sites, as well as data management tools, are selected. Professional development is offered -- sign-in sheets and evaluations Logs of tech lab usage, where appropriate | Impact Measure Student results on formative assessments, end-of-course assessments, HSA, or AP assessments will demonstrate a greater percentage of students obtaining proficiency or better. Higher % of technology integration as reflected on the MSDE technology survey. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | | |
| Proposed Activity for 2005 Develop at least one unit of science instruction that has effective and appropriate technology integrations for each grade level. Pilot at least one of the units at elementary, middle, and high school. | Proposed Activity for 2006 Develop a second unit of science instruction that has effective and appropriate technology integrations for each grade level. Pilot at least one of the units at elementary, middle, and high school. Implement all of the units developed in 2005 in all grade level classrooms. | Proposed Activity for 2007 Develop a third unit of science instruction that has effective and appropriate technology integrations for each grade level. Pilot at least one of the units at elementary, middle, and high school. Implement all of the units developed in 2005 and 2006. | Proposed Activity for 2008 Review all mandatory units with technology embedded in them. Make certain that the range of technology infusions is appropriate to build the knowledge and skills of students, PreK – 12. Revise to increase the amount of differentiation in units to better meet all students' needs. |

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

Objective 14: Provide academic intervention to all students who are not yet proficient in science.

Strategy 1: Provide extended day/extended year/summer activities/extended school year academic intervention to all students who have not passed required science coursework.

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Explore extended day and summer academic intervention programs (such as summer school) for all students who need additional assistance to improve their science skills. Use appropriate assistive and adaptive technology to support students with special needs to further their science development. | | | |
| Implementation: <ul style="list-style-type: none"> Science committee investigates the feasibility of academic intervention activities for out years. Explore funding sources for proposed activities. | | | |
| Person(s) Responsible DOI Directors Supervisor of Science Science Teachers Special Education Teachers | Accomplishment Measure Science committee report | Impact Measure Student results on formative assessments, end-of-course assessments, HSA, or AP assessments will demonstrate a greater percentage of students obtaining proficiency or better. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Pilot a few academic intervention programs at a few sites as funding warrants (program implementation: staffing, transportation, and resources). | Proposed Activity for 2006 Incorporate science instruction in eleven-month school year program at all elementary school sites. Continue to revise academic intervention programs and find funding to expand the number of sites. | Proposed Activity for 2007 Incorporate science instruction in eleven-month school year program at all middle school sites. Continue to revise academic intervention programs and find funding to expand the number of sites. | Proposed Activity for 2008 Continue to revise eleven-month school year and academic intervention programs and find funding to expand the number of sites. |

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

Objective 15: Provide enrichment programs to all students who are gifted and talented in science.

Strategy 1: Strengthen the enrichment programs provided to gifted and talented students during the school day, extended day, and extended year.

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Provide enrichment programs for the gifted and talented students in science. | | | |
| Implementation: <ul style="list-style-type: none"> Create extension activities for one model science unit at grades 4-8 and distribute to all teachers. Provide appropriate staff support for all teachers. Provide online access to enrichment program information. Use existing technology and identify innovative technology to support enrichment opportunities for students. Program of studies committee reviews the feasibility of additional Advancement Placement (AP) courses, grades 9-12. Review feasibility of online courses for grades 9-12. Identify activities for the extended day, based on the school needs assessment and site-based finances. Provide students with extended year opportunities for enrichment, based on students' interest. Review and revise model units. During the budget process, request appropriate funding for AP science courses. | | | |
| Person(s) Responsible DOI Directors Director of Technology Supervisor of Science Supervisor of Staff Development Coordinator of Gifted & Talented Science Teachers Special Education Teachers Instructional Resource Teachers | Accomplishment Measure Use the National Association for Gifted Standards to outline criteria. Provide staff development for IRTs. Distribute information pertaining to enrichment programs to school sites as well as online access. | Impact Measure Student results on formative assessments, end-of-course assessments, HSA, or AP assessments for science will demonstrate a greater percentage of students obtaining proficiency or better. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: Buildings accessible year round. | |
| Proposed Activity for 2005 Continue to infuse enrichment activities into new units. Create a committee to review the feasibility of use of online courses for grades 2-12. Expand extended year opportunities, grades 4-8. | Proposed Activity for 2006 Continue to infuse enrichment activities into new units. Implement use of online courses for grades 9-12. Technology resource technician/teacher. Renew College Board membership. Expand extended year opportunities, grades 4-12. Request planning approval for new science and engineering high school to open in August 2009. | Proposed Activity for 2007 Continue to infuse enrichment activities into new units. Review feasibility for summer online coursework for original credit, grades 9-12. Expand extended year opportunities, grades 4-12. Request planning approval for new science and engineering high school to open in August 2009. | Proposed Activity for 2008 Continue to infuse enrichment activities into new units. Implement online coursework for original credit, grades 9-12. Review feasibility of extended year programs for grades 2-3. Request planning approval for new science and engineering high school to open in August 2009. |

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

Objective 16: Strengthen the curriculum, instruction, and assessment for all coursework associated with CTE.

Strategy 1: Align all components of the SMCPS CTE program including curriculum and staff development to ensure students will attain challenging academic, technical, and workplace relate skill proficiencies. (CTE core indicator of performance 1).

| | | | |
|---|--|---|--|
| Activity for 2003-2004: Implement an instructional technology class for seventh and eighth grade. | | | |
| Implementation: <ul style="list-style-type: none"> Summer 2003 and ongoing throughout 2003-2004 - Provide regularly scheduled professional development that builds the necessary skills and expertise for the CTE teachers who are implementing the new instructional technology course (Information Technology Science). Make all adjustments to the middle schools to accommodate the technology and space requirements of the new program. Order all materials and receive and confirm that all materials have arrived. Observe regularly in the course sections to provide formative and summative feedback to teachers about their implementation of the new course. Collect and review student work at each school site, and in cross-site configurations, on a regular basis to determine if desired outcomes are being met. Make revisions to the course, and professional development expectations, to further strengthen implementation of the new course. Develop a parent information component for educating parents and the community about the program. Develop an advanced IT curriculum for the eighth grade elective. Conduct professional development on differentiation of instruction using ASCD consultant. Conduct professional development on "blended instruction" with a focus on integrating reading and mathematics into all CTE lessons via MSDE/ASCD consultants. Maintain workplace readiness skills using the "employability skills" program for all CTE courses. | | | |
| Person(s) Responsible DOI Directors Director of Technology Supervisor of CTE Middle School Principals Middle School CTE Teachers Technology Specialist Chief Administrative Officer | Accomplishment Measure Professional development sessions attendance rosters Facilities accommodations completed Material received by schools and documented Instructional audit Teacher observations/evaluations | Impact Measure Student performance will improve on formative assessments and end-of-course assessments (Certiport exams in IT industry are recommended). Performance of CTE students on NAEAP tests as part of MSW program. Performance of CTE students in core subjects (GPA). Performance of CTE students in new IT course (GPA). | |
| Current Budget Considerations: Sec: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: Classroom modifications | |
| Proposed Activity for 2005 Implement and provide training for an advanced IT curriculum. Purchase necessary materials. Identify, plan, and conduct professional development on blended instruction, IT skills, and differentiation of instruction to strengthen these areas for all middle school CTE staff. | Proposed Activity for 2006 Review the advanced IT curriculum and revise as warranted. Pilot MSDE Technology Literacy Assessment. Seek industry recognized national certification exam for 8th grade (Certiport, IC ³). | Proposed Activity for 2007 Review MSDE Technology Literacy Assessment, if aligned to SMCPS needs. | Proposed Activity for 2008 Continue to review and revise curriculum as needed. |

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

Objective 16: Strengthen the curriculum, instruction, and assessment for all coursework associated with CTE.

Strategy 1: *Align all components of the SMCPS CTE program including curriculum and staff development to ensure students will attain challenging academic, technical, and workplace relate skill proficiencies. (CTE core indicator of performance 1).*

| | | | |
|--|--|--|--|
| Activity for 2003-2004: Continue to improve the quality of all CTE electives in the middle school. | | | |
| Implementation: <ul style="list-style-type: none"> Align the essential curriculum for all CTE courses to support state curriculum in all core subject areas. Provide professional development on blended instruction and differentiation of instruction for all CTE staff. Update instructional units to align with the IT state curriculum and national standards (ISTE). Maintain "state of the art" equipment to meet changing industry standards and provide for quality instruction using the most current instructional technology. | | | |
| Person(s) Responsible DOI Directors Supervisor of CTE Middle School Principals Middle School CTE Teachers | Accomplishment Measure Units updated Professional development rosters Curriculum alignment completed State of the art equipment identified and procured | Impact Measure Student performance will improve on formative assessments and CTE end-of-course assessments as well as Certipoint exams. Performance CTE students on NAEP tests as part of HSTW and MSW programs. Performance of CTE students in all course work (GPA). Performance of CTE students in technical courses (GPA). Increase in the number of students achieving certificates for national certification programs (i.e. welding, construction, MOUS, ASE, etc.) Performance of CTE students in new IT course (GPA). | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: Constant evaluation and updating per industry trends | |
| Proposed Activity for 2005 Revisions to curriculum as necessary. Revision of instructional units. Laboratory/classroom enhancements. Identify, plan, and conduct professional development in differentiation, IT skill development, and blended instruction for all middle school CTE staff | Proposed Activity for 2006 Revisions to curriculum as necessary. Revision of instructional units. Laboratory/classroom enhancements. | Proposed Activity for 2007 Revisions to curriculum as necessary. Revision of instructional units. Laboratory/classroom enhancements. | Proposed Activity for 2008 Revisions to curriculum as necessary. Revision of instructional units. Laboratory/classroom enhancements. |

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

Objective 16: Strengthen the curriculum, instruction, and assessment for all coursework associated with CTE.

Strategy 1: Align all components of the SMCPS CTE program including curriculum and staff development to ensure students will attain challenging academic, technical, and workplace relate skill proficiencies. (CTE core indicator of performance 1).

| | | | |
|---|--|---|---|
| Activity for 2003-2004: Continue to improve the quality of all courses in the CTE completer program(s) for high school students. | | | |
| Implementation: <ul style="list-style-type: none"> Continue collaboration with the regional Program Advisory Council (PAC) for yearly review of curriculum and equipment/material needs, based on labor market and Economic Development Data. Explore expanding the use of industry standard aligned assessments (National Certifications). Expand program completer course offering(s) via MSDE-DCTAL program proposal process using local labor market data. Explore extending completer program offerings at evening high school and summer school for original credit. Explore feasibility of online courses for computer science completer. Disaggregate student performance data by subgroups (special education, minority, LEP, gender, etc.). Review curriculum and assessments of current program offerings and seek improvements. Planning for expansion of program offerings will continue throughout the current renovation of the Dr. James A. Forrest Career and Technology Center. Explore expansion of industry based competency assessment for industry certification. Update instructional units to align with industry standards. Identify 20% lowest performing progress using PQI.) Conduct professional development on "blended instruction" and differentiation of instruction for high school CTE staff using ASCD consultants. Align essential curriculum for all CTE courses to support the state curriculum in all core subjects with a focus on reading and mathematics. | | | |
| Person(s) Responsible DOI Directors Supervisor of CTE High School Principals High School CTE Teachers | Accomplishment Measure Documentation of PAC meeting Procurement of equipment and materials Disaggregated data Program Quality Index (PQI) DCTAL | Impact Measure Student performance will improve on formative assessments and CTE end-of-course assessments. Performance CTE students on NAEP tests as part of HSTW program. Performance of CTE students in all course work (GPA). Performance of CTE students in technical courses (GPA). Increase in the number of students achieving certificates for national certification programs (i.e. welding, construction, MOUS, ASE, etc.). | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: Classroom space | |
| Proposed Activity for 2005 Identify, plan and develop appropriate CTE completer programs (labor market based). Monitor curriculum enhancements per changing industry standards (PAC review). Identify, plan, and conduct professional development for blended instruction and differentiation using ASCD and MSDE consultants. | Proposed Activity for 2006 Use PAC to review all CTE programs in terms of curriculum, instruction, and equipment. | Proposed Activity for 2007 Use PAC to review all CTE programs in terms of curriculum, instruction, and equipment. | Proposed Activity for 2008 Use PAC to review all CTE programs in terms of curriculum, instruction, and equipment. |

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

Objective 16: Strengthen the curriculum, instruction, and assessment for all coursework associated with CTE.

Strategy 1: *Align all components of the SMCPS CTE program including curriculum and staff development to ensure students will attain challenging academic, technical, and workplace relate skill proficiencies. (CTE core indicator of performance 1).*

| | | | |
|---|--|--|---|
| Activity for 2003-2004: Explore the instructional technology K-12 connection. | | | |
| Implementation: <ul style="list-style-type: none"> Create a committee to explore the connection between library media, elementary, and CTE programs. Explore the feasibility of a career portfolio program for fifth grade. Continue the High Schools That Work (HSTW) school improvement model and Making Schools Work (MSW) middle school articulation. Continue professional development for all CTE staff for blended instruction and differentiation using MDSE, ASCD, and SREB consultants. Evaluate impact of middle school I.T.S. program for K-5 and 9-12 programs. Conduct a review of other school systems to determine possible "models for IT program development K-12. | | | |
| Person(s) Responsible DOI Directors Supervisor of CTE Classroom Teachers Selected Media Specialists Special Education Teachers Community Partners | Accomplishment Measure Comprehensive K-12 information technology program for all students Alignment of K-12 program with National I.T. Standards (ISTE) | Impact Measure Student performance will improve on formative assessments and end-of-course assessments in CTE courses. Performance CTE students on NAEP tests as part of HSTW and MSW programs. Performance of CTE students in all course work (GPA). Performance of CTE students in technical courses (GPA). Performance of students in I.T.S. middle school program on end-of-course assessments (recommended Certipoint IC3-industry-sponsored national certification). | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Introduce Gen-Y program in selected after school elementary schools and in the middle grades. Review and update High School Business Education programs based on impact of Middle School I.T.S. courses. Identify and implement new curricula at high school that includes a comprehensive infusion of Information Technology knowledge and skills. | Proposed Activity for 2006 Adjust middle and high school IT programs as appropriate per student performance at the elementary levels. | Proposed Activity for 2007 Adjust middle and high school IT programs as appropriate per student performance at the elementary levels. | Proposed Activity for 2008 Adjust middle and high school IT programs as appropriate per student performance at the elementary levels. |

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

Strategy 1: Align all components of the SMCPS CTE program including curriculum and staff development to ensure students will attain challenging academic, technical, and workplace relate skill proficiencies. (CTE core indicator of performance 1) and ensure CTE completers will attain a secondary school diploma or its recognized equivalent (CTE core indicator of performance 2).

| | | | |
|--|--|--|---|
| Activity for 2003-2004: Continue to improve the quality of all CTE elective courses at each of the high schools. | | | |
| Implementation: <ul style="list-style-type: none"> Review alignment of CTE courses with MSDE and national industry standards. Align CTE essential curricula with state curriculum in all core subject areas. Create a committee to review National Academy Programs. Prepare Program of Studies to include an AP computer science course. Provide staff development for updates and new courses. Provide all CTE staff professional development on "blended instruction" and differentiation with a focus on reading and mathematics literacy. Review the possibility for increased community partnerships and post-secondary connections. Inform counselors of career pathways and curriculum revisions. Update instructional units to align with the new state curriculum. Provide remediation and support classes for CTE students using VSST staff in reading and mathematics. Ensure all CTE students will be enrolled in a math class during the senior year to comply with SMCPS graduation requirements. | | | |
| Person(s) Responsible DOI Directors Supervisor of CTE High School Principals High School CTE Teachers VSST staff | Accomplishment Measure Program of Study revisions Documentation of committee meetings Letters to businesses and higher education CTE Student Survey New CTE program proposals approved by MSDE-DCTAL | Impact Measure Student performance will improve on formative assessments and CTE end-of-course assessments. Performance CTE students on NAEP tests as part of HSTW program. Performance of CTE students in all course work (GPA). Performance of CTE students in technical courses (GPA). Increase in the number of students achieving certificates for national certification programs (i.e. welding, construction, MOUS, ASE, etc.). Graduation rate for CTE students (diplomas awarded). Certificate awards (equivalency for CTE special needs students. Number of new CTE completers. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: Maintain industry - standard labs per PAC review | |
| Proposed Activity for 2005 Prepare all high schools for implementation of the National Academy Program. Implement an AP computer science course at all high schools. Expand remediation and assistance program for all CTE and special needs students in reading and mathematics literacy. Continue professional development using MSDE and ASCD consultants for blended instruction and differentiation of instruction strategies | Proposed Activity for 2006 Implement the National Academy Program for IT. Implement the National Academy Program for Hospitality/Tourism. | Proposed Activity for 2007 Implement the National Academy Program for Finance. | Proposed Activity for 2008 Review Academy Career Pathways Implementation. |

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

Objective 16: Strengthen the curriculum, instruction, and assessment for all coursework associated with CTE.

Strategy 2: Enable and expand the participation and success of students in CTE programs that are non-traditional (CTE core indicator of performance 4

| | | | |
|--|---|--|---|
| Activity for 2003-2004: Evaluate and revise the instructional support model to strengthen CTE instruction. | | | |
| Implementation: <ul style="list-style-type: none"> Continue vocational support at the Dr. James A. Forrest Career and Technology Center, including curriculum modification, vocational evaluation, and classroom support. Explore the possibility to provide additional support to ensure student success. Review and revise the role in transition programs. Professional development for VSST personnel. Professional development for all CTE staff at Forrest Center and each high school to address non-traditional recruitment and retention strategies. Identify barriers to non-traditional placements and pursue strategies to remove those barriers. Establish strong participation in CTE student organizations to promote gains in non-traditional roles in targeted career pathways. | | | |
| Person(s) Responsible DOI Directors Supervisor of CTE High School Principals High School CTE Teachers VSST Teachers Paraeducators Guidance Counselors | Accomplishment Measure VSST Evaluation Plans Documentation of counselor collaboration Paraeducator support schedule | Impact Measure Student products and success with program. Post-Graduation Employment Survey. Number of students enrolled in non-traditional programs as defined by federal guidelines). Number of student who complete non-traditional CTE programs. Number of student who transition to non-traditional post-secondary training and/or employment. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: Providing adequate and effective vocational evaluation laboratory and related office space | |
| Proposed Activity for 2005 Review and revise instructional support model. Identify non-traditional individuals who are willing to speak to students regarding their success within a non-traditional career. Schedule and coordinate key recruitment and retention events for non-traditional CTE programs at all sites. | Proposed Activity for 2006 Review and revise instructional support model. | Proposed Activity for 2007 Review and revise instructional support model. | Proposed Activity for 2008 Review and revise instructional support model. |

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

Objective 16: Strengthen the curriculum, instruction, and assessment for all coursework associated with CTE.

Strategy 3: *Ensure placement in, retention in, and success in post-secondary education, military service or employment for all CTE students (CTE core indicator core of performance 3).*

| | | | |
|---|---|---|--|
| Activity for 2003-2004: Provide enrichment opportunities for CTE students in order to increase student professional and scholarship opportunities. | | | |
| Implementation: <ul style="list-style-type: none"> • Provide resources to students. • Explore co-existence of Mathematics, Engineering, and Science Association (MESA) and Technology Student Association (TSA) at all high schools. • Continue CTE student participation in state and national organizations and events (FBLA, DECA, Skills USA/VICA). • Explore the expansion of business partner sponsored summer trade camps for eighth and ninth graders. • Summer camps to explore technical careers with the College of Southern Maryland. • Provide work-based learning opportunities for all CTE students. • Plan and coordinate Tech Expo and College Fair events for all CTE students. • Provide quality field trip venues for all career clusters as part of career exploration for all CTE students. • Provide opportunities for JROTC participation. • Provide opportunities for all branches of the military to meet with CTE students. • Provide guidance and transition assistance to all CTE students. • Provide direct assistance with completion of career portfolios as part of graduation requirement for all CTE students. • Expand participation in industry sponsored events and competitions. | | | |
| Person(s) Responsible DOI Directors Supervisor of CTE High School Principals High School CTE Teachers VSST Teachers Paraeducators Guidance Counselors Community Partners | Accomplishment Measure Club memberships Community memberships Summer camp participation Work-based Learning Surveys-MSDE-DCTAL | Impact Measure Student performance will improve on formative assessments and CTE end-of-course assessments. Student overall GPA (all courses). Student performance on state assessments. Student performance on industry-sponsored National Certification Exams. Transition data on all CTE students (post-secondary placement, military or employments.) Work-based Learning Data-Employer Satisfaction. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: Availability of instructional areas for summer programs | |
| Proposed Activity for 2005 Offer NASA program in summer school and evening high school for original credit. Expand number of CTE completers available to all students per Forrest Center Renovation Strategic Report. Expand Tech Expo to full day to achieve greater participation and value. Seek more industry, college, and military participation in Tech Expo and other information sharing events. | | Proposed Activity for 2007 Expand summer camp offerings. | |
| | | Proposed Activity for 2008 Expand summer camp offerings. | |

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

Objective 17: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy 1: Continue to provide and strengthen an instructional program in the fine arts that meets the Maryland fine arts graduation requirements and which is aligned with the Maryland State Department of Education Essential Learner Outcomes.

| | | | |
|--|---|---|---|
| <p>Activity for 2003-2004: Continue to provide music, theater, visual arts, and dance each year to all students in grades PreK-8. Music, band, and theater will be incorporated into the music program. Dance will be incorporated into the physical education and music program. Visual arts will be offered once a week to elementary, while grades 6-8 meet one period on an A-B schedule all year. Seek input to strengthen the program and request needed support through the 2004-2005 budget process.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Aligned Maryland State Department of Education Essential Learner Outcomes will be distributed to all fine arts teachers. • Provide inservice opportunities for all fine arts teachers in reading, writing, and the <i>Understanding by Design</i> unit and lesson planning format. • Purchase additional beginning band and string instruments for student use. • Purchase visual arts supplies and equipment to accommodate additional student enrollment. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Fine Arts Supervisor of Staff Development</p> | <p>Accomplishment Measure All elementary schedules reflect the above configurations. Integrate reading and writing activities into all elementary fine arts classroom instruction on a regular basis.</p> | | <p>Impact Measure Schedule changes will provide more fine arts opportunities for students.</p> |
| | <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact</p> | | |
| <p>Proposed Activity for 2005 Continue review of staffing needs (band and string teachers) to accommodate additional student population. Continue to provide staff development and resources for the SMCPS fine arts program.</p> | <p>Proposed Activity for 2006 Add a second chorus period to all elementary school schedules to accommodate a third grade chorus. Continue review of staffing needs (band and string teachers) to accommodate additional student population. Continue to provide staff development and resources for the SMCPS fine arts program.</p> | <p>Proposed Activity for 2007 Integrate a reading/writing class for fifth grade students as a fine arts class. Continue review of staffing needs (band and string teachers) to accommodate additional student population. Continue to provide staff development and resources for the SMCPS fine arts program.</p> | <p>Proposed Activity for 2008 Increase visual arts instruction to three 45 minute periods of instruction over a 10-day period. Continue review of staffing needs (band and string teachers) to accommodate additional student population. Continue to provide staff development and resources for the SMCPS fine arts program.</p> |

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

Objective 17: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy 1: Continue to provide and strengthen an instructional program in the fine arts that meets the Maryland fine arts graduation requirements and which is aligned with the Maryland State Department of Education Essential Learner Outcomes.

| | | | |
|--|---|--|--|
| <p>Activity for 2003-2004: Continue the Fine Arts Program offerings that meet the Maryland fine arts credit requirements for graduation, assure alignment with the Maryland State Department of Education Essential Learner Outcomes, and allow students to select fine arts electives in grades 9-12. The programming offered at each high school allows students electives in music, visual arts, and theater. Each high school also offers five Advanced Placement courses: Music Theory, Studio Art, Two-Dimensional, Three-Dimensional, and Art History.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Aligned Maryland State Department of Education Essential Learner Outcomes will be distributed to all fine arts teachers. • Provide inservice opportunities for all fine arts teachers in reading, writing, and the <i>Understanding by Design</i> unit and lesson planning format. • Purchase additional beginning band and string instruments for student use. • Purchase visual arts supplies and equipment to accommodate additional student enrollment. • Seek input to expand and strengthen course offerings to include dance and request needed support through the 2004-2005 budget process. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Fine Arts Fine Arts Teachers Supervisor of Staff Development</p> | <p>Accomplishment Measure High school schedules Explore the budgetary implications of end-of-course assessment. End-of-course assessment committee report Community and corporate partnerships to foster scholarship opportunities</p> | <p>Impact Measure Schedule changes will provide more fine arts opportunities for students.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: None at this time</p> | |
| <p>Proposed Activity for 2005 High School Program of Studies will reflect the following new courses: Dance 1, Dance 2, and Dance 3. Provide appropriate staff and resources. Continue to add additional positions as warranted by enrollment. Continue to provide appropriate resources and staff development.</p> | <p>Proposed Activity for 2006 Replace piano lab as needed for all high schools. Provide appropriate staff and resources. Continue to add additional positions as warranted by enrollment. Continue to provide appropriate resources and staff development.</p> | <p>Proposed Activity for 2007 Provide appropriate staff and resources. Continue to add additional positions as warranted by enrollment. Continue to provide appropriate resources and staff development. Locate resources to establish piano labs at Margaret Brent Middle School and dance facilities at all middle schools.</p> | <p>Proposed Activity for 2008 Replace guitars in all high schools as needed. Revise Middle and High School Program of Studies to reflect the following new courses: guitar and additional advanced placement courses as reflected at the national level. Provide appropriate staff and resources. Continue to add additional positions as warranted by enrollment. Continue to provide appropriate resources and staff development.</p> |

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

Objective 17: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy 2: Offer additional opportunities for interested students, grades 3-12, to explore and develop expertise in one or more aspects of the fine arts.

| | | | |
|--|--|--|--|
| <p>Activity for 2003-2004: Continue to ensure the integrity of the elective "pull-out" programs for instrumental music such as band and strings as well as chorus for elementary students and the electives in the middle and high school programs. Provide additional opportunities such as All-County Elementary School Honor Band, Chorus, and Orchestra; Elementary Solo and Ensemble Festival; and Summer Fine Arts Camp. All of these opportunities are intended to increase elementary students' awareness and engagement in the arts and to include the community in performances intended to demonstrate students' increasing mastery of their selected elective activity.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> Review the pullout program for elementary students. Review the summer school opportunities for students. Guest conductors, adjudicators, camp instructors, and supplies will be selected for each group. All-County calendar of events will be disseminated to all schools. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Fine Arts Fine Arts Teachers</p> | <p>Accomplishment Measure Summer Fine Arts Camp will be expanded to include dance and theater. Student enrollment</p> | <p>Impact Measure Schedule changes will provide more fine arts opportunities for students.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Summer Fine Arts Camp - add additional classes to accommodate increased enrollment. 3rd Superintendent's Art Gallery and Gala.</p> | <p>Proposed Activity for 2006 Summer Fine Arts Camp - add additional classes to accommodate increased enrollment.</p> | <p>Proposed Activity for 2007 Summer Fine Arts Camp - add additional classes to accommodate increased enrollment. 4th Superintendent's <i>Art Gallery and Gala.</i></p> | <p>Proposed Activity for 2008 Summer Fine Arts Camp - add additional classes to accommodate increased enrollment.</p> |

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

Objective 17: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy 3: Align fine arts curricula with the State Curriculum and Content Standards.

| | | | |
|--|---|---|---|
| <p>Activity for 2003-2004: Map the fine arts curriculum, PreK – 12, to ensure appropriate sequencing of concepts, articulation, and curricular consistency across school sites. Engage SMCPS teachers and supervisors in mapping the SMCPS fine arts essential curriculum and state curriculum to ensure that all indicators are being addressed in all SMCPS classrooms. Continue to expand efforts to vertically articulate the curriculum, grades 9-12, to promote access to higher-level courses by greater numbers of all students, especially those within the disaggregated subgroups. Crosswalk all fine arts advanced placement courses with curricular maps to ensure necessary precursor skills and knowledge is being taught to and learned by students.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> Align and map the SMCPS curriculum with the MSDE State Curriculum. Inservice teachers across the county and in all grade levels in curriculum mapping of outcomes, expectations, indicators, and benchmarks. Provide curriculum workshop opportunities for staff to develop curriculum mapping. Create model units that embedded differentiated instruction, instructional technology, and instructional strategies consistent across the system. Create formative assessments for each area of fine arts to be administered in May 2004. Provide draft maps, model units, and assessments to schools for review and feedback. Post approved units on the SMCPS intranet and SMCPSFAD web site for teacher access. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Fine Arts Fine Arts Teachers Supervisor of Staff Development</p> | <p>Accomplishment Measure Curriculum maps Model units Assessments</p> | <p>Impact Measure Teacher Performance Assessment System will reflect teacher performance in planning and preparation as well as instruction.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Revise and pilot curriculum maps, model units, and assessments. Continue to produce additional units and assessments for each fine arts area. Continue to provide staff development and resources as warranted.</p> | <p>Proposed Activity for 2006 Implement curriculum maps, model units, and assessments. Continue to produce additional units and assessments for each fine arts area. Continue to provide staff development and resources as warranted.</p> | <p>Proposed Activity for 2007 Implement curriculum maps, model units, and assessments. Continue to produce additional units and assessments for each fine arts area. Continue to provide staff development and resources as warranted.</p> | <p>Proposed Activity for 2008 Implement curriculum maps, model units, and assessments. Continue to produce additional units and assessments for each fine arts area. Continue to provide staff development and resources as warranted.</p> |

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

Objective 17: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy 4: Provide comprehensive support for students with special needs to enable them to achieve in fine arts.

| | | | |
|---|--|--|--|
| <p>Activity for 2003-2004: Continue to ensure that special needs students are provided instruction that is consistent with system-identified initiatives PreK – 12. Implement special education fine arts support, as appropriate. Provide appropriate scaffolding for students with special needs.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Provide professional development regarding the identification of fine arts problems and differentiation of instruction. • Provide professional development in effective inclusion strategies. • Use appropriate assistive and adaptive technology to support students with special needs to further their literacy development • Provide visual arts instruction at the Alternative Learning Center. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Fine Arts Fine Arts Teachers</p> | <p>Accomplishment Measure Provide visual arts instruction at the Alternative Learning Center. Provide inservice activities to provide professional development in effective inclusion strategies, adaptive support, and identification processes.</p> | <p>Impact Measure Student results on fine arts assessments will demonstrate a greater percentage of students obtaining proficiency or better. Higher % of special needs students in the regular music education classes.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact</p> | | <p>Facilities Considerations: Adaptive facilities, as appropriate.</p> | |
| <p>Proposed Activity for 2005 Provide professional development regarding the identification of fine arts problems, inclusion strategies, and differentiation of instruction. Provide professional development in the use of appropriate adaptive technology to support students with special needs to further their literacy development. Provide visual arts instruction at the Alternative Learning Center.</p> | <p>Proposed Activity for 2006 Provide professional development regarding the identification of fine arts problems, inclusion strategies, and differentiation of instruction. Provide professional development in the use of appropriate adaptive technology to support students with special needs to further their literacy development. Provide visual arts instruction at the Alternative Learning Center.</p> | <p>Proposed Activity for 2007 Provide professional development regarding the identification of fine arts problems, inclusion strategies, and differentiation of instruction. Provide professional development in the use of appropriate adaptive technology to support students with special needs to further their literacy development. Provide visual arts instruction at the Alternative Learning Center.</p> | <p>Proposed Activity for 2008 Provide professional development regarding the identification of fine arts problems, inclusion strategies, and differentiation of instruction. Provide professional development in the use of appropriate adaptive technology to support students with special needs to further their literacy development. Provide visual arts instruction at the Alternative Learning Center.</p> |

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

Objective 17: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy 5: Strengthen the enrichment programs provided to gifted and talented students during the school day, extended day, and extended year.

| | | | |
|---|--|---|--|
| <p>Activity for 2003-2004: Provide enrichment programs for the gifted and talented students in the fine arts program. Provide elective "pull-out" programs for instrumental music such as band and strings, as well as chorus for elementary students. Elective pull-out programs will include: band for grades 4 and 5; string instruction for grades 3, 4, and 5; chorus for grades 4 and/or 5. Provide additional opportunities such as Elementary School Honor Band, Chorus, and Orchestra; Elementary Solo and Ensemble Festival; and Summer Fine Arts Camp. All of these opportunities are intended to increase elementary students' awareness and engagement in the arts and to include the community in performances intended to demonstrate students' increasing mastery of their selected elective activity.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Provide appropriate staff development to all teachers. • Create criteria for the gifted and talented student. • Use existing technology and identify innovative technology to support enrichment opportunities for students, PreK – 12. • Identify activities for the extended day/extended year. • Guest conductors, adjudicators, camp instructors, and supplies will be selected for each group. • All-County calendar of events will be disseminated to all schools. | | | |
| <p>Person(s) Responsible DOI Directors Gifted and Talented Coordinator Supervisor of Fine Arts Supervisor of Staff Development</p> | <p>Accomplishment Measure Summer Fine Arts Camp will be expanded to include dance and theater. Student participation will increase.</p> | <p>Impact Measure Student participation will demonstrate increased proficiency on assessments during the school year.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact</p> | | | |
| <p>Proposed Activity for 2005 Summer Fine Arts Camp - add additional classes to accommodate increased enrollment. 3rd Superintendent's Art Gallery and Gala.</p> | <p>Proposed Activity for 2006 Summer Fine Arts Camp - add additional classes to accommodate increased enrollment.</p> | <p>Proposed Activity for 2007 Summer Fine Arts Camp - add additional classes to accommodate increased enrollment. 4th Superintendent's Art Gallery and Gala.</p> | <p>Proposed Activity for 2008 Summer Fine Arts Camp - add additional classes to accommodate increased enrollment.</p> |

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

Objective 18: Strengthen the curriculum, instruction, and assessment for all coursework associated with social studies.

Strategy 1: Align the curriculum, instruction, and assessment of the SMCPS social studies program

| | | | | |
|--|---|---|---|--|
| Activity for 2003-2004: Review and revise the social studies curriculum so that it reflects current changes in the MSDE Voluntary State Curriculum. | | | | |
| Implementation: <ul style="list-style-type: none">Review the draft state curriculum and align with the SMCPS essential curriculum.Map the social studies curriculum.Provide professional development for all teachers regarding curriculum alignment, maps, instructional strategies, and resources.Continue to create model instructional units that incorporate cognitively engaging instructional strategies that maximize learning time and support content area reading and writing strategies, as well as instructional technology. Lessons will provide differentiation in order to address student interest, readiness, and learning styles of all students. Ensure that resources reflect the <i>Education That is Multicultural</i> guidelines.Utilize assistive and adaptive technology to meet the needs of all students.Post the model units on the SMCPS intranet.Explore web-based courses for secondary students. | | | | |
| Person(s) Responsible DOI Directors Supervisor of Social Studies Social Studies Teachers Supervisor of Staff Development | Accomplishment Measure SMCPS social studies curriculum map Professional development agendas Model units | Impact Measure Student results on formative assessments and HSA for social studies will demonstrate a greater percentage of students obtaining proficiency or better. | | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | | |
| Proposed Activity for 2005 Refine, revise, and pilot the curriculum map. Continue writing model units. Continue to provide professional development. Expand student organizations. Review and develop a course for students in need of additional instruction/support to successfully complete the Government and U.S. History HSA. Consider offering online courses as an alternative for placement. Offer AP Psychology. | Proposed Activity for 2006 Continue to refine and pilot the curriculum map in all classrooms. Revise as needed. Continue to provide professional development, including the BIMS classroom tools. Continue writing model units. | Proposed Activity for 2007 Continue to refine and pilot the curriculum map in all classrooms. Revise as needed. Continue to provide professional development. Continue writing model units. | Proposed Activity for 2008 Continue to refine and pilot the curriculum map in all classrooms. Revise as needed. Continue to provide professional development. Continue writing model units. | |

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

Objective 19: Strengthen the curriculum, instruction, and assessment for all coursework associated with the student service-learning program.

Strategy 1: Align the curriculum, instruction, and assessment of the SMCPS student service-learning program.

| <p>Activity for 2003-2004: Ensure that the achievement of all students continues to improve by strengthening the student service-learning program by identifying community needs and incorporating preparation, action, and reflection.</p> <p>Implementation:</p> <ul style="list-style-type: none"> Continue to create model instructional units that incorporate cognitively engaging instructional strategies that maximize learning time and support content area reading and writing strategies, as well as instructional technology. Lessons will provide differentiation in order to address student interest, readiness, and learning styles of all students. Ensure that resources reflect the <i>Education That is Multicultural</i> guidelines. Review instructional technology resources for adoption. Provide professional development for the integration of the technology. Provide professional development for all teachers regarding research-based strategies to differentiate instruction for the highly able and special needs students. Utilize the career focused portfolio beginning in grade 9 to showcase service-learning activities. Utilize assistive and adaptive technology to support students with special needs. Provide professional development for analyzing student work and identifying instructional implications. Develop and implement a process to monitor and evaluate the instructional program utilizing the Maryland Best Practices for Student Service- Learning. | | | | |
|---|--|--|--|--|
| Person(s) Responsible | Accomplishment Measure | Impact Measure | | |
| DOI Directors Supervisor of Social Studies Service-Learning Teachers Supervisor of Staff Development | Service-Learning portfolio section Professional development agendas | Service-Learning graduation requirement will be fulfilled through a variety of content areas. | | |
| Current Budget Considerations: | | Facilities Considerations: | | |
| See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | N/A | | |
| Proposed Activity for 2005 Refine and revise the student service-learning program as needed. | Proposed Activity for 2006 Refine and revise the student service-learning program as needed. Continue to provide professional development opportunities, including the BIMS classroom tools. | Proposed Activity for 2007 Refine and revise the student service-learning program as needed. | Proposed Activity for 2008 Refine and revise the student service-learning program as needed. | |

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

Objective 20: Strengthen the curriculum, instruction, and assessment for all coursework associated with the physical education program.

Strategy 1: Align the curriculum, instruction, and assessment of the SMCPS physical education program.

Activity for 2003-2004: Review and revise the SMCPS physical education program.

Implementation:

- Align the SMCPS essential curriculum with the MSDE State Curriculum.
- Continue to create model instructional units that incorporate cognitively engaging instructional strategies that maximize activity-learning time (ALT) and support content area reading and writing strategies, as well as instructional technology. Lessons will provide differentiation in order to address student interest, readiness, and learning styles of all students.
- Utilize assistive and adaptive technology to support students with special needs.
- Adopt and utilize instructional technology into the curriculum.
- Provide comprehensive support for students with special needs in the least restrictive environment.
- Provide professional development for all teachers regarding curriculum alignment, maps, instructional strategies, and resources.
- Create a committee to investigate opportunities for implementing supervised intramural programs and clubs (canoeing and traverse wall climbing) for students in need of additional academic motivation.

| Person(s) Responsible DOI Directors Supervisor of Physical Education/Health Supervisors of Special Education Physical Education/Health Resource Teachers Special Education Resource Teachers Supervisor of Staff Development | Accomplishment Measure Technology purchases: heart rate monitors, pedometers, body mass analyzers Model units and rubrics Professional development agendas | Impact Measure Student results on formative assessments for physical education will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. |
|---|---|--|
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | Facilities Considerations: | |
| Proposed Activity for 2005 Continue revising curriculum as warranted. Continue model unit writing. Continue to provide staff development opportunities. Revise curriculum map. Implement extended day opportunities. | Proposed Activity for 2006 Continue revising curriculum as warranted. Continue model unit writing. Continue to provide professional development opportunities, including the BIMS classroom tools. Revise curriculum map. Implement extended day opportunities. | Proposed Activity for 2007 Continue revising curriculum as warranted. Continue model unit writing. Continue to provide staff development opportunities. Implement extended day opportunities. |
| | | Proposed Activity for 2008 Continue revising curriculum as warranted. Continue model unit writing. Continue to provide staff development opportunities. Implement extended day opportunities. |

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

Objective 21: Strengthen the curriculum, instruction, and assessment for all coursework associated with the health program so that all students can achieve.

Strategy 1: Align the curriculum, instruction, and assessment of the SMCPS health program. (See also Goal 4, page 4.)

| | | | | |
|--|--|---|--|--|
| Activity for 2003-2004: Review and revise the SMCPS health program. | | | | |
| Implementation: <ul style="list-style-type: none">Align the SMCPS essential curriculum with the MSDE State Curriculum.Continue to create model instructional units that incorporate cognitively engaging instructional strategies that maximize learning time and support content area reading and writing strategies, the BIMS classroom tools, as well as instructional technology. Lessons will provide differentiation in order to address student interest, readiness, and learning styles of all students. Post units on the SMCPS intranet.Utilize assistive and adaptive technology to support students with special needs.Adopt and utilize instructional technology into the curriculum.Provide comprehensive support for students with special needs in the least restrictive environment.Provide professional development for all teachers regarding curriculum alignment, maps, instructional strategies, and resources.Embed health questions into content area assessments (Biology, Contemporary Issues, English 11) at high schools. | | | | |
| Person(s) Responsible DOI Directors Supervisor of Physical Education/ Health Health Resource Teacher Supervisors of Special Education Special Education Resource Teachers Physical Education/Health Teachers Supervisor of Staff Development | Accomplishment Measure Model units and rubrics Professional development agendas | Impact Measure Student results on summative assessments in the content areas will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | Facilities Considerations: N/A | Proposed Activity for 2008 Continue revising the curriculum as warranted. Continue model unit writing. Continue to provide staff development opportunities. Revise the Middle and High School Program of Studies to align with curriculum updates. |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Proposed Activity for 2006 Continue revising curriculum as warranted. Continue model unit writing. Continue to provide staff development opportunities. Embed health questions into content area assessments (science, physical education, and social studies) at middle schools. | | Proposed Activity for 2007 Continue revising the curriculum as warranted. Continue model unit writing. Continue to provide staff development opportunities. Revise and refine assessments. |
| Proposed Activity for 2005 Continue revising curriculum as warranted. Continue model unit writing. Continue to provide staff development opportunities. Revise questions embedded in summative assessments at the high school level. Revise and add health education elective <i>Family Living</i> to other high schools. | | | | |

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

Objective 22: Strengthen the curriculum, instruction, and assessment for all coursework associated with the foreign language program.

Strategy 1: Align the curriculum, instruction, and assessment of the SMCPS foreign language program

| | | | |
|---|---|---|---|
| <p>Activity for 2003-2004: Review and revise the SMCPS foreign language curriculum so that it reflects changes in the MSDE State Curriculum.</p> <p>Implementation:</p> <ul style="list-style-type: none"> Review the draft state curriculum and align with the SMCPS essential curriculum. Map the foreign language curriculum. Provide professional development for all teachers regarding curriculum alignment, maps, instructional strategies, and resources. Continue to create model instructional units that incorporate cognitively engaging instructional strategies that maximize learning time and support content area reading and writing strategies, the BIMS classroom tools, as well as instructional technology. Lessons will provide differentiation in order to address student interest, readiness, and learning styles of all students. Ensure that resources reflect the <i>Education That is Multicultural</i> guidelines. Utilize assistive and adaptive technology to meet the needs of all students. Post the model units on the SMCPS intranet. Explore web-based courses for secondary students. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Foreign Language Supervisor of Staff Development Foreign Language Teachers</p> | <p>Accomplishment Measure SMCPS foreign language curriculum map Professional development agendas Model units</p> | <p>Impact Measure Student results on formative assessments and end-of-course assessments for foreign languages will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Refine, revise, and pilot the curriculum map in all classrooms. Continue to provide professional development. Consider offering online courses as an alternative for placement. Continue writing model units.</p> | <p>Proposed Activity for 2006 Continue to refine and pilot the curriculum map in all classrooms. Revise as needed. Continue to provide professional development. Continue writing model units.</p> | <p>Proposed Activity for 2007 Continue to refine and pilot the curriculum map in all classrooms. Revise as needed. Continue to provide professional development. Continue writing model units.</p> | <p>Proposed Activity for 2008 Continue to refine and pilot the curriculum map in all classrooms. Revise as needed. Continue to provide professional development. Continue writing model units.</p> |

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

Objective 23: Strengthen the curriculum, instruction and assessment for all coursework associated with the library/media program.

Strategy 1: Align the curriculum, instruction, and assessment of the SMCPS library/media program.

| | | | | |
|--|---|---|--|--|
| Activity for 2003-2004: Review and revise the SMCPS library/media curriculum so that it reflects changes in the MSDE State Curriculum. | | | | |
| Implementation: <ul style="list-style-type: none">Align the SMCPS library/media curriculum with the MSDE Voluntary State Curriculum.Create model units that embed information and technology literacy skills as well as instructional strategies.Provide professional development for library/media specialists in collaborative planning, differentiation, and technology integration.Provide professional development to revise mapping of library/media benchmarks and the social studies essential curriculum with the new state curriculum.Provide professional development to each staff by the media specialist to support this new library/media mapping with social studies curriculum.Review annual data provided by each media specialist sent to MSDE to determine compliance with standards.Survey staff to see how the mapping of the curriculum helped meet their needs. | | | | |
| Person(s) Responsible DOI Directors Supervisor of Media/Title V Library/Media Specialists Classroom Teachers | Accomplishment Measure In-service by media specialists at a staff meeting Notebook of social studies curriculum and library/media benchmarks at each grade level | Impact Measure Students will be able to demonstrate information and technology literacy skills in all content areas. | | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: Library/Media Center | | |
| Proposed Activity for 2005 Refine and pilot the curriculum map in all classrooms. Revise as needed. Begin alignment of math curriculum with the library/media benchmarks. | Proposed Activity for 2006 Refine and pilot the curriculum map in all classrooms. Revise as needed. Continue alignment with math curriculum. Begin aligning science curriculum with library/media benchmarks after math is completed and revised. | Proposed Activity for 2007 Refine and pilot the curriculum map in all classrooms. Revise as needed. Continue alignment of science curriculum with library/media benchmarks. | Proposed Activity for 2008 Continue implementation of collaborative planning between library/media specialists and classroom teachers. | |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools.

| | | | |
|--|---|---|--|
| <p>Activity for 2003-2004: Utilize effective instructional strategies that are grounded in scientifically-based research for literacy and mathematics instruction in all classrooms in Title I schools. Research-based (or scientifically-based) strategies for 2003-04 will include: (1) “Balanced literacy” (2) <i>The Nation’s Choice formerly Legacy of Literacy</i> – Houghton Mifflin series for use in all kindergarten, first, second, and third grade classrooms (Title I schools); (3) <i>TERC</i> “Investigations” Materials – Scott Foresman for mathematics, K-5, <i>Math Central</i> – for additional emphasis on computation, K-5; and (5) Marilyn Burns Education Associates, mathematics and literature materials for additional emphasis on reading and writing in elementary mathematics (PreK-8).</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Purchase appropriate materials for each Title I school. • Provide orientation to the materials and “just in time” professional development about their effective use to teachers in Title I schools. • Task supervisors with assessing the effectiveness of implementation through formal and informal observations. • Title I Technical Assistance Team will assess effectiveness of implementation during “walk-throughs.” • Review formative and summative assessment data and make revisions to the programs as needed. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Title I Title I Principals Classroom Teachers Supervisor of Staff Development</p> | <p>Accomplishment Measure Materials arrive at school and are distributed to classrooms Professional development sign-in forms and evaluations Notes from supervisors and TAT members Review of TPAS observations</p> | <p>Impact Measure Student results on formative assessments, MSA, or IMAP assessments will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | | |
| <p>Proposed Activity for 2005 Continue implementation of “proven” programs for reading and mathematics. Use formative and summative assessment data to revise the programs and add additional supports as needed.</p> | <p>Proposed Activity for 2006 Continue implementation of “proven” programs for reading and mathematics. Use formative and summative assessment data to revise the programs and add additional supports as needed.</p> | <p>Proposed Activity for 2007 Continue implementation of “proven” programs for reading and mathematics. Use formative and summative assessment data to revise the programs and add additional supports as needed.</p> | <p>Proposed Activity for 2008 Continue implementation of “proven” programs for reading and mathematics. Use formative and summative assessment data to revise the programs and add additional supports as needed.</p> |
| <p>Facilities Considerations: N/A</p> | | | |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools.

| | | | |
|---|---|--|--|
| <p>Activity for 2003-2004: Utilize effective methods of providing technical assistance to all low-performing Title I schools. This includes technical assistance regarding school improvement, data analysis and its use in classroom planning, and other professional development appropriate to each school's identified needs. Our research-based (or scientifically-based) strategies for 2003-04 will include:</p> <p>Implementation:</p> <p>For School Improvement:</p> <ul style="list-style-type: none"> • MDK-12 web site for information on school improvement planning. • Bernhardt, Victoria – Data Analysis for Comprehensive School Wide Improvement. • Schmoker, Mike – Results and Results Fieldbook. • School Improvement Coaches – Albert (Duffy) Miller and Bernadette Cleland. <p>For Professional Development:</p> <ul style="list-style-type: none"> • Using Data for Classroom Planning. • Looking Together at Student Work. • Marilyn Burns Education Associates. • TERC. • Writing with Dr. Gail Goldberg. • Houghton Mifflin Training to accompany The Nation's Choice (Legacy of Literacy) – appropriate follow-up throughout the year. • Training and support to use running records and informal reading inventories to support classroom planning. • Formative and summative assessment teams to pursue other more individual topics in small groups over the course of the year. | | | |
| <p>Person(s) Responsible</p> <p>DOI Directors</p> <p>Supervisors of Title I</p> <p>Supervisor of Staff Development</p> <p>Title I Principals</p> <p>Classroom Teachers</p> | <p>Accomplishment Measure</p> <p>Professional development workshop evaluations and sign-ins</p> <p>Coaches' reports</p> <p>Notes from supervisors and TAT members</p> <p>Review of TPAS observations</p> | <p>Impact Measure</p> <p>Student results on formative assessments, MSA, or IMAP assessments will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations:</p> <p>See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations:</p> <p>N/A</p> | |
| <p>Proposed Activity for 2005</p> <p>Continue effective technical assistance and professional development, review impact, and make adjustments as needed.</p> | <p>Proposed Activity for 2006</p> <p>Continue effective technical assistance and professional development, review impact, and make adjustments as needed.</p> | <p>Proposed Activity for 2007</p> <p>Continue effective technical assistance and professional development, review impact, and make adjustments as needed.</p> | <p>Proposed Activity for 2008</p> <p>Continue effective technical assistance and professional development, review impact, and make adjustments as needed.</p> |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools.

| | | | |
|--|---|---|---|
| Activity for 2003-2004: A Technical Assistance Team (TAT) will meet quarterly to review progress at individual sites and to provide support to all low-performing Title I schools. | | | |
| Implementation: <ul style="list-style-type: none"> Establish quarterly meetings of Title I schools and of the Technical Assistance Team. Analyze and disaggregate formative assessment data for the preceding period. Discuss promising practices among the sites. | | | |
| Activity for 2003-2004 DOI Directors Supervisor of Title I Supervisor of Staff Development Assessment Specialist Title I Principals | Accomplishment Measure TATs established for each school TAT review of team goals/schedule for year TAT review of formative assessment data Comprehensive needs assessment resulting in a narrative report for the school Implementation of promising practices for school improvement | Impact Measure Student results on formative assessments, MSA, or IMAP assessments will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue provision of technical assistance and ongoing support for low-performing schools. In particular, TAT will also provide ongoing support for development of school improvement plans. | Proposed Activity for 2006 Continue provision of technical assistance and ongoing support for low-performing schools. In particular, TAT will also provide ongoing support for development of school improvement plans. | Proposed Activity for 2007 Continue provision of technical assistance and ongoing support for low-performing schools. In particular, TAT will also provide ongoing support for development of school improvement plans. | Proposed Activity for 2008 Continue provision of technical assistance and ongoing support for low-performing schools. In particular, TAT will also provide ongoing support for development of school improvement plans. |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools.

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Provide additional administrative and instructional support to schools in “school improvement” (Title I) or “local alert” status to identify and provide solutions for areas of need. | | | |
| Implementation: <ul style="list-style-type: none"> Analyze and disaggregate data to determine which Title I schools are in need of additional administrative and/or instructional support. Allocate funds for 2004-2005 to provide support. | | | |
| Person(s) Responsible DOI Directors Supervisor of Title I Supervisor of Staff Development Assessment Specialist Title I Principals | Accomplishment Measure TAT review of formative assessment data Comprehensive needs assessment/narrative report developed for school School participation in professional development | Impact Measure Student results on formative assessments, MSA, or IMAP assessments will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue provision of administrative and instructional support for school improvement and alert schools, including appropriate professional development training for research-based strategies, school improvement planning, and budget development. | Proposed Activity for 2006 Continue provision of administrative and instructional support for school improvement and alert schools, including appropriate professional development training for research-based strategies, school improvement planning, and budget development. | Proposed Activity for 2007 Continue provision of administrative and instructional support for school improvement and alert schools, including appropriate professional development training for research-based strategies, school improvement planning, and budget development. | Proposed Activity for 2008 Continue provision of administrative and instructional support for school improvement and alert schools, including appropriate professional development training for research-based strategies, school improvement planning, and budget development. |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools.

| | | | |
|--|--|---|--|
| Activity for 2003-2004: Comply fully with all aspects of parental notification regarding the NCLB. | | | |
| Implementation: <ul style="list-style-type: none"> • Provide descriptions of what the identification of a school as “low-performing” means and the reason for the particular school’s identification. • Describe what the school is doing to address the problem of low achievement. • Inform parents and guardians of how they can become involved in addressing the academic issues at the school site. • Provide information about transfer options and supplemental services options for schools in school improvement. • Provide mandated information about the qualifications of teachers in Title I classrooms. | | | |
| Person(s) Responsible DOI Directors Supervisor of Title I Title I Principals | Accomplishment Measure School newsletters Parent letters of notification/mailings News releases Public meetings Parent surveys Ongoing training for parents | Impact Measure Parents will be informed of student results on formative assessments, MSA, or IMAP assessments. SMCPS will reflect fidelity to federal and state sanctions. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue to maintain the NCLB parent notification requirements. | Proposed Activity for 2006 Continue to maintain the NCLB parent notification requirements. | Proposed Activity for 2007 Continue to maintain the NCLB parent notification requirements. | Proposed Activity for 2008 Continue to maintain the NCLB parent notification requirements. |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools.

| | | | |
|--|--|--|--|
| <p>Activity for 2003-2004: Phase in full implementation of a Family, School and Community Involvement Plan, based on MSDE's (March 2003) <i>Maryland's Plan for Family, School, and Community Involvement. Recommendations for Reaching Academic Success for All Students Through Family, School, and Community Partnerships.</i></p> <p>Implementation:</p> <ul style="list-style-type: none"> Convene a task force to align the SMCPS Title I Parent Involvement Policies with the new state document. Include school system, school-based, parent, and community components for each of the following goals: <p>Goal #1: Schools and families will communicate more frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.</p> <p>Goal #2: Schools and communities will work together to support families' parenting skills and activities that prepare young children for school and promote ongoing achievement.</p> <p>Goal #3: Families will support academic achievement at home by reading with children, helping them with homework, and engaging them in educational activities.</p> <p>Goal #4: Parents and community members will volunteer in support of school improvement and student success.</p> <p>Goal #5: Parents, schools, and community members will collaborate on educational decisions that affect children, families, and school improvement.</p> <p>Goal #6: The Maryland State Department of Education, local school systems, schools, community organizations, agencies, and businesses will collaborate effectively and efficiently.</p> | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Title I Title I Principals Parent Involvement Coordinator</p> | <p>Accomplishment Measure Written parent involvement policy School-parent compact Parent training opportunities Parent membership on School Improvement Teams</p> | <p>Impact Measure Increased parent involvement on School Improvement Teams as well as in other training and parent education activities.</p> | |
| <p>Current Budget Considerations: Sec: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | | |
| <p>Proposed Activity for 2005 Continue to build parents' capacity for involvement by providing the tools they need to become involved in their children's education. Enhance efforts to reach and assist parents.</p> | <p>Proposed Activity for 2006 Continue to build parents' capacity for involvement by providing the tools they need to become involved in their children's education. Enhance efforts to reach and assist parents.</p> | <p>Proposed Activity for 2007 Continue to build parents' capacity for involvement by providing the tools they need to become involved in their children's education. Enhance efforts to reach and assist parents.</p> | <p>Proposed Activity for 2008 Continue to build parents' capacity for involvement by providing the tools they need to become involved in their children's education. Enhance efforts to reach and assist parents.</p> |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools.

| | | | |
|---|--|--|--|
| Activity for 2003-2004: Provide support to paraeducators so that they may achieve highly qualified status by 2005. This support will consist of (1) co-ordination of opportunities for paraeducators to take coursework at local colleges; (2) opportunities for paraeducators to participate in skills review and practice sessions prior to the administration of the ParaPro test; (3) local administration of ParaPro testing or reimbursement for costs incurred to travel to the test site; (4) payment of test fees for paraeducators who opt to take the ParaPro test; (5) expanded tuition reimbursement program (as feasible, given the budget) for paraeducators who opt to take coursework instead of the test or to prepare for classroom teaching positions. | | | |
| Implementation: <ul style="list-style-type: none"> Work with the Department of Human Resources to provide professional development activities to provide support to paraeducators. | | | |
| Person(s) Responsible DOI Directors Supervisor of Title I Assistant in Human Resources Title I Principals | Accomplishment Measure Professional development calendar Ongoing communication tools Paraeducator support group | Impact Measure Paraeducator participation in professional opportunities will increase and lead to a higher percentage of highly qualified paraeducators. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue to provide support and training opportunities for prospective and practicing paraeducators to become highly qualified. | Proposed Activity for 2006 Continue to provide support and training opportunities for prospective and practicing paraeducators to become highly qualified. | Proposed Activity for 2007 Continue to provide support and training opportunities for prospective and practicing paraeducators to become highly qualified. | Proposed Activity for 2008 Continue to provide support and training opportunities for prospective and practicing paraeducators to become highly qualified. |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools.

| | | | |
|---|---|---|---|
| <p>Activity for 2003-2004: Beginning with the 2003-04 academic year, each Title I school will prepare and submit a budget detailing how their federal, state, and local funds are being utilized to attain improved student achievement and continuous school improvement. This budget must be aligned with the School Improvement Plan and the SMCPS Master Plan and must show how all strategies and activities within the plan are to be funded. This budget preparation will be required for all Title I schools, school-wide, or targeted assistance.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> Meet with Title I schools and outline budget alignment procedures. Budget approval by Supervisor of Title I and DOI Directors. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of Title I Supervisor of Staff Development Assessment Specialist Title I Principals</p> | <p>Accomplishment Measure Aligned school improvement budgets Budget revisions as determined</p> | <p>Impact Measure Student results on formative assessments, MSA, or IMAP assessments will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: Sec: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Technical Assistance Teams will provide ongoing support to Title I schools and identify procedures for preparation, alignment, and maintenance of budgets in compliance with Title I regulations. Such support will be an integral part of the school improvement process.</p> | <p>Proposed Activity for 2006 Technical Assistance Teams will provide ongoing support to Title I schools and identify procedures for preparation, alignment, and maintenance of budgets in compliance with Title I regulations. Such support will be an integral part of the school improvement process.</p> | <p>Proposed Activity for 2007 Technical Assistance Teams will provide ongoing support to Title I schools and identify procedures for preparation, alignment, and maintenance of budgets in compliance with Title I regulations. Such support will be an integral part of the school improvement process.</p> | <p>Proposed Activity for 2008 Technical Assistance Teams will provide ongoing support to Title I schools and identify procedures for preparation, alignment, and maintenance of budgets in compliance with Title I regulations. Such support will be an integral part of the school improvement process.</p> |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools. (See also Goal 15, page 6.)

| | | | |
|---|---|--|---|
| Activity for 2003-2004: Facilitate the collaboration of all Title I schools and their feeder middle schools so that appropriate transition activities are developed, implemented, and evaluated. The goal is to provide a smooth and effective transition from elementary to middle school for students who are most at risk of low achievement and dropping out of high school. | | | |
| Implementation: <ul style="list-style-type: none"> Review the literature on the transition to middle school and identify best practices for creating effective transitions for at-risk students. Create transition activities for consistency across the school system. | | | |
| Person(s) Responsible DOI Directors Supervisors of Title I Supervisor of Staff Development Supervisor of Pupil Services Assessment Specialist Title I Principals | Accomplishment Measure Identification of feeder liaisons Process for ongoing collaboration | Impact Measure Student attendance will increase while student behavior data will reflect a lower percentage of behavior problems and high school dropouts. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Identify feeder school liaisons and develop/implement a process for communication and collaborative goal setting and decision making for more effective transition. | Proposed Activity for 2006 Continue implementation of best practices and maintenance of transition plan for at-risk students. | Proposed Activity for 2007 Continue implementation of best practices and maintenance of transition plan for at-risk students. | Proposed Activity for 2008 Continue implementation of best practices and maintenance of transition plan for at-risk students. |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools.

| | | |
|---|--|--|
| Activity for 2003-2004: Provide appropriate interventions for students who are not yet proficient in reading and mathematics at Title I schools. These interventions will include: (1) before, during, and after-school interventions for literacy and mathematics instruction; (2) support for summer school or other summer experiences for at-risk students from Title I schools to increase literacy and mathematics achievement; and (3) utilize available funding effectively and efficiently, and combine funding from Title I with other federal (21 st Century), state and local funding as needed and possible. | | |
| Implementation: <ul style="list-style-type: none"> Analyze and disaggregate data to determine academic intervention needs. Continue to support summer school programs for literacy and mathematics. Review the funding sources for academic intervention. | | |
| Person(s) Responsible DOI Directors Supervisor of Title I Coordinator for Special Programs Title I Principals | Accomplishment Measure Before/during/after school programs at school sites Guidelines for program evaluation Number of students served in programs | Impact Measure Student results on formative assessments, MSA, or IMAP assessments will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. |
| Current Budget Considerations: Sec: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | |
| Proposed Activity for 2005 Continue to provide model intervention programs (including summer school) for at-risk students for literacy and mathematics instruction. Adjust services as indicated by program evaluation and school needs. | Proposed Activity for 2006 Continue to provide model intervention programs (including summer school) for at-risk students for literacy and mathematics instruction. Adjust services as indicated by program evaluation and school needs. | Proposed Activity for 2007 Continue to provide model intervention programs (including summer school) for at-risk students for literacy and mathematics instruction. Adjust services as indicated by program evaluation and school needs. |
| Facilities Considerations: Classroom use for extended programs | | Proposed Activity for 2008 Continue to provide model intervention programs (including summer school) for at-risk students for literacy and mathematics instruction. Adjust services as indicated by program evaluation and school needs. |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 1: Implement, monitor and evaluate, and revise as necessary the five-year action plan for Title I schools.

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Provide equitable participation to students in non-public schools and involve officials from interested private schools in consultation during all phases of the development and design of the Title I, Part A services. | | | |
| Implementation: <ul style="list-style-type: none"> Establish an advisory committee that includes non-public school representation. Hold information sessions three times during the school year. Purchase appropriate materials for each non-public Title I school. Invite non-public Title I school teachers to participate in local professional development. | | | |
| Person(s) Responsible DOI Directors Supervisor of Title I Supervisor of Staff Development Assessment Specialist Title I Principals | Accomplishment Measure Public meetings Acceptance document Designated liaison for non-public schools Number of students served in program Provision of services and resources Correspondence with non-public Title I schools | Impact Measure Feedback from participating non-public schools will demonstrate fidelity to federal and state mandates. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue to provide services and resources to eligible students in non-public schools that include a schedule of opportunities for parents and school personnel to receive timely information about the Title I program. | Proposed Activity for 2006 Continue to provide services and resources to eligible students in non-public schools that include a schedule of opportunities for parents and school personnel to receive timely information about the Title I program. | Proposed Activity for 2007 Continue to provide services and resources to eligible students in non-public schools that include a schedule of opportunities for parents and school personnel to receive timely information about the Title I program. | Proposed Activity for 2008 Continue to provide services and resources to eligible students in non-public schools that include a schedule of opportunities for parents and school personnel to receive timely information about the Title I program. |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 2: Develop, implement, monitor, and evaluate a comprehensive gifted and talented program, based on MSDE and National Association for Gifted Children (NAGC) standards.

| | | | |
|--|---|--|--|
| <p>Activity for 2003-2004: Review current identification criteria, PreK – 12 and revise as necessary to align with NAGC and MSDE standards and recommendations. Ensure that the criteria are applied uniformly throughout the school system. Strengthen communications with parents and members of the community about options that exist for gifted and talented students at each level of schooling.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Create a committee to review gifted and talented identification criteria. • Submit to the Executive Team for approval. • Provide professional development regarding identification criteria so all stakeholders will apply consistently. • Monitor effectiveness of implementation of identification criteria. • Organize parent information nights to inform parents of criteria. Create public information documents. • Expand and update the gifted and talented web site. | | | |
| <p>Person(s) Responsible DOI Directors Coordinator of Gifted and Talented Supervisor of Staff Development School-based Administration/ Leadership Team Instructional Resource Teachers</p> | <p>Accomplishment Measure Refine the role of the Gifted and Talented Committee. Update membership and invite new participants. Implementation of a uniform identification criteria throughout the school system Training for all stakeholders Parent information session material to explain initiative</p> | <p>Impact Measure Student results on formative and summative assessments, MSA, HSA, and AP will demonstrate a greater percentage of students obtaining proficiency or better. Community awareness about the program will result in positive feedback from stakeholders. Consistent criteria will be applied throughout the system.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Evaluate, review, and refine identification procedures at each school. Update membership and continue regular meetings with the Gifted and Talented Committee. Revise the brochure and plan the agenda topics, based on stakeholder feedback and program/student needs.</p> | <p>Proposed Activity for 2006 Continue ongoing assessment of the effectiveness of the identification process, modifying as needed. Update membership and continue regular meetings with the Gifted and Talented Committee. Revise the brochure and plan the agenda topics, based on stakeholder feedback and program/student needs.</p> | <p>Proposed Activity for 2007 Continue ongoing assessment of the effectiveness of the identification process, modifying as needed. Update membership and continue regular meetings with the Gifted and Talented Committee. Revise the brochure and plan the agenda topics, based on stakeholder feedback and program/student needs.</p> | <p>Proposed Activity for 2008 Continue ongoing assessment of the effectiveness of the identification process, modifying as needed. Update membership and continue regular meetings with the Gifted and Talented Committee. Revise the brochure and plan the agenda topics, based on stakeholder feedback and program/student needs.</p> |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 2: *Develop, implement, monitor, and evaluate a comprehensive gifted and talented program, based on MSDE and National Association for Gifted Children (NAGC) standards.*

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Seek an external review of the SMCPS Gifted and Talented Program by MSDE. | | | |
| Implementation: <ul style="list-style-type: none"> Complete a program needs assessment based on NAGC standards. Arrange for MSDE review of the current program. Share results of MSDE review. Revise program as necessary, based on MSDE feedback. | | Impact Measure SMCPS will implement a comprehensive gifted and talented program, based on the MSDE review. | |
| Person(s) Responsible DOI Directors Coordinator of Gifted & Talented School-based Administration/ Leadership Team Instructional Resource Teachers MSDE Liaisons Supervisor of Staff Development | Accomplishment Measure System needs assessment MSDE review Program revisions if warranted | | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Use review data to enhance the gifted and talented program, K-12. Implement changes to the SMCPS program as warranted. Provide professional development for all professional staff. | Proposed Activity for 2006 Continue to monitor program effectiveness and implement changes as warranted. Provide professional development for all professional staff. | Proposed Activity for 2007 Continue to monitor program effectiveness and implement changes as warranted. Provide professional development for all professional staff. Seek an external review of the SMCPS Gifted and Talented Program by MSDE. | Proposed Activity for 2008 Continue to monitor program effectiveness and implement changes as warranted. Provide professional development for all professional staff. Use review data to enhance the gifted and talented program, K-12. |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 2: Develop, implement, monitor, and evaluate a comprehensive gifted and talented program, based on MSDE and National Association for Gifted Children (NAGC) standards.

| | | | |
|---|---|--|--|
| Activity for 2003-2004: Develop teachers' and administrators' capacity to identify gifted underachieving students, gifted special education students, and other gifted students who are at risk of not being identified through "traditional" identification processes. | | | |
| Implementation: <ul style="list-style-type: none"> Develop identification criteria for identified subgroups. Provide professional development regarding identification criteria so all stakeholders will apply consistently. Monitor effectiveness of implementation of identification criteria. Organize parent information nights to inform parents of criteria. Create public information documents. Expand and update the gifted and talented web site. | | | |
| Person(s) Responsible DOI Directors Coordinator of Gifted & Talented Supervisor of Staff Development MSDE Specialists | Accomplishment Measure Implementation of a uniform identification criteria throughout the school system Training for all stakeholders Parent information session material to explain initiative Professional development for teachers and administrators on identification of subgroups for gifted and talented programs Provide resources on identification of the subgroups | Impact Measure Student enrollment of gifted and talented under-identified subgroups will increase in more rigorous coursework. Student results on formative and summative assessments, MSA, HSA, and AP will demonstrate a greater percentage of students obtaining proficiency or better. Community awareness about the program will result in positive feedback from stakeholders. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Implement a process for identifying subgroups underrepresented in the gifted and talented program. Provide professional development for professional staff. | Proposed Activity for 2006 Continue implementation and monitoring of the new process for subgroup identification. Provide professional development for professional staff. | Proposed Activity for 2007 Continue implementation and monitoring of the process for subgroup identification. Provide professional development for professional staff. | Proposed Activity for 2008 Continue implementation and monitoring of the process for subgroup identification. Provide professional development for professional staff. |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 2: Develop, implement, monitor, and evaluate a comprehensive gifted and talented program, based on MSDE and National Association for Gifted Children (NAGC) standards.

| | | | |
|--|---|--|--|
| Activity for 2003-2004: Determine appropriate level(s) of support for identified students, PreK – 5. | | | |
| Implementation: <ul style="list-style-type: none"> Review the effect of program implementation on staffing needs. Ensure a funding source for additional staff as determined by program implementation. | | | |
| Person(s) Responsible DOI Directors Coordinator of Gifted & Talented Elementary Instructional Resource Teachers Elementary Principals Classroom Teachers | Accomplishment Measure Number of students needing support services Identification of the type of support/instruction | Impact Measure Student results on formative assessments and MSA will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Provide appropriate levels of support for students as determined by analysis of students' needs. Consider increased staffing to support instructional needs. | Proposed Activity for 2006 Provide appropriate levels of support for students as determined by analysis and monitor effectiveness. Consider increased staffing to support instructional needs. | Proposed Activity for 2007 Provide appropriate levels of support for students as determined by analysis and monitor effectiveness. Consider increased staffing to support instructional needs. | Proposed Activity for 2008 Provide appropriate levels of support for students as determined by analysis and monitor effectiveness. Consider increased staffing to support instructional needs. |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 2: Develop, implement, monitor, and evaluate a comprehensive gifted and talented program, based on MSDE and National Association for Gifted Children (NAGC) standards.

| | | | |
|---|---|--|--|
| <p>Activity for 2003-2004: Continue to increase both the number of formal course offerings and involvement for honors students, grades 6-12, as well as AP coursework for grades 10-12.</p> <p>Implementation:</p> <ul style="list-style-type: none"> Review Middle School and High School Program of Studies to increase the number of rigorous course offerings. Ensure that scheduling of honors and AP courses are widely available and not in competition with each other. Explore the feasibility of adding honors courses in social studies and science in middle school. Explore the feasibility of adding additional AP courses, based on student needs and interest. Pilot AP Environmental Science at one high school. Provide professional development for AP training and monitor program implementation. | | | |
| <p>Person(s) Responsible DOI Directors Coordinator of Gifted & Talented Supervisor of Staff Development Supervisors of Instruction Classroom Teachers</p> | <p>Accomplishment Measure Submissions of proposals to the program of studies committee Submission of new courses Research for implementation of online courses</p> | <p>Impact Measure Number of courses added to course offerings will encourage increased student participation. Student results on AP assessments will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: Possible space implications</p> | |
| <p>Proposed Activity for 2005 Implement new courses as recommended by the program of studies. Continue staff development and AP training.</p> | <p>Proposed Activity for 2006 Continue to research possible course offerings to expand the honors program. Continue staff development and AP training.</p> | <p>Proposed Activity for 2007 Submit new proposals for review by the program of studies committee. Continue staff development and AP training.</p> | <p>Proposed Activity for 2008 Implement new courses as recommended by the program of studies. Continue staff development and AP training.</p> |

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

Objective 24: Design appropriate program development to support high achievement for all students, as represented by the aggregate and the disaggregate subgroups.

Strategy 2: *Develop, implement, monitor, and evaluate a comprehensive gifted and talented program, based on MSDE and National Association for Gifted Children (NAGC) standards.*

| | | | |
|---|--|--|--|
| Activity for 2003-2004: Continue to build the system level and school level resource bases to support gifted and talented education. | | | |
| Implementation: <ul style="list-style-type: none"> • Provide resources to build school professional libraries. • Increase the resources of the gifted and talented lending library. • Publish a suggested resources list for parents and community. • Update the SMCPS gifted and talented web site. | | Impact Measure Results of circulation data will reflect increased usage. | |
| Person(s) Responsible DOI Directors Coordinator of Gifted & Talented Supervisor of Media/Title V Library/Media Specialists Supervisor of Staff Development | Accomplishment Measure School professional library DAS lending library Internet access | | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: Possible space for lending library | |
| Proposed Activity for 2005 Continue to review books and other resources to increase accessibility of materials for all stakeholders. Ensure funding sources for talented education. | Proposed Activity for 2006 Continue to review books and other materials to increase accessibility of resources for all stakeholders. Ensure funding sources for resources regarding gifted and talented education. | Proposed Activity for 2007 Continue to review books and other materials to increase accessibility of resources for all stakeholders. Ensure funding sources for resources regarding gifted and talented education. | Proposed Activity for 2008 Continue to review books and other materials to increase accessibility of resources for all stakeholders. Ensure funding sources for resources regarding gifted and talented education. |

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

Objective 24: Design appropriate program development to support high achievement for all students as represented by the aggregate and the disaggregate subgroups.

Strategy 3: Implement, monitor, and evaluate all strategies identified by the AIMMS Steering Committee to achieve educational equity for all students.

| | | | |
|--|--|---|---|
| <p>Activity for 2003-2004: Revise timeline of the St. Mary's County Public Schools Five-Year Strategic Plan for Eliminating the Achievement Gap for alignment with the master plan.</p> <p>Implementation:</p> <ul style="list-style-type: none"> Recruit, select, and retain a diverse high quality staff. (Goal 3, pages 3, 4, 6, 8, 11, 12, 15, and 16) Provide equitable access for high-level educational opportunities for all students. (Goal 1, pages 8, 11, 15, 26, 30, 49, 55, 57, 58, 59, 60, 61, 80, 82, 84, and 88) Use assessment data to identify strengths and weaknesses of students of all ethnic groups and gender. (Goal 1, pages 12, 23, 31, 39, and 91) Provide professional development for all teachers to serve diverse populations. (Goal 1, pages 10, 24, 44, 45, 46, 62, and 70) (Goal 3, pages 20, 21, 22, 23, 24, 25, 26, 27, and 28) Provide quality preschool programs for FARMs students. (Goal 1, pages 86 and 87) (Needs Assessment) Provide appropriate academic intervention for all subgroups of students. (Goal 1, pages 3, 16, 17, 18, 19, 27, 35, 36, 37, 38, 48, 77, and 78) Develop an action plan to increase parent and community involvement. (Goal 1, pages 6, 73, 74, and 80) Strengthen curriculum and instructional alignment with <i>Education That is Multicultural</i> (ETM). (Goal 1, pages 14, 63, 64, 65, 66, and 67) | | | |
| <p>Person(s) Responsible</p> <p>DOI Directors Supervisor of Staff Development Recruitment Specialist Director of Human Resources Title I Supervisor School Administrators School Staff</p> | <p>Accomplishment Measure</p> <p>Human Resources Recruitment and Placement Report – data pertaining to minority candidates Professional development to increase teacher preparedness for diverse students Student assessment data Student program identification (gifted/talented, intervention, preschool, summer school) Parent involvement action plan Instructional resources selected for ETM compliance</p> | <p>Impact Measure</p> <p>Increase in number of teachers with diverse backgrounds and highly qualified teachers. Student results on state (MSA, HSA) and local assessments. Student enrollment in advanced courses. Percentage of students making AYP. Parent communications.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005</p> <p>Continue implementation, monitoring, and evaluation of AIMMS strategies and ETM regulations to increase academic success for all ethnic groups of students and genders.</p> | <p>Proposed Activity for 2006</p> <p>Continue implementation, monitoring, and evaluation of AIMMS strategies and ETM regulations to increase academic success for all ethnic groups of students and genders.</p> | <p>Proposed Activity for 2007</p> <p>Continue implementation, monitoring, and evaluation of AIMMS strategies and ETM regulations to increase academic success for all ethnic groups of students and genders.</p> | <p>Proposed Activity for 2008</p> <p>Continue implementation, monitoring, and evaluation of AIMMS strategies and ETM regulations to increase academic success for all ethnic groups of students and genders.</p> |

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

Objective 24: Design appropriate program development to support high achievement for all students as represented by aggregate and the disaggregate subgroups.

Strategy 4: Implement, monitor, evaluate, and revise the ETMA process to achieve educational equity for all students.

| | | | |
|--|---|--|--|
| <p>Activity for 2003-2004: Provide a PreK-12 curriculum that provides opportunities for students to learn about, understand, and value a variety of cultures and specifically addresses: omissions and misrepresentations of African Americans; Asian Americans, Latinos, Native Americans, women, and individuals with disabilities; historical events, social issues, and political, social, and economic conditions from diverse perspectives, values the richness of cultural diversity and commonality; issues of stereotyping, bias, and discrimination related to factors such as race, ethnicity, region, religion, gender, socio-economic status, age, disability.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Conduct curriculum writing workshops to develop/revise units • Purchase supportive multicultural resources • Provide appropriate training and professional development for ETMA infusion • Provide equitable, fair and accurate measures of student achievement to document instructional effectiveness for all students. | | | |
| <p>Person(s) Responsible DOI Directors Supervisors of Instruction School Administrators Classroom Teachers Coordinators</p> | <p>Accomplishment Measure Teacher documentation/lesson plans School Improvement Plans Guidelines for ETMA Provision of units</p> | <p>Impact Measure Consistent ETMA criteria applied to the development of all units</p> | |
| <p>Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations:</p> | |
| <p>Proposed Activity for 2005 Continue to develop, revise and evaluate curriculum to ensure an effective ETMA process and educational equity for all students.</p> | <p>Proposed Activity for 2006 Continue to develop, revise and evaluate curriculum to ensure an effective ETMA process and educational equity for all students.</p> | <p>Proposed Activity for 2007 Continue to develop, revise and evaluate curriculum to ensure an effective ETMA process and educational equity for all students.</p> | <p>Proposed Activity for 2008 Continue to develop, revise and evaluate curriculum to ensure an effective ETMA process and educational equity for all students.</p> |

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

Objective 24: Design appropriate program development to support high achievement for all students as represented by aggregate and the disaggregate subgroups.

Strategy 5: Implement, monitor, evaluate, and revise the ETMA process to achieve educational equity for all students.

Activity for 2003-2004: Provide PreK-12 instruction that will enable students to develop an understanding of an appreciation for cultural groups as an integral part of education for culturally pluralistic society; and that enables students to construct meaning by building upon students' prior knowledge, attitudes, abilities, learning styles, etc.

Implementation:

- Implementation of Character Education programs
- Instructional resources that include activities that promote understanding and respect for both verbal and non-verbal communication (e.g. cognitive readiness, learning styles)
- Classroom opportunities for students to analyze and evaluate social issues and propose solutions
- Classroom speakers from community organizations promoting cultural and ethnic understanding

| | | |
|--|--|---|
| Person(s) Responsible DOI Directors Supervisors of Instruction School Administrators Classroom Teachers ETMA Committee Assessment Committee Coordinators | Accomplishment Measure Teacher documentation/lesson plans School Improvement Plans School level survey pilots | Impact Measure Classroom observations/Framework for Teaching School level achievement data Discipline data Climate/diversity survey results |
| Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | Proposed Activity for 2005 Identify/develop climate/diversity surveys for school use. As part of the ETMA process, continue to review disaggregated data to determine school and student needs. | Proposed Activity for 2006 Administer climate/diversity surveys at all schools. As part of the ETMA process, continue to review disaggregated data to determine school and student needs. |
| Facilities Considerations: | | |
| | | Proposed Activity for 2007 Provide instructional resources and professional training to meet school needs as identified by survey results. As part of the ETMA process, continue to review disaggregated data to determine school and student needs. |
| | | Proposed Activity for 2008 Provide instructional resources and professional training to meet school needs as identified by survey results. As part of the ETMA process, continue to review disaggregated data to determine school and student needs. |

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

Objective 24: Design appropriate program development to support high achievement for all students as represented by aggregate and the disaggregate subgroups.

Strategy 6: Implement, monitor, evaluate, and revise the ETMA Process to achieve educational equity for all students.

| | | | | |
|---|---|---|--|--|
| Activity for 2003-2004: Develop a comprehensive plan for providing training opportunities for system personnel that includes: training for fostering greater intergroup understanding; course for ETMA; training on assessing prior knowledge, attitudes, abilities, and learning styles of the diverse student population; and training for COMAR ETMA regulations (Reference Goal 3.5.2). | | | | |
| Implementation: <ul style="list-style-type: none">Identify ETMA workgroup to develop plan/timeline for implementation of trainings that will help staff to understand, appreciate, design, promote, manage, implement and evaluate Education That is Multicultural.Coordinate with colleges for possible graduate courses for diversity awareness.Select and obtain instructional resources.Annual March Professional Day with theme: ETMA and Eliminating the Achievement Gap. | | | | |
| Person(s) Responsible DOI Directors Supervisors of Instruction School Administrators Supervisor of Staff Development Coordinators EASMC/CEASMC representatives ETMA | Accomplishment Measure Committee action plan for implementation of trainings calendar/course of study | | Impact Measure Classroom observation data Increase teacher effectiveness Pilot ETMA course data Teacher/staff Feedback | |
| Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | | Facilities Considerations: | |
| Proposed Activity for 2005 Provide annual training for all staff COMAR ETMA Regulations. Implement plan of ETMA workgroup. Implement, evaluate, revise professional development action plan for ETMA. | Proposed Activity for 2006 Continue to provide annual training for all staff COMAR ETMA Regulations. Implement plan of ETMA workgroup. Implement, evaluate, revise professional development action plan for ETMA. | Proposed Activity for 2007 Continue to provide annual training for all staff COMAR ETMA Regulations. Implement plan of ETMA workgroup. Implement, evaluate, revise professional development action plan for ETMA. | Proposed Activity for 2008 Continue to provide annual training for all staff COMAR ETMA Regulations. Implement plan of ETMA workgroup. Implement, evaluate, revise professional development action plan for ETMA. | |

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

Objective 25: Institute or strengthen organizational supports intended to maximize student achievement.

Strategy 1: Phase in offering prekindergarten at all elementary school sites.

| | | | |
|--|--|--|--|
| Activity for 2003-2004: Review facilities plans to determine viability of expanding prekindergarten to each elementary school. Collect information about the number of students who qualify for FARMs at schools without prekindergarten and determine the need. Consider additional cluster sites. | | | |
| Implementation: <ul style="list-style-type: none"> Review facilities plans. Analyze disaggregated data. Adjust cluster sites as necessary. | | | |
| Person(s) Responsible DOI Directors Supervisor of Early Childhood CAO of Supporting Services | Accomplishment Measure Disaggregated data on FARMs students Meetings with the Chief Administrative Officer of Supporting Services | Impact Measure Prekindergarten will be provided to students in order to better prepare them for the primary grades. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and revise the program. Monitor PreK enrollment and determine the need for expanding the program to additional sites. | Proposed Activity for 2006 Review and revise the program. Monitor PreK enrollment and determine the need for expanding the program to additional sites. | Proposed Activity for 2007 Review and revise the program. Monitor PreK enrollment and determine the need for expanding the program to additional sites. | Proposed Activity for 2008 Review and revise the program. Monitor PreK enrollment and determine the need for expanding the program to additional sites. |

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

Objective 25: Institute or strengthen organizational supports intended to maximize student achievement.

Strategy 2: Phase in offering all day kindergarten minimally on the state mandated timeline.

| | | | |
|--|---|--|---|
| Activity for 2003-2004: Implement full day kindergarten at all Title I sites. | | | |
| Implementation: <ul style="list-style-type: none"> • Draft a plan for all day kindergarten curriculum. • Hire staff. • Provide materials of instruction. • Provide professional development. • Follow criteria for student selection in schools with full day and half day kindergarten. | | | |
| Person(s) Responsible DOI Directors Supervisor of Early Childhood School Administration | Accomplishment Measure Title I schools have full day kindergarten Professional development documentation Materials procured Criteria published and implemented | Impact Measure Student results on the Rigby formative reading assessment, formative mathematics assessments, MMSR, or IMAP assessments will demonstrate a greater percentage of students obtaining proficiency or better. Increased % of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: Classrooms | |
| Proposed Activity for 2005 Review and revise the program to ensure the fidelity to the full day kindergarten plan. Expand full day kindergarten by an additional 8 classes. | Proposed Activity for 2006 Review and revise the program to ensure the fidelity to the full day kindergarten plan. Expand full day kindergarten by an additional 8 classes. | Proposed Activity for 2007 Review and revise the program to ensure the fidelity to the full day kindergarten plan. Expand full day kindergarten by an additional 8 classes. | Proposed Activity for 2008 Review and revise the program to ensure the fidelity to the full day kindergarten plan. Expand full day kindergarten by an additional 8 classes. |

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

Objective 25: Institute or strengthen organizational supports intended to maximize student achievement.

Strategy 3: Request planning approval for new comprehensive college preparatory program emphasizing science and engineering to be opened in 2009-2010.

| | | | |
|--|---|--|--|
| Activity for 2003-2004: Visit model comprehensive college preparatory high schools that emphasize science, engineering, mathematics, and/or technology. Observe instructional program that promotes both exploration and in-depth understanding of the content areas. Seek schools that are models of private sector/public education partnerships. | | | |
| Implementation: <ul style="list-style-type: none"> Identify, schedule, and arrange schools to visit. Visit schools to observe exemplary program. Assess school visits as potential models to implement. | | | |
| Person(s) Responsible Superintendent Deputy Superintendent Chief Administrative Officer DOI Directors | Accomplishment Measure Site visits conducted and ideas generated | Impact Measure Student results on HSA and Advanced Placement exams | |
| Current Budget Considerations: See: <input checked="" type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: See Review of Adequacy of Existing School Facility Needs. | |
| Proposed Activity for 2005 Draft planning approval documents for new high school. | Proposed Activity for 2006 Request planning approval for new high school to open August 2009. | Proposed Activity for 2007 Continue planning for new high school scheduled to open in August 2009. | Proposed Activity for 2008 Continue planning for new high school scheduled to open in August 2009. |

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

Objective 25: Institute or strengthen organizational supports intended to maximize student achievement.

Strategy 4: The departments within the Division of Instruction will collaborate to ensure effective and efficient use of resources and services to schools.

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Collaboration at Executive Team (ET) meetings among the various departments to assure effective and efficient use of resources to maximize student achievement. | | | |
| Implementation: <ul style="list-style-type: none"> Monthly review of data from schools in "improvement" status. Quarterly reviews of data from all schools to determine progress toward MSA. | | | |
| Person(s) Responsible Superintendent Deputy Superintendent Members of the Executive Team Supervisors in All Departments | Accomplishment Measure Discussions occur on the established timeline. Meeting documentation | Impact Measure Effective collaboration by ET will assure effective and efficient distribution of resources to the schools. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Quarterly meetings with ET and various supervisors to determine resource allocation and the impact to schools. School leadership teams invited to meet, as necessary with ET to discuss resource allocation and use to improve student achievement. | Proposed Activity for 2006 Quarterly meetings with ET and various supervisors to determine resource allocation and the impact to schools. School leadership teams invited to meet, as necessary, with ET to discuss resource allocation and use to improve student achievement. | Proposed Activity for 2007 Quarterly meetings with ET and various supervisors to determine resource allocation and impact to schools. School leadership teams invited to meet, as necessary, with ET to discuss resource allocation and use to improve student achievement. | Proposed Activity for 2008 Quarterly meetings with ET and various supervisors to determine resource allocation and impact to schools. School leadership teams invited to meet, as necessary, with ET to discuss resource allocation and use to improve student achievement. |

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

Objective 25: Institute or strengthen organizational supports intended to maximize student achievement.

Strategy 5: Align budget planning to support funding and staffing to lower class sizes to county "goals."

| | | | | |
|---|--|---|--|--|
| Activity for 2003-2004: Use multiple funding sources to show fidelity to the goals and caps established by the Board of Education. | | | | |
| Implementation: <ul style="list-style-type: none">Continue efforts for meeting county class size goals in all schools.Begin planning for new elementary and middle/high school to alleviate class size. | | | | |
| Person(s) Responsible Deputy Superintendent | Accomplishment Measure Meet class size goals at all levels | Impact Measure MSA and HSA | | |
| Current Budget Considerations: See: <input checked="" type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: See Review of Adequacy of Existing School Facility Needs. | | |
| Proposed Activity for 2005 Secure appropriate number of teachers to meet class size goals. Continue planning for new elementary school. | Proposed Activity for 2006 Build budget for general fund to secure appropriate number of teachers to meet class size goals. Continue planning for new elementary school. Begin planning for new middle/high school. | Proposed Activity for 2007 Build budget for general fund to secure appropriate number of teachers to meet class size goals. Open new elementary school. Continue planning for new middle/high school. | Proposed Activity for 2008 Build budget for general fund to secure appropriate number of teachers to meet class size goals. Continue planning for new middle/high school. | |

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

Objective 26: Comply fully with all state and federal mandates concerning the dissemination of accountability data (MSA and HSA).

Strategy 1: Provide yearly reporting of state testing results at the system and school levels, both in aggregated and disaggregated subgroups, FARMS, ESOL, special education, migrant, and ethnic groups.

Activity for 2003-2004: Disseminate state testing results at the system and school levels.

Implementation:

- Provide testing results to parents in a timely manner.
- Provide testing results to School Improvement Teams.
- Provide testing results to teachers so that the data can be used to guide instruction and interventions.
- Provide professional development to school teams in understanding and using data appropriately.

| | | |
|--|---|--|
| Person(s) Responsible DOI Directors Supervisor of Assessment Assessment Specialist School Administration Information Technology Services | Accomplishment Measure Test result data available in Alpha Letters to parents distributed School Improvement Team review Technical Assistance Teams at schools in "improvement" status | Impact Measure Schools will be able to make informed decisions about their school and adjust the School Improvement Plan to meet the needs of the students. Parents will be able to make informed decisions about their students. |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant | Facilities Considerations: N/A | Proposed Activity for 2005 Revise SMCPS test reporting procedures to comply with state and federal mandates. |
| Proposed Activity for 2006 Revise SMCPS test reporting procedures to comply with state and federal mandates. | Proposed Activity for 2007 Revise SMCPS test reporting procedures to comply with state and federal mandates. | Proposed Activity for 2008 Revise SMCPS test reporting procedures to comply with state and federal mandates. |

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

Objective 27: Strengthen the use of educational technology in curriculum, instruction, and high quality professional development.

Strategy 1: Integrate technology into curriculum, instruction, and high quality professional development.

See Attachment 9.

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.

The Board of Education goal focused on increased student achievement is aligned with the second ESEA goal focused on all limited English proficient students becoming proficient in English and reaching proficiency in reading/language arts and mathematics, consistent with all achievement expectations in Goal 1. Within the English for Speakers of Other Languages (ESOL) program, the school system services non-English speaking students (NEP) and limited English speaking students (LEP). To qualify, students must have been born in a foreign country, speak a language other than English as their primary language, or have immediate family members who speak a language other than English living in their home.

Efforts to expand services to ESOL students are included in the master plan. Parents/guardians and community organizations contribute to the Board of Education's goal of supportive partnerships. Formative and summative assessments and data-driven individual learning plans for NEP and LEP students most in need of academic support align with the Visionary Panel's report, *Achievement Matters Most*, and the *Bridge to Excellence in Public Schools Act*. Annual state assessments include the participation of LEP students. Performance gaps must be eliminated between ESOL students and students who speak English as their primary language.

Professional development related to increased student achievement for NEP and LEP students will take many different forms and audiences to ensure a highly qualified staff, as recommended in *Achievement Matters Most*. First, the ESOL teachers themselves will receive both summer and fall training on research proven instructional strategies. Regular classroom teachers will receive professional development to build their capacity to effectively instruct and support NEP and LEP students. Training for staff to increase their awareness of cultural differences and cross-cultural communication will be provided. In addition, new ESOL teachers will be trained in the use and administration of the Idea Proficiency Test (IPT) that measures proficiency in oral, reading, and writing skills.

| <u>Pages</u> | <u>Objectives</u> |
|--------------|-------------------|
|--------------|-------------------|

- | | |
|-----------|--|
| 2.1-2.14 | 1. Strengthen instructional support to students with Limited English Proficiency (LEP). |
| 2.15-2.19 | 2. Provide high quality, ongoing, and differentiated professional development to all teachers and support staff that work with Limited English Proficient (LEP) students. |
| 2.20-2.22 | 3. Implement a program of regularly scheduled formative and summative assessment and ensure that the assessment program provides accurate information about whether LEP students are achieving and are on target to make Adequate Yearly Progress (AYP). |
| 2.23 | 4. Strengthen the support given to families of English language learners. |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 1: Provide a continuum of instructional services to meet individualized student needs.

| | | | |
|--|--|---|--|
| <p>Activity for 2003-2004: Complete planning to create an English Language Immersion Academy for up to 20 Non English Proficient (NEP) and Limited English Proficient (LEP) students in grades K-5 at one of the elementary schools in the Great Mills feeder pathway. Begin pilot program in January 2004. Provide a curriculum focused on building fluency in English, literacy, and learning grade appropriate mathematics in a transitional setting. As students' fluency develops, transition them gradually into the grade appropriate classroom.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Provide time for English for Speakers of Other Languages (ESOL) teachers to plan and to meet with principals, relevant instructional supervisors, and others. • Schedule ESOL teachers. • Use IDEA Proficiency Test (IPT) scores to identify students. • Use content aligned materials to teach reading/language arts and mathematics ESOL blocks, adding research-based ESOL strategies. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of ESOL School Administration Classroom Teachers</p> | <p>Accomplishment Measure At least one class within the English Language Immersion Academy is created, staffed, and held in a pilot phase from January to June 2004.</p> | <p>Impact Measure Student results on formative assessments, Maryland State Assessment (MSA), High School Assessments (HSA), Maryland Writing Test (MWT), Maryland Functional Reading Test (MFRT), Maryland Functional Mastery Mathematics Test, Individual Mastery Assessment Program (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating Adequate Yearly Progress (AYP).</p> | |
| <p>Current Budget Considerations: Sec: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: Space – one classroom Possible transportation issues</p> | |
| <p>Proposed Activity for 2005 Expand the pilot to a full year program.</p> | <p>Proposed Activity for 2006 Expand the English Language Immersion Academy to include at least two classrooms – if elementary need exists, OR Expand the English Language Immersion Academy to be inclusive of K-5 and divide students by fluency within two spans, e.g. K-3 and 4-5.</p> | <p>Proposed Activity for 2007 Expand the English Language Immersion Academy to middle school.</p> | <p>Proposed Activity for 2008 Review and refine the academy, as appropriate.</p> |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 1: Provide a continuum of instructional services to meet individualized student needs.

| | | | |
|--|--|--|--|
| <p>Activity for 2003-2004: Create an ESOL class for Non English Proficient (NEP) and Limited English Proficient (LEP) students in grades 9-12 at Great Mills High School. This course should be offered with an option for elective credit. Students might opt to take the course for up to four years, but would receive a maximum of two elective credits for the course. The course would focus on building English fluency and would be offered in addition to, not in place of, the student's grade appropriate English class.</p> | | <p>Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP.</p> | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Use IPT scores to identify the NEP and LEP students to attend. • Identify a text/program that is research-based. • Provide professional development for the classroom teacher. | | <p>Accomplishment Measure Course is offered, students enroll and they have the appropriate materials to succeed in accelerating English language acquisition.</p> | |
| <p>Person(s) Responsible DOI Directors Supervisor of ESOL School Administration Classroom Teachers</p> | | | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: Space – one classroom</p> | |
| <p>Proposed Activity for 2005 Review implementation at high school and make revisions as needed. If deemed successful, begin implementation in middle school based on the number of identified students.</p> | | <p>Proposed Activity for 2006 Review implementation at high school and middle school and make revisions as needed. If deemed successful, begin implementation in an additional middle and high school, based on the number of identified students.</p> | |
| | | <p>Proposed Activity for 2007 Review implementation and make revisions as needed.</p> | |
| | | <p>Proposed Activity for 2008 Review implementation and make revisions as needed.</p> | |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 1: Provide a continuum of instructional services to meet individualized student needs.

| | | | |
|--|--|---|---|
| <p>Activity for 2003-2004: Create a study skills class/support program for Non English Proficient (NEP) and Limited English Proficient (LEP) students in middle schools. If possible logistically, this course should be offered during the school day OR NEP and LEP students should receive preference for literacy and mathematics or homework support in after school programs at those sites. Implementation of this program should begin in sites with the most NEP/LEP students.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Use IPT scores and classroom teacher recommendation to identify the LEP students to attend. • Select compatible materials with an appropriate research base – need to be purchased. • Scheduling of ESOL teachers. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of ESOL School Administration Classroom Teachers</p> | <p>Accomplishment Measure Study skills classes and/or after school preference processes are implemented and some NEP and LEP students are participating.</p> | <p>Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No Budget Impact</p> | | <p>Facilities Considerations: Classroom space</p> | |
| <p>Proposed Activity for 2005 Implement the study skills class/support program in middle schools.</p> | <p>Proposed Activity for 2006 Review and refine as appropriate.</p> | <p>Proposed Activity for 2007 Review and refine as appropriate.</p> | <p>Proposed Activity for 2008 Review and refine as appropriate.</p> |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 1: Provide a continuum of instructional services to meet individualized student needs.

| | |
|---|---|
| Activity for 2003-2004: Provide daily ESOL instruction to each identified NEP student in SMCPS and in the nonpublic schools that receive ESOL services. | |
| Implementation: <ul style="list-style-type: none"> • Use IPT scores to identify students. • Develop schedule. | |
| Person(s) Responsible DOI Directors Supervisor of ESOL School Administration ESOL Teachers | Accomplishment Measure "Master" schedule for ESOL program is developed. Each principal (or designee) receives an appropriate schedule for the site. Each ESOL teacher receives a schedule. ESOL service log is maintained and reviewed. |
| Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No Budget Impact | |
| Proposed Activity for 2005 Seek additional staffing as warranted to provide daily ESOL instruction to each identified NEP student. | Proposed Activity for 2006 Seek additional staffing as warranted to provide daily ESOL instruction to each identified NEP student. |
| Facilities Considerations: Classroom space | |
| Proposed Activity for 2007 Seek additional staffing as warranted to provide daily ESOL instruction to each identified NEP student. | Proposed Activity for 2008 Seek additional staffing as warranted to provide daily ESOL instruction to each identified NEP student. |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 1: Provide a continuum of instructional services to meet individualized student needs.

| | | | |
|--|---|--|--|
| Activity for 2003-2004: Provide ESOL instruction at least two times per week to each identified LEP student in SMCPS and in the nonpublic schools that receive ESOL services. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> • Use IPT score to identify students. • Develop schedule. | | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL School Administration ESOL Teachers | Accomplishment Measure "Master" schedule for ESOL program is developed. Each principal (or designee) receives an appropriate schedule for the site. Each ESOL teacher receives a schedule. ESOL service log is maintained and reviewed. | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No Budget Impact | | Facilities Considerations: Classroom space | |
| Proposed Activity for 2005 Increase the number of days each LEP receives services to a minimum of three days per week. | Proposed Activity for 2006 Review and revise implementation of services to nonpublic school students as warranted. | Proposed Activity for 2007 Review and revise implementation of services to nonpublic school students as warranted. | Proposed Activity for 2008 Review and revise implementation of services to nonpublic school students as warranted. |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 2: Provide extended day and extended year learning opportunities for NEP and LEP students.

| | | | | | | | |
|---|--|---|--|---|--|--|--|
| <p>Activity for 2003-2004: Give preference to the placement of NEP and LEP students in extended day and extended year programming that is focused on literacy and mathematics.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Use IPT, IRI, Rigby, and/or formative mathematics scores to identify students most in need of extra instructional time. • Contact parents to explain opportunity. • Select students. • Provide ESOL support as possible. | | | | <p>Accomplishment Measure Enrollment of NEP and/or LEP students Documentation of letters or meetings with parents Involvement of ESOL staff in relevant programs</p> | | <p>Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP.</p> | |
| <p>Person(s) Responsible DOI Directors Supervisor of ESOL School Administration ESOL Teachers</p> | | <p>Facilities Considerations: N/A</p> | | | | | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No Budget Impact</p> | | | | | | | |
| <p>Proposed Activity for 2005 Expand options for students and/or increase enrollment in program.</p> | | <p>Proposed Activity for 2006 Expand options for students and/or increase enrollment in program.</p> | | <p>Proposed Activity for 2007 Expand options for students and/or increase enrollment in program.</p> | | | |
| | | | | <p>Proposed Activity for 2008 Expand options for students and/or increase enrollment in program.</p> | | | |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 2: Provide extended day and extended year learning opportunities for NEP and LEP students.

| | | | |
|---|---|--|--|
| Activity for 2003-2004: Develop and offer a summer school program for elementary and/or middle school NEP and LEP students. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> • Begin planning in December 2003. • Use IPT, IRI, Rigby, and/or formative mathematics scores to identify students most in need of extra instructional time. • Contact parents to explain opportunity. Select students. • Begin implementation in July 2004. | | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL School Administration ESOL Teachers | Accomplishment Measure Enrollment of NEP and/or LEP students Documentation of letters or meetings with parents Program is offered | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No Budget Impact (in 2003-2004) | | Facilities Considerations: Classroom space | |
| Proposed Activity for 2005 Offer the ESOL summer school program for elementary and middle school. Review and plan for summer 2006. | Proposed Activity for 2006 Offer the ESOL summer school program for elementary and middle school. Review and plan for summer 2007. | Proposed Activity for 2007 Offer the ESOL summer school program for elementary and middle school. Review and plan for summer 2008. | Proposed Activity for 2008 Offer the ESOL summer school program for elementary and middle school. Review and plan for summer 2009. |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 3: Expand the use of the Pupil Services Team (PST) to include support for NEP and LEP students.

| | | | |
|--|---|--|--|
| Activity for 2003-2004: Provide professional development for PST committee members to build their capacity to focus effectively on the needs of NEP and LEP students. | | | |
| Implementation: <ul style="list-style-type: none"> • Begin implementation in September 2003. • Training completed by December 2003 at eight sites with the largest populations. | | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL School Administration Classroom Teachers ESOL Teachers | Accomplishment Measure PST meeting agendas, attendance lists, and minutes. | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No Budget Impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Refine the training process and expand the number of participating sites to 16. | Proposed Activity for 2006 Refine the training process and expand the number of participating sites to all sites in the system. | Proposed Activity for 2007 Review and refine the use of PST to support NEP and LEP students. | Proposed Activity for 2008 Review and refine the use of PST to support NEP and LEP students. |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 3: Expand the use of the Pupil Services Team (PST) to include support for NEP and LEP students.

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Develop a data-driven individual learning plan for the NEP and LEP students that are most in need of academic intervention and support. | | | |
| Implementation: <ul style="list-style-type: none"> Begin implementation at the start of October. Include IPT report. Develop a template for the data-driven individual learning plan for NEP and LEP students. Develop plans. Track implementation. | | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL School Administration Classroom Teachers ESOL Teachers | Accomplishment Measure Template is created. Students at the eight sites are identified. Plans are created. Log of implementation/impact is kept. | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No Budget Impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Identify students most in need of support at each of the eight sites that are piloting this PST – LEP process. | Proposed Activity for 2006 Expand to all elementary school sites. Review and refine template. | Proposed Activity for 2007 Expand to all middle school sites. Review and refine template. | Proposed Activity for 2008 Expand to all high school sites. Review and refine template. |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 4: Seek to increase the teaching and support staff that work with LEP students.

| | | | |
|--|--|--|--|
| Activity for 2003-2004: Monitor enrollment of NEP and LEP students. If the number of qualified students remains constant or increases, seek to increase the number of FTEs by one FTE for the start of the 2004-2005 academic year. | | | |
| Implementation: <ul style="list-style-type: none"> • Review quarterly data. • Determine staffing needs. • Seek additional positions as appropriate. | | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL School Administration ESOL Teachers | Accomplishment Measure Enrollment data tracked | Impact Measure Enrollment data | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No Budget Impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue monitoring enrollment. Seek additional FTEs as warranted. | Proposed Activity for 2006 Continue monitoring enrollment. Seek additional FTEs as warranted. | Proposed Activity for 2007 Continue monitoring enrollment. Seek additional FTEs as warranted. | Proposed Activity for 2008 Continue monitoring enrollment. Seek additional FTEs as warranted. |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 4: Seek to increase the teaching and support staff that work with LEP students.

| | | | |
|---|---|--|--|
| <p>Activity for 2003-2004: Explore ways to utilize paraeducators, volunteers, and community groups, such as the Filipino American Association (FILAM), Hispanic Americans, and other identified groups as support to the ESOL teachers and to the NEP and LEP students. Focus on such areas as tutoring, mentoring, and assistance with afterschool and evening programs.</p> <p>Implementation:</p> <ul style="list-style-type: none"> Research other school systems to determine if and how paraeducators, volunteers, and community groups are used to support ESOL instruction. Seek partnerships with local colleges (St. Mary's College of Maryland) and community groups, such as the Family Services Office at the Patuxent River Naval Air Station) to provide input. Share report with ESOL teachers, directors, and others, as appropriate. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of ESOL School Administration ESOL Teachers</p> | <p>Accomplishment Measure Report on the use of paraeducators completed</p> | <p>Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No Budget Impact</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Review and refine as appropriate.</p> | <p>Proposed Activity for 2006 Review and refine as appropriate.</p> | <p>Proposed Activity for 2007 Review and refine as appropriate.</p> | <p>Proposed Activity for 2008 Review and refine as appropriate.</p> |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 5: *Adopt scientifically based instructional materials and ensure that they are readily available and consistently implemented.*

| | | | |
|---|--|--|---|
| <p>Activity for 2003-2004: Adopt textbooks, supplemental textbooks, and materials such as simplified texts of required books for use in the English Language Immersion Academy, the high school ESOL classroom, and with the students receiving ESOL support. These materials must be scientifically based (or research-proven) and must align with the literacy, English, and/or mathematics materials in use in the regular education program.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> Ensure a funding source for recommended purchases. | | <p>Accomplishment Measure</p> <p>Instructional resources purchased and used within the instructional program.</p> | <p>Impact Measure</p> <p>Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP.</p> |
| <p>Person(s) Responsible</p> <p>DOI Directors Supervisor of ESOL School Administration Classroom Teachers ESOL Teachers</p> | | | |
| <p>Current Budget Considerations:</p> <p>See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No Budget Impact</p> | | <p>Facilities Considerations:</p> <p>N/A</p> | |
| <p>Proposed Activity for 2005</p> <p>Continue adoption and implementation of instructional resources.</p> | <p>Proposed Activity for 2006</p> <p>Continue adoption and implementation of instructional resources.</p> | <p>Proposed Activity for 2007</p> <p>Continue adoption and implementation of instructional resources.</p> | <p>Proposed Activity for 2008</p> <p>Continue adoption and implementation of instructional resources.</p> |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 6: Use technology as an integral instructional tool to provide academic support to NEP and LEP students.

| | | |
|--|---|--|
| Activity for 2003-2004: Adopt, provide professional development for, and utilize software to enhance English language acquisition, reinforce skills, and provide bridges between the native language and English. | | |
| Implementation: <ul style="list-style-type: none"> • Provide professional development. • ESOL Committee will review and recommend software. • Ensure a funding source for recommended purchases. | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL School Administration Classroom Teachers ESOL Teachers | Accomplishment Measure Software purchased and used within instructional program | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No Budget Impact | | Facilities Considerations: N/A |
| Proposed Activity for 2005 Continue adoption and implementation of software. | Proposed Activity for 2006 Continue adoption and implementation of software. | Proposed Activity for 2007 Continue adoption and implementation of software. |
| | | Proposed Activity for 2008 Continue adoption and implementation of software. |

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.

Objective 1: Strengthen instructional support to students with Limited English Proficiency (LEP).

Strategy 7: Undertake formative and summative evaluation of The St. Mary's County Public Schools Plan for Accelerating the Achievement of English Language Learners.

| | | | |
|--|---|--|--|
| Activity for 2003-2004: Form a panel to review formative data collected, including all accomplishment and impact measures described herein for Goal #2, and to create a five-year timeline to evaluate program development, implementation, and impact of <u>The St. Mary's County Public Schools Plan for Accelerating the Achievement of English Language Learners</u> . Panel will also address outreach efforts to the families of the ELL students and strategies to increase students' success in school. | | | |
| Implementation: <ul style="list-style-type: none"> Complete selection of panel members (internal to SMCPS, as well as community groups, such as Filipino American Association (FILAM), Hispanic Americans, and other identified groups) by December 2003. Develop plan by March 2004. Meet semi-annually. | | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL School Administration Classroom Teachers ESOL Teachers | Accomplishment Measure Report submitted to the Executive Team Meeting agendas, attendance lists, and minutes | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No Budget Impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review report and submit to Board of Education. | Proposed Activity for 2006 Continue meeting twice per year. Add agenda items as appropriate. | Proposed Activity for 2007 Continue meeting twice per year. Add agenda items as appropriate. | Proposed Activity for 2008 Continue meeting twice per year. Add agenda items as appropriate. |

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.

Objective 2: Provide high quality, ongoing, and differentiated professional development to all teachers and support staff that work with Limited English Proficient (LEP) students.

Strategy 1: Collaborate with neighboring counties to offer high quality, research-proven, professional development to ESOL teachers.

| | | | |
|---|---|--|---|
| Activity for 2003-2004: Coordinate summer and fall tri-county professional development opportunities to build the capacity of ESOL teachers to serve their students effectively. | | | |
| Implementation: <ul style="list-style-type: none"> Summer 2003 – Plan for September Professional Day activities. September 2003 – Incorporate in September Professional Day activities. Fall 2003 – Convene the tri-county ESOL teachers for professional development activities. March 2004 – Incorporate in March Professional Day activities. | | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL | Accomplishment Measure Meeting agendas, attendance lists, and minutes. | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No Budget Impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Provide additional professional development activities focused on the instructional needs of students. | Proposed Activity for 2006 Provide additional professional development activities focused on the instructional needs of students. | Proposed Activity for 2007 Provide additional professional development activities focused on the instructional needs of students. | Proposed Activity for 2008 Provide additional professional development activities focused on the instructional needs of students. |

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.

Objective 2: Provide high quality, ongoing, and differentiated professional development to all teachers and support staff that work with Limited English Proficient (LEP) students.

Strategy 1: Collaborate with neighboring counties to offer high quality, research-proven, professional development to ESOL teachers.

| | | | |
|--|--|--|--|
| Activity for 2003-2004: Build capacity of new ESOL teachers to administer and interpret the Idea Proficiency Test (IPT) or a replacement exam designated by MSDE. | | | |
| Implementation: <ul style="list-style-type: none"> Provide annual professional development for new ESOL teachers. | | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL ESOL Teachers | Accomplishment Measure Meeting agendas, attendance lists, and minutes. | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No Budget Impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Provide annual training for new ESOL teachers on the Idea Proficiency Test (IPT). | Proposed Activity for 2006 Provide annual training for new ESOL teachers on the Idea Proficiency Test (IPT). | Proposed Activity for 2007 Provide annual training for new ESOL teachers on the Idea Proficiency Test (IPT). | Proposed Activity for 2008 Provide annual training for new ESOL teachers on the Idea Proficiency Test (IPT). |

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.

Objective 2: Provide high quality, ongoing, and differentiated professional development to all teachers and support staff that work with Limited English Proficient (LEP) students.

Strategy 2: Provide classroom teachers at all school sites with information and strategies to build their capacity to effectively instruct and support NEP and LEP students.

| | | | |
|--|---|---|---|
| <p>Activity for 2003-2004: Provide an orientation to the LEP program at each building in early fall. This orientation should describe the identification process and the program options for NEP and LEP students, describe the work that ESOL teachers will do with students, explain the classroom teachers' and the ESOL teachers' roles and responsibilities, and discuss research-proven ways to work with the families of LEP students.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> Schedule an orientation at each site. Select program presenters and establish the agenda. Hold and evaluate an orientation program. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of ESOL School Administration Classroom Teachers ESOL Teachers</p> | <p>Accomplishment Measure Meeting agendas, attendance lists, and minutes.</p> | <p>Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No Budget Impact</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Provide annual orientation for classroom teachers and administrators on ESOL instruction and initiatives.</p> | <p>Proposed Activity for 2006 Provide annual orientation for classroom teachers and administrators on ESOL instruction and initiatives.</p> | <p>Proposed Activity for 2007 Provide annual orientation for classroom teachers and administrators on ESOL instruction and initiatives.</p> | <p>Proposed Activity for 2008 Provide annual orientation for classroom teachers and administrators on ESOL instruction and initiatives.</p> |

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.

Objective 2: Provide high quality, ongoing, and differentiated professional development to all teachers and support staff that work with Limited English Proficient (LEP) students.

Strategy 2: Provide classroom teachers at all school sites with information and strategies to build their capacity to effectively instruct and support LEP and NEP students.

| | | | |
|---|---|--|---|
| Activity for 2003-2004: Develop and offer professional development opportunities for classroom teachers to assist them to develop the skills and competencies needed to effectively differentiate their instruction to meet their NEP and LEP students' needs. | | | |
| Implementation: <ul style="list-style-type: none"> March 2004 – Incorporate in March Professional Day activities. | | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL School Administration Classroom Teachers ESOL Teachers | Accomplishment Measure Meeting agendas, attendance lists, and minutes. | Impact Measure Student results on formative assessments, (MSA), (HSA) ,(MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No Budget Impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Provide annual professional development for classroom teachers to strengthen instruction for NEP and LEP students. | Proposed Activity for 2006 Provide annual professional development for classroom teachers to strengthen instruction for NEP and LEP students. | Proposed Activity for 2007 Provide annual professional development for classroom teachers to strengthen instruction for NEP and LEP students. | Proposed Activity for 2008 Provide annual professional development for classroom teachers to strengthen instruction for NEP and LEP students. |

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.

Objective 2: Provide high quality, ongoing, and differentiated professional development to all teachers and support staff that work with Limited English Proficient (LEP) students.

Strategy 2: Provide classroom teachers at all school sites with information and strategies to build their capacity to effectively instruct and support LEP and NEP students.

| | | | |
|--|--|--|--|
| <p>Activity for 2003-2004: Develop and offer professional development opportunities for classroom and ESOL teachers to increase their awareness of cultural differences and cross-cultural communication and to engage them in anti-bias/anti-racism training. One goal of this professional development is to increase teachers' knowledge of the cultures of their students. A second goal is to encourage them to reflect upon their own beliefs and prejudices and the possible impact these might have on students' performances in their classrooms. Appropriate linkages should be made to other diversity training that will be offered throughout SMCPS.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> March 2004 – Incorporate in March Professional Day activities. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor of ESOL ESOL Teachers</p> | <p>Accomplishment Measure Meeting agendas, attendance lists, and minutes.</p> | <p>Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No Budget Impact</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Provide annual professional development for classroom teachers on awareness of cultural differences and cross-cultural communication.</p> | <p>Proposed Activity for 2006 Provide annual professional development for classroom teachers on awareness of cultural differences and cross-cultural communication.</p> | <p>Proposed Activity for 2007 Provide annual professional development for classroom teachers on awareness of cultural differences and cross-cultural communication.</p> | <p>Proposed Activity for 2008 Provide annual professional development for classroom teachers on awareness of cultural differences and cross-cultural communication.</p> |

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.

Objective 3: Implement a program of regularly scheduled formative and summative assessment and ensure that the assessment program provides accurate information about whether LEP students are achieving and are on target to make Adequate Yearly Progress (AYP).

Strategy 1: Track the progress of NEP and LEP students in developing proficiency in spoken and written English and share the information about student progress with all stakeholders.

| | | |
|--|---|--|
| Activity for 2003-2004: Administer the IPT at least once annually to all students to establish the annual progress in developing English language proficiency. Develop a reporting format that conveys the necessary information about student progress in developing proficiency in spoken and written English. Disseminate information about individual student's progress (based on the IPT test) to all stakeholders. Assist classroom teachers, building principals, and parents in using the test results to shape classroom instruction/intervention strategies. | | |
| Implementation: <ul style="list-style-type: none"> Provide pertinent data to all stakeholders. | Accomplishment Measure Reporting format developed. | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No Budget Impact | | |
| Proposed Activity for 2005 Review reporting format and refine as appropriate. | Proposed Activity for 2006 Review reporting format and refine as appropriate. | Proposed Activity for 2007 Review reporting format and refine as appropriate. |
| | | Proposed Activity for 2008 Review reporting format and refine as appropriate. |

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.

Objective 3: Implement a program of regularly scheduled formative and summative assessment and ensure that the assessment program provides accurate information about whether LEP students are achieving and are on target to make Adequate Yearly Progress (AYP).

Strategy 1: Track the progress of NEP and LEP students in developing proficiency in spoken and written English and share the information about student progress with all stakeholders.

| | | |
|---|--|--|
| Activity for 2003-2004: Develop appropriate formative assessments to measure student progress in developing proficiency in spoken and written English during the school year (and, if appropriate, for use in the extended year programs). | | |
| Implementation: <ul style="list-style-type: none"> Administer the oral language fluency component of the IPT mid-year to make a formative assessment of students' progress. | | |
| Person(s) Responsible DOI Directors Supervisor of ESOL ESOL Teachers | Accomplishment Measure IPT results | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No Budget Impact | | |
| Proposed Activity for 2005 Review and refine formative assessments as appropriate. | Proposed Activity for 2006 Review and refine formative assessments as appropriate. | Proposed Activity for 2007 Review and refine formative assessments as appropriate. |
| | | Proposed Activity for 2008 Review and refine formative assessments as appropriate. |

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.

Objective 3: Implement a program of regularly scheduled formative and summative assessment and ensure that the assessment program provides accurate information about whether LEP students are achieving and are on target to make Adequate Yearly Progress (AYP).

Strategy 1: *Track the progress of NEP and LEP students in developing proficiency in spoken and written English through careful monitoring of their progress in attaining mastery of the components of the SMCPS literacy program. Share the information about student progress with all stakeholders.*

| | | | |
|---|--|--|--|
| Activity for 2003-2004: Monitor NEP and LEP student performance on the SMCPS formative assessments for reading and writing. Provide time for ESOL and classroom teachers to review all data on individual LEP and NEP students and plan appropriate instructional approaches and strategies. | | | |
| Implementation: <ul style="list-style-type: none"> School provide collaborative scheduling to provide time for classroom and ESOL teachers to review data. | | | |
| Person(s) Responsible DOI Directors Supervisor ESOL School Administration ESOL Teachers Classroom Teachers | Accomplishment Measure Assessments administered and results used for instructional decision making Review and planning meetings held and documented | Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No Budget Impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and refine formative assessments as appropriate. | Proposed Activity for 2006 Review and refine formative assessments as appropriate. | Proposed Activity for 2007 Review and refine formative assessments as appropriate. | Proposed Activity for 2008 Review and refine formative assessments as appropriate. |

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.

Objective 4: Strengthen the support given to families of English Language Learners.

Strategy 1: Implement a program "targeted" for the families of English Language Learners that is aligned with the SMCPS School, Family, and Community Plan.

| | | | |
|---|--|---|--|
| <p>Activity for 2003-2004: Implement, monitor, and revise to continually strengthen a family support program intended to assist parents/guardians of English Language Learners with their children's academic achievement, particularly their mastery of spoken and written English. Incorporate the components of this family support program into the St. Mary's County Public Schools, Family, and Community Plan (referred to in Goal #1 Title I component and in parts of Goal #4).</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Create a brochure about the NEP and LEP program that will provide information in English and other languages. • Provide program information in the major languages spoken by English Language Learners on the SMCPS web site. • Provide translation and interpretation services to parents and students. • Schedule parent information nights for the families of NEP and LEP students OR provide "break-out" sessions at regularly scheduled parent nights so that these families may receive additional/timely information with English language support. • Provide opportunities for parents/guardians and/or students to meet with both the classroom teacher and the ESOL teacher together so that the coordinated plan for the individual student's academic achievement is clearly communicated. • Collaborate with community agencies and organizations to develop and offer programs that will meet NEP and LEP students' and their families' needs. Publicize multicultural events (Charles County) and explore the activities in St. Mary's County. | | | |
| <p>Person(s) Responsible DOI Directors Supervisor ESOL School Administration ESOL Teachers Classroom Teachers</p> | <p>Accomplishment Measure Brochure completed and public has meeting agendas and attendance results.</p> | <p>Impact Measure Student results on formative assessments, (MSA), (HSA), (MWT), (MFRT), (MFMT), (IMAP), or IPT, for reading and writing will demonstrate a greater percentage of students obtaining proficiency or better. Increased percentage of students demonstrating AYP.</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Review and refine programs. Begin translation of some school system information in other languages.</p> | <p>Proposed Activity for 2006 Review and refine programs. Begin translation of some school system information in other languages.</p> | <p>Proposed Activity for 2007 Review and refine programs. Begin translation of some school system information in other languages.</p> | <p>Proposed Activity for 2008 Review and refine programs. Begin translation of some school system information in other languages.</p> |

GOAL 3

By 2005-2006, all students will be taught by “highly qualified staff.”

The Board of Education goal focused on increased achievement is also aligned with the third ESEA goal focused on all students being taught by “highly qualified staff.” The Board of Education promotes the recruiting and retaining of diverse and qualified staff. Professional development initiatives address student and staff needs and system priorities, such as the implementation of the *Essential Curriculum*, Baldrige Integrated Management System, Education That Is Multicultural and Achievement, and Teacher Performance Assessment System based on the *Framework for Teaching* model.

Supportive partnerships with institutions of higher learning will be critical to recruiting and retaining school staff as well as the Maryland State Department of Education certification requirements to meet the highly qualified standards of *No Child Left Behind* (NCLB). Both the Visionary Panel in *Achievement Matters Most* and the *Bridge to Excellence in Public Schools Act* recognized that the state must ensure that all teachers can demonstrate high-level knowledge and teaching skills. An emphasis on continuous professional development that is targeted to increased student achievement and to the needs of professional staff and paraeducators is supported in the master plan.

| <u>Pages</u> | <u>Objectives</u> |
|--------------|---|
| 3.1 | 1. Continue to work with federal and state guidelines as they are defined to identify and comply with the <i>No Child Left Behind</i> (NCLB) initiatives. |
| 3.2-3.12 | 2. Strengthen the process of recruiting and hiring teachers. |
| 3.13-3.18 | 3. SMCPS will strengthen those practices that retain high quality teachers. |
| 3.19-3.21 | 4. Build the knowledge and capacity of all staff in SMCPS to engage in continual improvement intended to increase organizational effectiveness and raise student achievement. |
| 3.22-3.23 | 5. Provide ongoing professional development for all teachers. |
| 3.24 | 6. Provide ongoing professional development for all administrators. |
| 3.25 | 7. Provide ongoing professional development for instructional resource teachers, department chairpersons, and mentor teachers. |
| 3.26-3.27 | 8. Continue to strengthen the process used to evaluate professional staff and to link self-assessment, evaluation, and personal/professional growth. |
| 3.28-3.29 | 9. Build the capacity of the entire St. Mary's County Public Schools workforce. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 1: Continue to work with federal and state guidelines as they are defined to identify and comply with the 'No Child Left Behind' (NCLB) initiatives.

Strategy 1: SMCPS will develop timelines to comply with these standards for certification of highly qualified teachers.

| | | | |
|--|--|---|---|
| <p>Activity for 2003-2004: Develop a timeline that will assist staff on the identification requirements of highly qualified.</p> <p>Implementation: In order to assist staff on the identifying certification requirements, SMPSCS will develop a timeline to:</p> <ul style="list-style-type: none"> • Provide SMCPS staff and the community information regarding the definition of "highly qualified." • Disseminate information regarding certification of individual teachers as it becomes available (at school sites or individually as needed). • Create necessary links from the SMCPS web site to MSDE in order to provide online certification information for and of employees. • Ensure that provisionally certified teachers meet Maryland certification requirements. • Schedule meetings at each school site to address staff concerns regarding certification. | | | |
| <p>Person(s) Responsible Director of Human Resources Certification Assistant Recruitment Specialist</p> | <p>Accomplishment Measure Copies of letters Agendas for meeting Web site links are identified</p> | | <p>Impact Measure Reduction in the number of provisional/conditional certificated staff The percentage of highly qualified teachers will increase.</p> |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact</p> | | | |
| <p>Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004.</p> | <p>Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005.</p> | <p>Facilities Considerations: None anticipated</p> | <p>Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006.</p> |
| | | | <p>Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007.</p> |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 2: Strengthen the process of recruiting and hiring teachers.

Strategy 1: Continue to offer a variety of recruitment incentives and develop an expanded menu of recruitment incentives that support SMCPS' need to attract high quality teachers, particularly in critical shortage areas.

| | | | |
|--|---|--|---|
| Activity for 2003-2004: Review and refine the recruitment incentive program. | | | |
| Implementation: Continue the following components of our recruitment incentive program: <ul style="list-style-type: none"> • Offer grant-funded recruitment incentives and relocation stipends for teachers who are certified to teach in critical shortage areas. • Participate in MSDE-sponsored and/or funded programs, such as the incentive grant for new teachers graduating in the top 10% of their class or having a 3.5 or better GPA from programs that lead toward teacher certification. • Maintain the local and state contribution for National Board Program Teacher Certification. Additionally, undertake the following activities: <ul style="list-style-type: none"> • Explore what additional incentives and stipends might be included in the menu. • Ascertain what some of the more competitive counties offer for stipends and build a proposed differentiated scale for 2004-2005. | | | |
| Person(s) Responsible: DOI Directors Director of Human Resources Supervisor of Staff Development Recruitment Specialist Education Association of St. Mary's County (EASMC) | Accomplishment Measure Stipends paid Incentives distributed List of proposed revised and/or additional incentives | Impact Measure Improvement in the retention rates of teachers Increases in the percentage of hiring and retention of highly qualified teachers in critical shortage areas | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: None | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 2: Strengthen the process of recruiting and hiring teachers.

Strategy 2: "Grow your own" initiatives, intended to build an interest in teaching as a career, will be strengthened and expanded, with particular emphasis on critical shortage areas such as math, science, and special education teachers, as well as speech and language pathologists and school psychologists.

| | | | |
|--|---|---|--|
| Activity for 2003-2004: Review initiatives that will allow SMCPS to "grow our own" teachers. | | | |
| Implementation: <ul style="list-style-type: none"> Expand Future Educators of America (FEA) groups at the secondary level to include middle school. Identify and support African-American, Hispanic, male, and other minority students' membership in FEA. Continue to include teachers as contributors in school career days at elementary, middle, and high schools. | | | |
| Person(s) Responsible DOI Directors Director of Human Resources Supervisor of Staff Development Recruitment Specialist School Administration Identified FEA Sponsors Education Association of St. Mary's County (EASMC) | Accomplishment Measure Portfolio from FEA sponsors of each school site that includes dates of meetings, agendas, activities, etc. Roster of members includes data regarding gender, race, and ethnicity | Impact Measure Enrollment of students of diverse backgrounds with respect to gender, race, and ethnicity in teacher education programs. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: Existing classroom space | |
| Proposed Activity for 2005 Continue expansion of FEA groups to include middle school and recruit minority students interested in a career in education. Encourage FEA groups to develop a specialty area program for critical needs teaching areas (e.g. math mentors, collaborate with "Best Buddies" for Special Education teachers, etc.). | Proposed Activity for 2006 Continue activities from 2004 and 2005. In addition, explore the possibility of creating a teacher education career academy at one of more high schools or at the Dr. James A. Forrest Career and Technology Center. | Proposed Activity for 2007 Continue activities from 2004, 2005, and 2006. In addition, begin the planning phase for the possibility of creating a teacher education career academy at one of more high schools or at the Dr. James A. Forrest Career and Technology Center. | Proposed Activity for 2008 Continue activities from 2004, 2005, 2006, and 2007. In addition, establish a teacher education career academy at one of more high schools or at the Dr. James A. Forrest Career and Technology Center. |

Objective 2: Strengthen the process of recruiting and hiring teachers.

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Strategy 2: "Grow your own" initiatives, intended to build an interest in teaching as a career, will be strengthened and expanded, with particular emphasis on critical shortage areas such as math, science, and special education teachers, as well as speech and language pathologists and school psychologists.

| | | | |
|--|--|---|--|
| <p>Activity for 2003-2004: Develop, pilot, and evaluate scholarship programs for future teachers including graduating high school seniors, "career changers," classified staff, military retirees, and other persons interested in pursuing careers in education.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Help students who intend to pursue a career in education secure local and state scholarships by providing information through career centers. • Explore providing scholarships for currently employed certified teachers interested in obtaining endorsements in critical shortage areas (subject to remaining employed with SMCPS over a period of 5 years). • Lobby the Maryland legislature to maintain and increase funds for educational scholarships. | | | |
| <p>Person(s) Responsible DOI Directors Director of Human Resources Supervisor of Staff Development Supervisors of Special Education Recruitment Specialist School Administration Identified FEA Sponsors Education Association of St. Mary's County (EASMC)</p> | <p>Accomplishment Measure Scholarship guidelines and applications Documented enrollment of scholarship recipients in teacher education programs</p> | <p>Impact Measure Increase in the number and percentage of high quality teachers employed (long-term)</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact</p> | | <p>Facilities Considerations: None</p> | |
| <p>Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004.</p> | <p>Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005.</p> | <p>Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006.</p> | <p>Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007.</p> |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 2: Strengthen the process of recruiting and hiring teachers.

Strategy 2: "Grow your own" initiatives, intended to build an interest in teaching as a career, will be strengthened and expanded, with particular emphasis on critical shortage areas such as math, science, and special education teachers, as well as speech and language pathologists and school psychologists.

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Provide tuition reimbursement. | | | |
| Implementation: <ul style="list-style-type: none"> Tuition reimbursement will be provided commensurate with professional staff, for paraeducators and other classified staff who are pursuing teacher certification. | | | |
| Person(s) Responsible DOI Directors Director of Human Resources Supervisor of Staff Development Recruitment Specialist Education Association of St. Mary's County (EASMC) | Accomplishment Measure Data regarding tuition for paraeducators Human Resources Recruitment and Placement Report | Impact Measure Increase in the number of high quality teachers in critical shortage areas Decrease in the percentage of teachers who have provisional/conditional certification or who are teaching out of their field | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: None | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 2: SMCPS will strengthen the process of recruiting and hiring teachers.

Strategy 3: Strengthen recruitment efforts intended to increase the diversity of the teaching staff in our schools.

| | | | |
|---|---|---|---|
| Activity for 2003-2004: SMCPS will increase the number of minority and male teachers in our schools. Implementation: <ul style="list-style-type: none"> Work with the local community groups, such as the Human Relations Commission, NAACP, Filipino American Association (FILAM), Hispanic Americans, and other identified groups to explore ways to increase the diversity of our teaching staff. Expand the number of visits made to historically black colleges and universities to speak with future teacher candidates at career fairs and through college career placement centers. Increase the use of current minority staff as recruiters at job fairs and interviews. | | | Impact Measure Increase in the number of teachers of diverse backgrounds with respect to ethnicity, race, and gender. |
| Person(s) Responsible DOI Directors Director of Human Resources Supervisor of Staff Development Recruitment Specialist | Accomplishment Measure Record data pertaining to African-American and other potential minority candidates that includes the number hired and reasons why applicants were not hired. Continue to report data on career fairs at colleges including candidate information. Teacher Recruitment and Placement Report | | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: None | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 2: SMCPS will strengthen the process of recruiting and hiring teachers.

Strategy 4: SMCPS will continue to enhance relationships with colleges and universities.

| | | | |
|--|---|--|---|
| <p>Activity for 2003-2004: Continue to refine the development of Professional Development Schools (PDS) in partnerships with St. Mary's College of Maryland (SMCM) and Towson University. Currently, the following schools are identified as PDS sites: SMCM: Green Holly Elementary School, Hollywood Elementary School, and Leonardtown Elementary School (with George Washington Carver Elementary School serving as a satellite site), Spring Ridge Middle School, and Great Mills High School. Towson University: Benjamin Banneker Elementary School, Mechanicsville Elementary School, White Marsh Elementary School, Lettie Marshall Dent Elementary School, Margaret Brent Middle School, and Chopticon High School.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> • Create or revise MOUs with both institutions of higher education. • Organize monthly meetings of PDS Committees for SMCM and for Towson University. • Organize quarterly Steering Committee Meetings, including representatives from SMCM, Towson University, SMCPS, and others. • Offer professional development for each school (or set of schools) designated a PDS, differentiated by the level of understanding of PDS. • In collaboration with the respective institutions of higher education, offer at least one professional development activity intended to meet the identified needs of in-service teachers at the sites. • Provide equitable stipends for all site coordinators. | | | |
| <p>Person(s) Responsible Deputy Superintendent DOI Directors Director of Human Resources Supervisor of Staff Development Recruitment Specialist Principals of PDS Sites</p> | <p>Accomplishment Measure MOUs with SMCM and Towson University Agenda and meeting notes from PDS and Steering Committee meetings List of professional development activities</p> | <p>Impact Measure Increased number of highly qualified teachers Increased number of applicants from PDS sites</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: PDS sites will identify space to provide staff development</p> | |
| <p>Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004.</p> | <p>Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005.</p> | <p>Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006.</p> | <p>Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007.</p> |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 2: SMCPS will strengthen the process of recruiting and hiring teachers.

Strategy 5: Continue to expand the number of locations where positions are advertised.

| | | | |
|--|---|--|---|
| Activity for 2003-2004: SMCPS will increase the number of applicants in all areas of endorsement. | | | |
| Implementation: <ul style="list-style-type: none"> • Advertisements with college career placement offices, especially historically black colleges and universities. • Advertisements and job postings in college newspapers. • Advertisements and job postings in local and national publications, including ethnic publications. • Advertisement of positions on web sites. In addition, other venues for advertisements will be explored. | | | |
| Person(s) Responsible Director of Human Resources Recruitment Specialist | Accomplishment Measure Document list of college career centers, newsletters, newspapers, web sites List of sites considered and utilized | Impact Measure Increased number of applicants in all areas Increased number of applicants for critical shortage areas | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: None | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 2: SMCPS will strengthen the process of recruiting and hiring teachers.

Strategy 6: SMCPS will monitor, maintain, and increase the use of technology in recruiting highly qualified teachers.

| | | | |
|---|--|---|---|
| Activity for 2003-2004: Monitor and increase posting positions that access the local, state, and national candidate pool of teacher candidates. Implementation: <ul style="list-style-type: none"> • Increase the use of online applications for all positions. • Provide principals with the capability to review the candidate pool of highly qualified teachers online. | | | |
| Person(s) Responsible Director of Human Resources Recruitment Specialist Director of Technology | Accomplishment Measure Increase in the number of online applications | Impact Measure Human Resources Recruitment and Placement Report | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | Facilities Considerations: None | |
| Proposed Activity for 2005 Continue activities from 2004 to monitor and provide technology support for teacher recruitment. | Proposed Activity for 2006 Continue activities from 2004 and 2005 to monitor and provide technology support for teacher recruitment. | Proposed Activity for 2007 Continue activities from 2004, 2005, and 2006 to monitor and provide technology support for teacher recruitment. | Proposed Activity for 2008 Continue activities from 2004, 2005, 2006, and 2007 to monitor and provide technology support for teacher recruitment. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 2: SMCPS will strengthen the process of recruiting and hiring teachers.

Strategy 7: Develop a training program and set of guidelines for all recruiters.

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Convene a study group to develop a training program for all recruiters. Implementation: <ul style="list-style-type: none"> Identify SMCPS staff who are effective in recruiting, with particular attention to potential critical shortage areas and African-American and minority candidates. Provide recruitment training with regard to effective strategies for recruiting minority candidates. Develop a training program focused on recruitment, including interviewing skills, providing candidates with information on SMCPS, and identifying potential candidates. | | | |
| Person(s) Responsible Director of Human Resources Recruitment Specialist Education Association of St. Mary's County (EASMC) Community members | Accomplishment Measure Increased recruitment and retention of minority teachers Increased recruitment and retention of all teacher Increased number of applicants for all positions | Impact Measure Human Resources Recruitment and Placement Report | |
| Current Budget Considerations: Sec: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | Facilities Considerations: Conference room | |
| Proposed Activity for 2005 Continue activities developed in 2004. Evaluate and refine the implementation of the recruiter-training program. | Proposed Activity for 2006 Continue activities developed in 2004 and 2005. Evaluate and refine the implementation of the recruiter-training program. | Proposed Activity for 2007 Continue activities developed in 2004, 2005, and 2006. Evaluate and refine the implementation of the recruiter-training program. | Proposed Activity for 2008 Continue activities developed in 2004, 2005, 2006, and 2007. Evaluate and refine the implementation of the recruiter-training program. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 2: SMCPS will strengthen the process of recruiting and hiring professional staff.

Strategy 8: *Expand and refine data collection about recruitment and hiring teachers to improve both processes.*

| | | |
|---|--|---|
| Activity for 2003-2004: The Human Resources Department will continue to complete and refine data in the Human Resources Recruitment and Placement Report in order to revise efforts in recruitment and hiring. | | |
| Implementation: <ul style="list-style-type: none"> Continue to refine data collection for the annual Recruitment and Placement Report. Develop a system to track offers made and acceptances for professional positions. Improve the recruitment of educational leaders and administrators. | | |
| Person(s) Responsible Director of Human Resources Recruitment Specialist | Accomplishment Measure Human Resources Recruitment and Placement Report Data collection regarding offers, acceptance, and reasons why offers are declined (including those who accepted positions in the tri-county area) | Impact Measure Refined and improved data collection to address areas that need to be revised and propose change |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. |
| | | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 2: SMCPS will strengthen the process of recruiting and hiring teachers.

Strategy 9: The Human Resources Department will continue to provide community support for new teachers who are considering relocating to St. Mary's County.

| | | | | |
|--|---|---|---|--|
| Activity for 2003-2004: SMCPS will work in partnership with community organizations, local media, and community leaders to provide support for new teachers. | | | | |
| Implementation: <ul style="list-style-type: none">• Develop partnerships with African-American community leaders to support the recruitment efforts of African-American candidates to assist with their relocation to St. Mary's County Public Schools.• Continue to develop and expand partnerships with business and government agencies with a focus on the recruitment of African-American and minority education candidates.• Continue to provide and improve "Welcome Wagon" type packages and goods and services donated by local businesses.• Continue to make available information about hotels and temporary and permanent housing to all teacher candidates who are considering relocating to SMCPS.• Continue to develop partnerships with community organizations and businesses to prepare information about community activities and opportunities for community participation. | | | | |
| Person(s) Responsible Director of Human Resources Recruitment Specialist | Accomplishment Measure List of partnerships Documents for housing, directions, maps, "Welcome Wagon" items | Impact Measure Human Resources Recruitment and Placement Report | | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | Facilities Considerations: None | | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. | |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 3: SMCPS will strengthen those practices that retain high quality teachers.

Strategy 1: SMCPS will maintain and improve partnerships with colleges and universities to enhance graduate level programs that provide advanced coursework toward certification within the Southern Maryland Higher Education Center (SMHEC).

| | | | | |
|--|--|--|---|--|
| Activity for 2003-2004: SMCPS will continue to conduct ongoing needs assessments and communicate in partnerships with those colleges and universities (including Catholic University, College of Notre Dame, Towson University, University of Maryland University College, etc.) with regard to the interests and needs of staff. | | | | |
| Implementation: <ul style="list-style-type: none">• Alternative routes to certification (including the exploration of resident teacher programs)• All endorsements and requirements for NCLB• Doctoral (Ed.D.) programs• Critical shortage areas• Others as appropriate | | | | |
| Person(s) Responsible Director of Human Resources Recruitment Specialist DOI Directors Supervisor of Staff Development | Accomplishment Measure New and/or expanded coursework offerings Additional coursework offered on-site, particularly at PDS sites List of meetings Agendas Data regarding certification to identify areas of need | Impact Measure Increased number of highly qualified teachers for all areas and in particular those identified as local and state critical shortage areas | | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: None | | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. | |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 3: SMCPS will strengthen those practices that retain high quality teachers.

Strategy 2: SMCPS will continue to increase the amount of dollars identified for tuition reimbursement.

| | | |
|--|--|---|
| Activity for 2003-2004: SMCPS will continue to increase the funding available to provide tuition reimbursement for staff for professional growth through the negotiation and budget process. | | |
| Implementation: <ul style="list-style-type: none"> Present suggested increase for tuition reimbursement during the negotiation process. Increase budget allotments for tuition reimbursement. | | |
| Person(s) Responsible Director of Human Resources Director of Academic Support Supervisor of Staff Development | Accomplishment Measure New and expanded coursework offerings Increased funding allotments for tuition reimbursement | Impact Measure Increased percentage of highly qualified teachers |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. |
| Facilities Considerations: None | | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 3: SMCPS will strengthen those practices that retain high quality teachers.

Strategy 3: SMCPS will expand the support system for new teachers from our current mentoring program to one of induction.

| | | | |
|---|---|--|--|
| <p>Activity for 2003-2004: Move from a mentor program to an induction program to provide increased support to our new teachers.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Create a committee to plan for the induction system for new teachers. • Train a cadre of individuals who are effective mentors and/or lead teachers to take a lead role in expanding our support program for new teachers to a two year induction program. • Continue to provide and improve New Teacher Seminars for elementary and middle school teachers. • Develop New Teacher Seminars for high school teachers. • Collect and utilize data on returning second year teachers to refine induction support for second year teachers. • Provide induction training that is aligned with the Teacher Performance Assessment System. • Offer additional professional development for all peer mentors. • Identify and recruit retired teachers to assist in areas of critical need for teachers with 0 to 5 years of experience. | | | |
| <p>Person(s) Responsible Director of Human Resources Recruitment Specialist Director of Academic Support Supervisor of Staff Development Education Association of St. Mary's County (EASMC)</p> | <p>Accomplishment Measure Calendar of meetings, seminars, training, and professional development opportunities offered Agenda and minutes of the meetings Data collection Human Resources Recruitment and Placement Report</p> | <p>Impact Measure Increased teacher retention Increased teacher effectiveness on student achievement (MSA, HSA, etc.)</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: None anticipated</p> | |
| <p>Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004.</p> | <p>Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005.</p> | <p>Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006.</p> | <p>Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007.</p> |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 3: SMCPS will strengthen those practices that retain high quality teachers.

Strategy 4: SMCPS will expand the support system for new teachers from our current mentoring program to one of induction.

| | | | | | |
|---|--|--|--|---|--|
| <p>Activity for 2003-2004: Conduct a needs assessment to determine the necessity and feasibility of providing full time mentoring teachers to new teachers.</p> <p>Implementation: The needs assessment should address mentoring teachers in the following:</p> <ul style="list-style-type: none"> • Critical shortage areas • High need schools • Alternative Learning Center (ALC) • Other needs as determined <p>(Some suggestions include budgeting at least 3 mentor teachers (with site TBD); funding for mentor teachers through Title 1 for challenged schools for teachers with 5 or fewer years of experience; funding for mentor teachers through special education funding sources to support new special education teachers or funding for retired teacher mentors.)</p> | | | | <p>Impact Measure Retention of teachers in areas identified</p> | |
| <p>Person(s) Responsible Director of Human Resources Recruitment Specialist DOI Directors Supervisor of Staff Development</p> | | <p>Accomplishment Measure Collect data on mentor assignments. Survey newly hired teachers regarding need. Meet with stakeholders to determine feasibility and develop a plan.</p> | | | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: None anticipated</p> | | | |
| <p>Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004.</p> | | <p>Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005.</p> | | <p>Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006.</p> | |
| | | | | <p>Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007.</p> | |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 3: SMCPS will strengthen those practices that retain high quality teachers.

Strategy 5: *Continue to work toward strengthening salary and benefits packages for all professional staff to better compete with surrounding counties.*

| | | | |
|--|--|---|---|
| Activity for 2003-2004: SMCPS will continue to utilize the negotiation process to strengthen salary and benefits packages for staff. | | | |
| Implementation: <ul style="list-style-type: none"> Continue to support negotiations that lead to competitive benefits and salaries. Seek ways to financially reward senior teachers at 20, 25, and 30 years. Work with funding authorities to support salary and benefits package requests as part of the overall education budget that support improvements to retirement benefits. | | | |
| Person(s) Responsible: Director of Human Resources Negotiations Team | Accomplishment Measure Increased salary and benefits package | Impact Measure Increased teacher hiring and retention | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: None anticipated | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 3: SMCPS will strengthen those practices that retain high quality teachers.

Strategy 6: Provide support for teachers who are provisionally certified so that they may complete certification requirements in a timely manner.

| | | | |
|--|---|---|--|
| Activity for 2003-2004: SMCPS will support provisionally/conditionally certified teachers. Implementation: <ul style="list-style-type: none"> • Provide a preparation program from Praxis I and II. • Provide reimbursement for successfully completing the Praxis tests required for certification. • Explore the possibility, through the negotiations process, of 100% tuition reimbursement for provisionally/conditionally certified teachers who agree to continue working for SMCPS for at least two years past the time they receive "tenure." | | | |
| Person(s) Responsible Director of Human Resources Certification Assistant Supervisor of Staff Development Negotiations Team | Accomplishment Measure Identified teachers complete coursework Data collection Calendar of classes for the preparation program Material provided Human Resources Recruitment and Placement Report | Impact Measure Increased number of teachers identified as highly qualified | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: None anticipated | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | |
| | | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. | |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 4: Build the knowledge and capacity of all staff in SMCPS to engage in continual improvement intended to increase organizational effectiveness and raise student achievement.

Strategy 1: Build the knowledge and capacity of all staff in SMCPS about the Baldrige Integrated Management System (IMS) approach to continual improvement and organizational effectiveness. (See also Goal 4, page 15.)

| | | | |
|--|--|---|---|
| Activity for 2003-2004: Develop a plan that results in full implementation of IMS within five years. Implementation: Create an <i>informational campaign</i> about IMS designed to build knowledge and clarify individual groups' likely involvement in it. This information campaign will include materials, professional development, and travel to well-established IMS sites. <ul style="list-style-type: none"> Identify a second cohort of schools to implement IMS in 2004-2005. Introduce these schools to the core concepts in the spring of 2004. Continue to support the five pioneer schools for their second year of IMS implementation. Put into operation Phase 1 of the central office implementation of IMS. | | | |
| Person(s) Responsible Director of Academic Support Supervisor of Staff Development | Accomplishment Measure Brochure/materials created Schools identified Central office implementation plan created | Impact Measure School improvement Increased student achievement | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | | Facilities Considerations: None anticipated |
| Proposed Activity for 2005 Continue activities from 2004 and implement second IMS cohort of schools. Identify the third IMS cohort. | Proposed Activity for 2006 Continue activities from 2004 and 2005. Identify and implement the third IMS cohort of schools. | Proposed Activity for 2007 Continue activities from 2004, 2005, and 2006 and implement the IMS cohort of schools. | Proposed Activity for 2008 Continue activities from 2004, 2005, 2006, and 2007 and implement the IMS cohort of schools. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 4: Build the knowledge and capacity of all staff in SMCPS to engage in continual improvement intended to increase organizational effectiveness and raise student achievement.

Strategy 2: Develop and strengthen professional development intended to support school improvement planning.

| | | | |
|--|--|---|---|
| Activity for 2003-2004: SMCPS will develop and strengthen professional development offerings. | | | |
| Implementation: <ul style="list-style-type: none"> Utilize identified needs from school improvement plans to provide professional development offerings. Evaluate the needs identified from student assessments to identify professional development that will enhance student achievement at individual schools. Align professional development offerings with local and state initiatives. Develop a reporting system for monitoring SMCPS high quality professional development for all employees. | | | |
| Person(s) Responsible DOI Directors Director of Technology Supervisor of Staff Development Supervisor of Title 1 School Administration | Accomplishment Measure Data collection from needs assessment (ongoing) School Improvement Plans Documentation of professional development activities (agendas, syllabi, calendar of course offerings, and list of materials) | Impact Measure Increased teacher effectiveness Increased student achievement (MSA, HSA, etc) | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: Facilities for training as determined by needs | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 4: Build the knowledge and capacity of all staff in SMCPS to engage in continual improvement intended to increase organizational effectiveness and raise student achievement.

Strategy 3: Develop and strengthen professional development intended to support the cultivation of professional learning communities at all school sites and among all departments in the Division of Instruction.

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Conduct a survey and review School Improvement Plans to identify professional development activities. | | | |
| Implementation: <ul style="list-style-type: none"> Identify and provide materials or professional study groups at school sites and among DOI staff linked to school improvement. Identify and provide materials or professional study groups at school sites and among DOI staff linked to Teacher Performance Assessment System (TPAS) and professional growth. Provide and enhance professional development activities for classified staff that support SMCPS initiatives, school improvement, and student achievement. | | | |
| Person(s) Responsible DOI Directors Supervisor of Title I Supervisor of Staff Development Director of Human Resources | Accomplishment Measure Calendar of professional development activities List and inventory of professional development materials Agendas and course syllabi for trainings and activities | Impact Measure Increased student achievement Increased teacher effectiveness School improvement | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: Rooms at school sites | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 5: Provide ongoing professional development for all teachers.

Strategy 1: Provide ongoing professional development for all teachers that is in alignment with the federal requirement of No Child Left Behind, resulting state requirements, local system initiatives, and the Teacher Performance Assessment System (TPAS).

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Create an array of coursework for teachers at all levels of experience to encourage continuous professional growth. | | | |
| Implementation: <ul style="list-style-type: none"> Offer multiple sessions of MSDE reading courses that are required to obtain and/or maintain certification. Offer multiple opportunities for the development of technology skills using Maryland Teacher Technology Standards (MTTS) as a guide for program offerings. Offer additional opportunities for teachers to develop skills and competencies for differentiation of instruction. Offer additional opportunities for teachers to develop skills and competencies regarding system initiatives in (at least) reading, math, and science as appropriate. Provide training to improve the use of technology. Maintain and expand new teacher professional development with regard to certification requirements and orientation to the Teacher Performance Assessment System. | | | |
| Person(s) Responsible DOI Directors Supervisor of Staff Development Director of Technology Supervisors of Instruction School Administration | Accomplishment Measure Documentation of Professional Development offered: TPAS System initiatives including IMS Differentiation Technology competencies | Impact Measure Increased student achievement (MSA,HSA, IRIs, SAT) Professional Development Evaluations | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: Rooms/sites determined by need | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 5: Provide ongoing professional development for all employees.

Strategy 2: Offer opportunities for professional development to promote cultural diversity and multicultural awareness using the Education That Is Multicultural (ETIM) core competencies as a guide to program offerings.

| | | |
|---|--|--|
| Activity for 2003-2004: Create a three-year timeline to provide Diversity Awareness Training for all SMCPS employees. | | |
| Implementation: <ul style="list-style-type: none"> Convene a committee of stakeholders to propose and develop a set of required trainings intended to promote cultural diversity, cross cultural understanding, and other aspects of multicultural education. Develop a required course, "Education that is Multicultural" that will be offered to all SMCPS employees. At least once every three years, administer a school diversity inventory and use the results to improve professional development and address climate issues at individual school sites and system-wide. | | |
| Person(s) Responsible Director of Academic Support ETMA Committee Chairperson Supervisor of Staff Development | Accomplishment Measure Calendar of dates of committee meetings Agenda and minutes of meetings Calendar and course of study Data from a school diversity inventory | Impact Measure Increased teacher effectiveness Increased student achievement |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005 and 2006. |
| Facilities Considerations: None anticipated | | |
| Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. | | |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 6: Provide ongoing professional development for all administrators.

Strategy 1: Develop appropriate professional development for central office staff and school site administrators.

| | | | |
|--|--|---|---|
| <p>Activity for 2003-2004: Expand the menu of professional development offerings for administrators and make certain they are articulated into a coherent program or set of programs.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Provide Leadership Seminars (4 per year) for all A & S staff. • Provide Professional Development regarding ISSLC Standards and technical assistance for administrator testing. • As appropriate, provide opportunities for administrators to participate in study groups. • Provide mentors for all first and second year principals. • Principal mentors need to attend professional development that ensures that they are current with regard to all system initiatives. • Provide appropriate professional development for Elementary Assistant Principals and Secondary Assistant Principals. • Seek ways to offer administrative internships and other experiences to those interested in administrative positions at both the school and central office levels. • Provide a year-long Leadership Development Program (for aspiring or new leaders) for up to 20 people. | | | |
| <p>Person(s) Responsible Deputy Superintendent DOI Directors Supervisor of Staff Development</p> | <p>Accomplishment Measure Calendar of meeting dates Agenda and course of study Roster of attendance Materials for professional development List of speakers</p> | <p>Impact Measure School improvement Increased administrator knowledge and effectiveness</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: Rooms at school sites</p> | |
| <p>Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004.</p> | <p>Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005.</p> | <p>Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006.</p> | <p>Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007.</p> |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 7: Provide ongoing professional development for instructional resource teachers, department chairpersons, and mentor teachers.

Strategy 1. Develop a program of professional development for instructional resource teachers, mentor teachers and department chairpersons.

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Professional development needs will be identified through school improvement plans, assessment data, and other needs assessment data. | | | |
| Implementation: <ul style="list-style-type: none"> Continue and strengthen the professional development activities for instructional resources teachers. Continue and strengthen the professional development offerings for mentor teachers. Begin quarterly professional development meetings and activities for department chairpersons. | | | |
| Person(s) Responsible DOI Directors Supervisor of Staff Development | Accomplishment Measure Calendar of meeting dates Agendas, materials and/or course of study Roster of attendance List of speakers | Impact Measure School improvement Increased student achievement (IRIs, MSA, HSA, SAT) | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: School and central sites | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 8: Continue to strengthen the process used to evaluate professional staff and to link self-assessment, evaluation, and personal/professional growth.

Strategy 1: Support and refine the Teacher Performance Assessment System (TPAS).

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Revise, refine, and edit TPAS. Implementation: <ul style="list-style-type: none"> Review, edit, and revise Pathwise print and technology components. Review, edit and revise TPAS handbook. Continue to ensure that TPAS is current and reflects SMCPS initiatives Integrate the Counselor Performance Assessment (CPAS) and Nursing Performance Assessment (NPAS) into the Pathwise system. Continue to provide professional development to staff regarding its use as a self-assessment and tool for professional growth. Continue to conduct Leadership Seminars and ongoing training to build administrator knowledge and ability to use TPAS as a professional development tool. Continue to conduct annual surveys to determine needs. Continue to communicate through the Teacher Evaluation Committee to refine, edit, and revise TPAS. | | | |
| Person(s) Responsible DOI Directors Director of Human Resources Supervisor of Staff Development Supervisors of Instruction School Administration | Accomplishment Measure Update and distribute Pathwise Calendar of seminars, trainings, committee meetings Agendas and course syllabi for trainings and meetings Data from the Annual Survey for TPAS | Impact Measure Increased student achievement Increased teacher effectiveness | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: None anticipated | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 8: Continue to strengthen the process used to evaluate professional staff and to link self-assessment, evaluation, and personal/professional growth.

Strategy 2: Continue to develop, implement, and refine the evaluation system for administrators and supervisors.

| | | | |
|---|---|--|---|
| Activity for 2003-2004: Continue to implement and refine the Administrative and Supervisory Assessment System (ASAS). Implementation: <ul style="list-style-type: none"> Review, edit, and revise the ASAS handbook. Continue to ensure that ASAS is current and reflects SMCPS initiatives and leadership standards. Include all administrators and supervisors in the ASAS. Conduct professional development activities to address evaluation cycles, portfolios, standards, and documentation of professional growth in leadership. | | | |
| Person(s) Responsible Deputy Superintendent DOI Directors Director of Human Resources Supervisor of Staff Development Supervisors of Instruction School Administration | Accomplishment Measure Distribution of ASAS and revisions Training materials Calendar and agendas of trainings and activities | Impact Measure Increased administrator and supervisor effectiveness Increased student achievement | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: None anticipated | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 9: Build the capacity of the entire SMCPS workforce.

Strategy 1: Expand the performance potential of staff to engage in strategic planning for professional and system-wide growth.

| | | | |
|--|--|---|---|
| Activity for 2003-2004: Determine NCLB requirements for professional and classified staff. Implementation: <ul style="list-style-type: none"> Continue to develop and refine the system of monitoring Continuing Education Credits (CEUs) that support the requirements identified by NCLB and MSDE. Continue to develop and refine the system of monitoring Continuing Education Credits (CEUs) that supports the credentials for school psychologists, counselors, speech and language pathologists, occupational therapists, physical therapists, and paraeducators. Identify and support paraeducators in meeting the requirements in NCLB and resulting MSDE standards as they are developed (See Goal 1, Title 1). | | | |
| Person(s) Responsible DOI Directors Supervisors of Instruction Director of Human Resources Assistant in Human Resources | Accomplishment Measure MSDE requirements Data on CEUs and impact on professional growth | Impact Measure Increased number of qualified classified staff in Title I schools Increased ability for staff to meet qualification standards | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: None anticipated | |
| Proposed Activity for 2005 Evaluate, continue, and expand activities from 2004. | Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005. | Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006. | Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007. |

Goal #3: Each child who is educated by St. Mary's County Public Schools will be instructed by highly qualified teachers.

Objective 9: Build the capacity of the entire SMCPS workforce.

Strategy 2: Implement an 11-month school year for students who fail to meet AYP.

| | | | |
|---|---|---|---|
| <p>Activity for 2003-2004: Recruit master teachers to instruct students in reading and mathematics who have failed to meet AYP standards.</p> <p>Implementation: For 2003-2004, a pilot program will be developed and sites will be identified to provide an 11-month program for students failing to make AYP.</p> <ul style="list-style-type: none"> Identify funding to support an 11-month school year program. Identify students who have not met AYP and are in need of the established 11-month program in order to be successful in reading and mathematics. Identify staff who are highly qualified and who are successful instructing students with those needs identified (LEP, NEP, students with disabilities, minority students, and FARM students). <p>Note: As additional assessments are added, such as the proposed science test, this will be included.</p> | | | |
| <p>Person(s) Responsible DOI Directors Supervisors of Instruction Director of Human Resources School Administration Instructional Resource Teachers Teachers</p> | <p>Accomplishment Measure Master teachers are identified to provide an 11-month program. Students who have not made AYP will be identified. Provide teachers with materials and training for instructing students.</p> | <p>Impact Measure Increase of students making AYP on required assessments</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact</p> | | <p>Facilities Considerations: None anticipated</p> | |
| <p>Proposed Activity for 2005 Evaluate, continue, and expand the 11-month program to additional sites.</p> | <p>Proposed Activity for 2006 Evaluate, continue, and expand activities from 2004 and 2005.</p> | <p>Proposed Activity for 2007 Evaluate, continue, and expand activities from 2004, 2005, and 2006.</p> | <p>Proposed Activity for 2008 Evaluate, continue, and expand activities from 2004, 2005, 2006, and 2007.</p> |

GOAL 4

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

The ESEA goal on providing learning environments that are safe, drug free, and conducive to learning is aligned with the Board of Education goal of safe and orderly school environments. This goal supports student achievement through programs focused on positive behavior intervention, safety and emergency procedures, character education, and school health programs. Safe and orderly learning environments are only possible with expanded partnerships with governmental agencies and community organizations.

| <u>Pages</u> | <u>Objectives</u> |
|--------------|---|
| 4.1-4.3 | 1. Ensure that all staff, students, and parents understand policies and regulations, are appropriately involved in the development of regulations, and receive timely information about current policies and revisions to policies. |
| 4.4-4.6 | 2. Strengthen the K-12 prevention curriculum by ensuring that all curriculum is research-based in order to promote student achievement and an environment that is conducive to learning. |
| 4.7-4.11 | 3. Strengthen current processes and implement additional research-based strategies for early identification and intervention at all school sites, PreK-12. |
| 4.12-4.14 | 4. Empower parents and community members with knowledge and skills that support student success and increase their involvement in school improvement. |
| 4.15-4.18 | 5. Empower students to accept responsibility for learning and for their behavior by focusing on comprehensive youth strategies development and peer leadership/support strategies. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
“All students” includes all subgroups identified in ESEA.

Objective 1: Ensure that all staff, students, and parents understand policies and regulations, are appropriately involved in the development of regulations, and receive timely information about current policies and revisions to policies.

Strategy 1: Ensure that all students, staff, and parents understand school rules, discipline regulations, and the consequences for violations.

| | | | |
|--|---|--|--|
| Activity for 2003-2004: Provide processes and activities to ensure that staff, students, and parents understand policies and regulations to promote safe learning environments. | | | |
| Implementation: <ul style="list-style-type: none"> Implement procedures to ensure that <i>all students</i> have the opportunity: <ul style="list-style-type: none"> to acquire knowledge of the handbook and develop an understanding of the rules and regulations. to review the handbook content and be assessed on the information in a manner appropriate to the school level (elementary, middle, or high) and to their learning styles. Implement procedures to ensure that <i>school staff</i>: <ul style="list-style-type: none"> review contents of the handbook with students and assess their knowledge and understanding of the information. provide frequent behavioral reminders at appropriate times of the year. <i>Pupil Services staff</i> will: <ul style="list-style-type: none"> develop (and revise as needed) and distribute student handbook presentation templates to administrators at each school site. provide targeted professional development for identified staff relative to policies and regulations including student discipline, crisis intervention and response, student attendance, safety, health care, student records, de-escalation strategies, and other communication techniques. develop articles (for inclusion in school newsletters and posting on the Department of Pupil Services' web site) to educate parents about system procedures, regulations, policies, and consequences for specific discipline code violations. develop and implement a plan to make student handbooks available and accessible to parents online. collaborate with the supervisor of instruction for LEP to provide usable information to parents of LEP/NEP students. | | | |
| Person(s) Responsible Supervisor of Pupil Services School Administrators Pupil Personnel Workers School Staff | Accomplishment Measure Completed presentation templates Newsletter articles Professional development agendas and sign-in sheets | Impact Measure Results of student assessments | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and revise activities as needed. | Proposed Activity for 2006 Review and revise activities as needed. | Proposed Activity for 2007 Review and revise activities as needed. | Proposed Activity for 2008 Review and revise activities as needed. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 1: Ensure that all staff, students, and parents understand policies and regulations, are appropriately involved in the development of regulations, and receive timely information about current policies and revisions to policies.

Strategy 2: Promote an educational climate that supports regular school attendance and discourages truancy.

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Increase efforts to engage parents and the community in promoting school attendance. | | | |
| Implementation: <ul style="list-style-type: none"> Implement the Interagency Committee on School Attendance (ICSA) with a focus on elementary students and families and <i>Project Attend</i> with a focus on middle school students and families. Develop a media campaign promoting the importance of school attendance and its connection to career success as an adult. Recognize measurable improvement in attendance at all levels. | | | |
| Person(s) Responsible Coordinator of School Health Services Pupil Personnel Worker Chairperson | Accomplishment Measure Meeting agendas Invitations to families Media campaign documents | Impact Measure Attendance data | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Continue committees and refine media campaign. Review and revise regulations and training documents as appropriate. | Proposed Activity for 2006 Continue committees and refine media campaign. | Proposed Activity for 2007 Continue committees and refine media campaign. | Proposed Activity for 2008 Continue committees and refine media campaign. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
“All students” includes all subgroups identified in ESEA.

Objective 1: Ensure that all staff, students, and parents understand policies and regulations, are appropriately involved in the development of regulations, and receive timely information about current policies and revisions to policies.

Strategy 3: Ensure that effective crisis management procedures are in place.

| | | | | |
|---|--|---|--|---|
| Activity for 2003-2004: Ensure that all St. Mary's County Public Schools' (SMCPS) staff and its community are aware of the SMCPS crisis management procedures. | | | | |
| Implementation: <ul style="list-style-type: none">• Provide emergency procedures flipcharts to all staff and review annually.• Conduct emergency drills.• Train key crisis team members annually in emergency planning and response by providing a day long event which reviews updates to handbooks.• Conduct a needs assessment and develop a training schedule.• Provide all students, parents, and community members with information about the school system's crisis management plan.• Develop a web site and brochure. | | | | |
| Person(s) Responsible Director of Pupil Services Chief Administrative Officer Supervisor of Pupil Services | | Accomplishment Measure Flipcharts distributed to all SMCPS facilities and staff Crisis drill information Agenda and evaluation of day long training Web site | | Impact Measure Crisis data Drill evaluations |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant* | | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Provide emergency procedures flipcharts to all staff and review annually. Train key crisis team members annually in emergency planning and response. Update web site and distribute brochures. Provide appropriate training, support, and revisions as needed. | | Proposed Activity for 2006 Provide emergency procedures flipcharts to all staff and review annually. Train key crisis team members annually in emergency planning and response. Update web site and distribute brochures. Provide appropriate training, support, and revisions as needed. | | Proposed Activity for 2007 Provide emergency procedures flipcharts to all staff and review annually. Train key crisis team members annually in emergency planning and response. Update web site and distribute brochures. Provide appropriate training, support, and revisions as needed. |
| Proposed Activity for 2008 Provide emergency procedures flipcharts to all staff and review annually. Train key crisis team members annually in emergency planning and response. Update web site and distribute brochures. Provide appropriate training, support, and revisions as needed. | | | | |

*Pending approval of USDE Emergency Response and Crisis Management Grant. Grant not approved, SMCPS is seeking alternate funding.

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
“All students” includes all subgroups identified in ESEA.

Objective 2: Strengthen the K-12 prevention curriculum by ensuring that all curriculum is research-based in order to promote student achievement and an environment that is conducive to learning.

Strategy 1: Provide comprehensive health education in grades PreK-12. (See also Goal 1, page 66.)

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Ensure delivery of a comprehensive, consistent, and sequential health education program, PreK-12. | | | |
| Implementation: <ul style="list-style-type: none"> Align health education curriculum with MSDE voluntary state curriculum. Map the comprehensive health education curriculum, PreK-12. Align the comprehensive health education map with the voluntary state curriculum for health. Distribute the comprehensive curriculum map to teachers for placement in the health education essential curriculum notebook. Identify personal fitness and health as components of School Improvement Plans. Provide schools with sample/suggested objectives and assessment tools. Provide annual staff development to teachers new to the system or specific grade levels. Develop end-of-course questions for specific content areas. Develop end-of-course exams for high school health education. | | | |
| Person(s) Responsible Supervisor of Physical Education/ Health Health Education Resource Teacher | Accomplishment Measure Health education curriculum PreK-12 map School Improvement Plans Sign-in sheets for staff development High school end-of-course exam for health education | Impact Measure Student health/fitness data Maryland Adolescent Survey Data High school end-of-course exam data | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Develop and pilot end-of-course examinations at the secondary level. Collect and report student health-related fitness assessments annually. Provide annual staff development to teachers new to the system or specific grade levels. | Proposed Activity for 2006 Collect and report student health-related fitness assessments annually. Provide annual staff development to teachers new to the system or specific grade levels. Review and update curriculum as needed. | Proposed Activity for 2007 Collect and report student health-related fitness assessments annually. Provide annual staff development to teachers new to the system or specific grade levels. | Proposed Activity for 2008 Collect and report student health-related fitness assessments annually. Provide annual staff development to teachers new to the system or specific grade levels. Review and update curriculum as needed. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 2: Strengthen the K-12 prevention curriculum by ensuring that all curriculum is research-based in order to promote student achievement and an environment that is conducive to learning.

Strategy 2: Strengthen the developmental guidance curriculum to include consistent use of youth development strategies.

| | | | |
|--|---|---|---|
| Activity for 2003-2004: Deliver a developmental guidance curriculum utilizing research-based strategies and activities as well as youth development strategies. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> • Provide ongoing staff development to support the guidance curriculum. • Require consistent implementation of guidance activities throughout the county. • Provide documents that identify promising practices. | | | |
| Person(s) Responsible Supervisor of Pupil Services | Accomplishment Measure Curriculum documents | Impact Measure Formative assessments Maryland Adolescent Survey Data | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant* | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Monitor consistent implementation of the curriculum throughout the system. | Proposed Activity for 2006 Monitor consistent implementation of the curriculum throughout the system. | Proposed Activity for 2007 Monitor consistent implementation of the curriculum throughout the system. | Proposed Activity for 2008 Monitor consistent implementation of the curriculum throughout the system. |

*Pending approval of USDE Emergency Response and Crisis Management Grant.

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 2: Strengthen the K-12 prevention curriculum by ensuring that all curriculum is research-based in order to promote student achievement and an environment that is conducive to learning.

Strategy 3: Focus guidance curriculum on system needs as indicated by discipline data.

| | | | |
|---|--|--|--|
| Activity for 2003-2004: Review discipline data to assess priority areas for the guidance program. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> • Create a committee to review the guidance curriculum and update as warranted. • Include character education activities, anger management training, and conflict resolution skills to address current suspension data trends. • Provide direct service to students who were suspended in 02-03 in order to reduce recidivism (i.e., boys in grades 7-9). | | | |
| Person(s) Responsible Supervisor of Pupil Services Guidance Counselors | Accomplishment Measure Annual guidance report Guidance curriculum updates | Impact Measure Disaggregated discipline data Number of persistently dangerous schools | |
| Current Budget Considerations: | | | |
| See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | | |
| Proposed Activity for 2005 Provide professional development and continue program implementation. Provide curriculum priorities annually, based on previous year's data. | Proposed Activity for 2006 Provide professional development and continue program implementation. Provide curriculum priorities annually, based on previous year's data. | Proposed Activity for 2007 Provide professional development and continue program implementation. Provide curriculum priorities annually, based on previous year's data. | Proposed Activity for 2008 Provide professional development and continue program implementation. Provide curriculum priorities annually, based on previous year's data. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 3: Strengthen current processes and implement additional research-based strategies for early identification and intervention at all school sites, PreK-12.

Strategy 1: Provide mandated training to all staff annually in health and safety programs that maximize student achievement and enhance student safety and security (Child Abuse and Sexual Harassment; Suicide Prevention; Crisis Management; Bloodborne Pathogens; Discipline Code Implementation, First Aid/CPR).

| | | | |
|---|--|--|---|
| Activity for 2003-2004: Provide mandated training to educate staff regarding health and safety, crisis management, and discipline. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> Schedule mandated trainings at school sites. Develop a discipline code presentation in collaboration with County Council PTA, the Education Association of St. Mary’s County, the Classified Employees’ Association of St. Mary’s County, and other stakeholders, as appropriate. Develop presentations and materials that increase staff knowledge of intruders, weapons, and current trends in illegal drugs. | | | |
| Person(s) Responsible Director of Pupil Services Supervisor of Pupil Services School Administration School Nurses Pupil Personnel Workers School Psychologists | Accomplishment Measure Training agendas Sign-in sheets Copies of presentations | Impact Measure Staff will follow appropriate procedures. <ul style="list-style-type: none"> less exposures to bloodborne pathogens submitted forms are complete and correct drill evaluations | |
| Current Budget Considerations: | | Facilities Considerations: | |
| See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | N/A | |
| Proposed Activity for 2005 Continue to provide mandatory training to staff. | Proposed Activity for 2006 Continue to provide mandatory training to staff. | Proposed Activity for 2007 Continue to provide mandatory training to staff. | Proposed Activity for 2008 Continue to provide mandatory training to staff. |

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

“All students” includes all subgroups identified in ESEA.

Objective 3: Strengthen current processes and implement additional research-based strategies for early identification and intervention at all school sites, PreK-12.

Strategy 2: Utilize technology to support a safe and secure teaching and learning environment.

| | | | |
|---|---|---|--|
| Activity for 2003-2004: Utilize computerized data and other technology sources to identify discipline needs and develop school safety plans. | | | |
| Implementation: <ul style="list-style-type: none"> • Train secretaries and assistant principals on use of software to create discipline reports and provide school safety information. • Create a committee to research and identify health-reporting software. • Pilot the Maryland Virtual Emergency Response System (MVERS) at one high school. • Seek funds to provide security cameras at two middle schools and the Alternative Learning Center. | | | |
| Person(s) Responsible Director of Pupil Services Director of Technology Chief Administrative Officer Coordinator of School Health Services | Accomplishment Measure Creation of discipline reports to assist with committee recommendations for school improvement planning Documentation of school emergency response system information Recommendation for health-reporting software | Impact Measure Number of schools using discipline reports for School Improvement Plans Reduction of vandalism Reduction of referrals in common areas | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant* | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Purchase health services software. Develop a plan to implement MVERS at remaining high schools. Maintain equipment and train additional staff. | Proposed Activity for 2006 Phase in health services software and utilize data to drive decision making. Implement MVERS at remaining high schools. Maintain equipment and train additional staff. Phase in external surveillance for elementary schools. | Proposed Activity for 2007 Phase in health services software and utilize data to drive decision making. Implement MVERS at remaining high schools. Maintain equipment and train additional staff. Phase in external surveillance for elementary schools. | Proposed Activity for 2008 Phase in health services software and utilize data to drive decision making. Review and revise MVERS system as needed. Maintain equipment and train additional staff. Phase in external surveillance for elementary schools. |

*Pending approval of USDE Emergency Response and Crisis Management Grant. Grant not approved, SMCPS is seeking alternate funding.

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 3: Strengthen current processes and implement additional research-based strategies for early identification and intervention at all school sites, PreK-12.

Strategy 3: Provide sufficient staff to implement the pupil services programs and parent support initiatives at all levels through trained and qualified pupil services staff.

| | | | |
|--|--|---|--|
| Activity for 2003-2004: Ensure that the pupil services staff is organized to meet the need of all pupil services programs. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> • Increase support staff: 1.1 psychologist position; 1 LPN. • Provide each high school with a registrar/banker. | | | |
| Person(s) Responsible Director of Pupil Services School Administrators | Accomplishment Measure Assignments based on priority | Impact Measure Annual Pupil Services Report | |
| Current Budget Considerations: See: <input checked="" type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: See Review of Adequacy of Existing School Facility Needs. | |
| Proposed Activity for 2005 Increase staff by 1 middle school counselor and 1 pupil personnel worker. | Proposed Activity for 2006 Increase staff by 1 LPN and 2 middle school counselors. | Proposed Activity for 2007 Increase staff by 1 middle school counselor, 1 elementary school counselor, and 1 LPN. | Proposed Activity for 2008 Increase staff by 2 elementary school counselors and 1 LPN. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
“All students” includes all subgroups identified in ESEA.

Objective 3: Strengthen current processes and implement additional research-based strategies for early identification and intervention at all school sites, PreK-12.

Strategy 4: Provide support for students and families to reduce barriers to academic success.

| | | | |
|---|--|---|---|
| Activity for 2003-2004: Redefine the support opportunities offered to students and families in order to reduce the barriers to academic success. | | | |
| Implementation: <ul style="list-style-type: none"> Expand the Alternative Learning Center (ALC) to include alternatives to expulsion, increased opportunities for students with disabilities and to transition students to Evening High School, work study and return to their original schools as appropriate. Implement Saturday School and after school detention to reduce out of school suspensions. Expand operation of the Evening Counseling Center. Bring selected programs to community sites. Seek funding and develop a program schedule for all new programs. Expand the Positive Behavior Interventions and Supports (PBIS) program to three additional schools. Continue to expand Instructional Consultation to reduce disproportionate referrals of African Americans to special education. | | | |
| Person(s) Responsible Division of Instruction Secondary School Administration Supervisor of Pupil Services PBIS Coaches | Accomplishment Measure ALC and Evening High School enrollment Work study enrollment Published schedule of programs Staff development materials Revisions to school based discipline plans 3 new IC teams established | Impact Measure ALC data – academic and discipline Client evaluations Disaggregated discipline data PBIS data Number of persistently dangerous schools IC data | |
| Current Budget Considerations: See: <input checked="" type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: See Review of Adequacy of Existing School Facility Needs. | |
| Proposed Activity for 2005 Increase services at the ALC. Implement Saturday School and after school detention to reduce out of school suspensions. Seek funds to expand Evening Counseling Center sites. Expand the Positive Behavior Interventions and Supports program to three additional schools. | Proposed Activity for 2006 Study alternatives for elementary sites. Implement Saturday School and after school detention to reduce out of school suspensions. Identify options for elementary sites. Continue Evening Counseling Center operation. Expand the Positive Behavior Interventions and Supports program to three additional schools. | Proposed Activity for 2007 Implement Saturday School and after school detention to reduce out of school suspensions. Implement elementary and secondary alternatives to suspension. Continue Evening Counseling Center operation. Expand the Positive Behavior Interventions and Supports program to three additional schools. | Proposed Activity for 2008 Implement Saturday School and after school detention to reduce out of school suspensions. Continue Evening Counseling Center operation. Expand the Positive Behavior Interventions and Supports program to three additional schools. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 3: Strengthen current processes and implement additional research-based strategies for early identification and intervention at all school sites, PreK-12.

Strategy 5: Provide appropriate activities to support school teams and allow for the consistent implementation of prevention and intervention strategies, K-12.

| | | | |
|---|--|--|---|
| Activity for 2003-2004: Ensure that all schools have appropriate resources and supports for early identification and intervention. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> Provide Pupil Services Team (PST), Instructional Consultation (IC), Individualized Education Program (IEP), and Maryland Student Assistant Program (MSAP) team training. Provide school psychologists with new culturally sensitive assessments to reduce disproportionate referrals of minorities to special education. | | | |
| Person(s) Responsible Supervisor of Pupil Services Supervisors of Special Education | Accomplishment Measure Meeting minutes Meeting agendas Team training agendas Sign-in sheets | Impact Measure Disaggregated discipline data Attendance data PST data sheets IEP referrals IC data | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Provide supports and resources for school teams as needed. | Proposed Activity for 2006 Provide supports and resources for school teams as needed. | Proposed Activity for 2007 Provide supports and resources for school teams as needed. | Proposed Activity for 2008 Provide supports and resources for school teams as needed. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
“All students” includes all subgroups identified in ESEA.

Objective 4: Empower parents and community members with knowledge and skills that support student success and increase their involvement in school improvement.

Strategy 1: *Schools and families will communicate more frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.*

| | | | |
|--|--|--|---|
| Activity for 2003-2004: Provide more effective, balanced communication with families. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> • Provide training for staff on effective communication strategies for working with parents. • Collaborate with the County Council PTA to provide parents with effective strategies for working with school staff. • Promote the use of electronic forms of communication between school and home. • Utilize a variety of media resources to make parents aware of school-based and system level activities. • Go into the community to provide parents with opportunities to discuss academics, school performance, and student progress. | | | |
| Person(s) Responsible School Administrators School Staff Department of Pupil Services Department of Information Technology Communications Specialist | Accomplishment Measure Documentation of letters or meetings with parents PST data summary sheets School activity invitations Media usage data Evening Counseling Center logs | Impact Measure Attendance data Parent communication data Information technology data Evening Counseling Center client evaluations | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review data to assess areas of need and revise as necessary. | Proposed Activity for 2006 Review data to assess areas of need and revise as necessary. | Proposed Activity for 2007 Review data to assess areas of need and revise as necessary. | Proposed Activity for 2008 Review data to assess areas of need and revise as necessary. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
“All students” includes all subgroups identified in ESEA.

Objective 4: Empower parents and community members with knowledge and skills that support student success and increase their involvement in school improvement.

Strategy 2: Schools and community partners will work together to support activities that promote ongoing achievement and strengthen families.

| | | | | |
|---|--|--|--|--|
| Activity for 2003-2004: Ensure that opportunities for parenting support activities are available to parents at SMCPS sites throughout the school year. | | | | |
| Implementation: <ul style="list-style-type: none">• Create a calendar of when and where parent and family activities will be held.• Distribute information to parents.• Provide staff development for instructors offering classes.• Develop a parent information page for the Department of Pupil Services' web site.• Review and evaluate the program at year's end.• Provide support for homeless children and families.• Share parent involvement initiatives with partners (Health Department, Walden Counseling Center, St. Mary's County Sheriff's Office, and Department of Social Services) | | | | |
| Person(s) Responsible School Counselors and Other Staff School Administrators Supervisor of Pupil Services | Accomplishment Measure Calendar of events Event flyers Web site posting | Impact Measure Attendance data Health data Academic data | | |
| Current Budget Considerations: See: <input checked="" type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: See Review of Adequacy of Existing School Facility Needs. | | |
| Proposed Activity for 2005 Open guidance/ health suite, media centers, and computer labs in the evening for family access. | Proposed Activity for 2006 Continue to seek out and implement creative ways to engage parents. | Proposed Activity for 2007 Continue to seek out and implement creative ways to engage parents. | Proposed Activity for 2008 Continue to seek out and implement creative ways to engage parents. | |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 4: Empower parents and community members with knowledge and skills that support student success and increase their involvement in school improvement.

Strategy 3: *Parents, schools, and community agencies will collaborate on educational decisions that affect children, families, and school improvement.*

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Participate in the Local Management Board’s grant opportunity to develop integrated service teams. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> • Work with the Local Management Board to identify pilot schools and provide training for team members. • Provide support to pilot teams. • Assess program effectiveness. | | | |
| Person(s) Responsible Director of Pupil Services Supervisor of Pupil Services School Administration | Accomplishment Measure Meeting agendas and minutes | Impact Measure Improved achievement for students who access this program <ul style="list-style-type: none"> • report cards • assessments • discipline data | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review program accomplishments and expand to other sites. | Proposed Activity for 2006 Continue program implementation. | Proposed Activity for 2007 Continue program implementation. | Proposed Activity for 2008 Continue program implementation. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 5: Empower students to accept responsibility for learning and for their behavior by focusing on comprehensive youth strategies development and peer leadership/support strategies.

Strategy 1: Implement the Baldrige Integrated Management System, providing students with accountability and ownership for programs and initiatives. (See also Goal 3, page 19.)

| | | | |
|---|---|--|--|
| Activity for 2003-2004: Review the effectiveness of the <i>Baldrige Integrated Management System</i> and measure impact of activities. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> Collect data and feedback from IMS schools and review. Analyze data, in consultation with school and community members, provided by the schools participating in the IMS program to identify areas of need and impact of activities. Offer additional professional development activities to IMS schools that require additional support. Explore the potential for expanding the Baldrige Integrated Management System to additional sites and providing training on the IMS model. | | | |
| Person(s) Responsible Director of Academic Support School Administrators | Accomplishment Measure Meeting agendas Student goal-setting documents Professional development evaluation forms | Impact Measure School level student achievement data | |
| Current Budget Considerations: | | | |
| See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | | |
| Proposed Activity for 2005 Implement expansion plan and collect data to support efforts. | Proposed Activity for 2006 Implement expansion plan and collect data to support efforts. | Proposed Activity for 2007 Implement expansion plan and collect data to support efforts. | Proposed Activity for 2008 Implement expansion plan and collect data to support efforts. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 5: Empower students to accept responsibility for learning and for their behavior by focusing on comprehensive youth strategies development and peer leadership/support strategies.

Strategy 2: *Ensure a consistent peer support model is in place at all high schools, which addresses peer leadership and academic success as well as behavioral problems.*

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Implement peer support and leadership programs. | | | |
| Implementation: <ul style="list-style-type: none"> Expand peer mediation to all high schools. Develop a peer support program for students taking honors and Advanced Placement (AP) courses. Increase peer support efforts for at risk students at all academic levels. | | | |
| Person(s) Responsible Director of Secondary Curriculum and Instruction School Counselors Selected Teachers School Administrators Supervisor of Pupil Services | Accomplishment Measure Documentation of peer mediation activities Documentation of AP group activities | Impact Measure Discipline data Attendance data AP data All data will be disaggregated. | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Implement peer mediation in middle schools. Continue AP support. | Proposed Activity for 2006 Continue training and monitor program. Continue AP support and develop academic peer support groups in middle school. | Proposed Activity for 2007 Continue training and monitor program. Continue academic peer support groups. | Proposed Activity for 2008 Continue training and monitor program. Continue academic peer support groups. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 5: Empower students to accept responsibility for learning and for their behavior by focusing on comprehensive youth strategies development and peer leadership/support strategies.

Strategy 3: Build student capacity for improving behavior.

| | | | | |
|---|---|--|---|---|
| Activity for 2003-2004: Implement behavior management plans for students with more than 10 days of suspension. | | | | |
| Implementation: <ul style="list-style-type: none">• Develop a process for creating, implementing, and evaluating behavior management plans.• Train staff.• Involve parents in the development of the behavior management plans.• Conduct an audit of plans at mid-year and end of year. | | | | |
| Person(s) Responsible Director of Pupil Services School Administration | Accomplishment Measure Number of behavior plans Audit results | | Impact Measure Behavior plan evaluations Disaggregated discipline data Reduction in suspensions | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Implement behavior management plans for students with more than 10 days of suspension. | Proposed Activity for 2006 Implement behavior management plans for students with more than 10 days of suspension. | | Proposed Activity for 2007 Implement behavior management plans for students with more than 10 days of suspension. | Proposed Activity for 2008 Implement behavior management plans for students with more than 10 days of suspension. |

Goal #4: All students will be educated in environments that are safe, drug free, and conducive to learning.
 “All students” includes all subgroups identified in ESEA.

Objective 5: Empower students to accept responsibility for learning and for their behavior by focusing on comprehensive youth strategies development and peer leadership/support strategies.

Strategy 4: Implement the Maryland State Department of Education (MSDE) Safe Schools Action Plan.

| | | | | |
|--|--|--|--|--|
| Activity for 2003-2004: Ensure that all schools consistently implement the Safe Schools Action Plan. | | | | |
| Implementation: | | | | |
| <ul style="list-style-type: none">• Share the action plan with principals.• Assign school-based staff to implement the plan.• Collect data on implementation activities. | | | | |
| Person(s) Responsible Supervisor of Pupil Services Pupil Personnel Workers School Administration | Accomplishment Measure School-based action plan | Impact Measure Evaluation of school-based plans Reduced incidents of bullying and harassment | | |
| Current Budget Considerations: | | | | |
| See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant <input checked="" type="checkbox"/> No budget impact | | | | |
| Proposed Activity for 2005 Ensure that all schools consistently implement the Safe Schools Action Plan. | Proposed Activity for 2006 Ensure that all schools consistently implement the Safe Schools Action Plan. | Proposed Activity for 2007 Ensure that all schools consistently implement the Safe Schools Action Plan. | | Proposed Activity for 2008 Ensure that all schools consistently implement the Safe Schools Action Plan. |

GOAL 5

All students will graduate from high school.

The fifth ESEA goal focused on high school graduation will only be possible with all four of the Board of Education goals working together: increased student achievement, supportive partnerships, safe and orderly learning environment, and effective and efficient use of resources. These goals are critical to increase student attendance, decrease the student dropout rate, and reduce suspensions.

A school system cannot wait until high school to focus on student success and graduation. Graduation from high school must become the focus, even in kindergarten, as local school systems establish full-day kindergarten programs as required by the *Bridge to Excellence in Public Schools Act*. The importance of kindergarten is further seen in the report, *Achievement Matters Most*, with the development of a voluntary state-wide essential K-12 curriculum that is aligned, understandable, and specific to what students need to know and be able to do in each subject and every grade. Both the implementation of full-day kindergartens and the alignment of the *Essential Curriculum* are indicators in Goal 1.

Pages

Objectives

- | | |
|-----------|--|
| 5.1-5.3 | 1. Engage all stakeholders in improving attendance. |
| 5.4-5.5 | 2. Reduce incidents of classroom disruption by increasing student time on task. |
| 5.6 | 3. Strengthen the transition process to provide a seamless delivery of services. |
| 5.7-5.9 | 4. Provide targeted academic intervention programs that support student success. |
| 5.10-5.11 | 5. Increase and enhance alternative education environments to provide a seamless instructional program that meets the needs of students. |

Goal #5: All students will graduate from high school.

Objective 1: Engage all stakeholders in improving attendance.

Strategy 1: Track and monitor attendance data for targeted students.

| | | | |
|--|--|--|--|
| Activity for 2003-2004: Ensure that all schools implement specific plans to improve school attendance and academic performance. | | | |
| Implementation: <ul style="list-style-type: none"> Identify and prioritize needs through attendance data and School Improvement Teams and develop early intervention efforts. Develop and implement activities and strategies to "personalize" the high school experience for "at risk" students to include: <ul style="list-style-type: none"> increased opportunities for small group interventions. increased contacts with adults seen by youth as "stabilizers" (mentors, advisors, teachers, case managers, and counselors). increased use of positive intervention strategies and attendance incentives. Consider innovative interventions to improve attendance, influence student attachment to school, and promote personalized attention from teachers by: <ul style="list-style-type: none"> keeping classes together for several grades. developing school-wide discipline plans that reinforce positive interactions with adults and peers. providing frequent praise connected to specific accomplishments. collaborating with community and businesses. enhancing student interest by providing opportunities for work study programs, career counseling, and vocational skills preparation. Provide schools with the opportunity to access the Project Attend program for chronically truant students. Utilize the Interagency Committee on School Attendance to intervene and monitor chronically truant students. | | | |
| Person(s) Responsible Director of Pupil Services Supervisor of Pupil Services School Administration Pupil Personnel Workers School Nurses Classroom Teachers | Accomplishment Measure Documentation of letters or meetings with parents Copies of attendance plans / SIT plans | Impact Measure Attendance rates Disaggregated data: % of high school drop-outs % of high school graduates | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and revise plan as needed. | | Proposed Activity for 2007 Review and revise plan as needed. | |
| Proposed Activity for 2006 Review and revise plan as needed. | | Proposed Activity for 2008 Review and revise plan as needed. | |

Goal #5: All students will graduate from high school.

Objective 1. Engage all stakeholders in improving attendance.

Strategy 2: Increase parent participation in improving student attendance.

| | | | |
|--|--|--|--|
| Activity for 2003-2004: Provide opportunities to educate parents about the importance of school attendance. | | | |
| Implementation: <ul style="list-style-type: none"> Support and educate parents about the importance of school attendance through: <ul style="list-style-type: none"> parent conferences, Pupil Services Team (PST), and Individualized Education Program (IEP) team meetings. opportunities for evening conferences with parents. school attendance brochures. printed advertisements. radio spots. school newsletters and teacher communications. Implement initiatives developed by the pupil services attendance incentive committee to increase parent and community awareness of attendance issues. Educate all parents of new PreK and K students during the orientation process of the importance of school attendance and its connection to student and work success. Hold parent conferences in community sites to help parents feel more comfortable. Post school attendance information on the Department of Pupil Services' web site. | | | |
| Person(s) Responsible Director of Pupil Services Supervisor of Pupil Services School Administration Pupil Personnel Workers Counselors School Nurses Classroom Teachers | Accomplishment Measure Pupil services school attendance brochures Copies of printed advertisements published in local media Print documentation of radio advertisements Documentation of letters or meetings with parents Sign-in sheets from conference days/evenings School newsletters Department of Pupil Services' web site | Impact Measure Attendance rates Quantity of parent conferences Disaggregated data: % of high school drop-outs % of high school graduates Projected number of people reached by media campaign | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and revise plan as needed. | Proposed Activity for 2006 Review and revise plan as needed. | Proposed Activity for 2007 Review and revise plan as needed. | Proposed Activity for 2008 Review and revise plan as needed. |

Goal #5: All students will graduate from high school.

Objective 1: Engage all stakeholders in improving attendance.

Strategy 3: Increase staffing to increase services available for students with poor attendance.

| | | | |
|---|---|---|---|
| Activity for 2003-2004: Develop a comprehensive plan to increase the quantity and quality of attendance support services provided for students with poor attendance patterns. | | | |
| Implementation: <ul style="list-style-type: none"> Identify needs and priorities through school data and School Improvement Teams. Explore the funding plan to increase the attendance support services provided, including the addition of 1 new pupil personnel worker position and 3 high school attendance secretaries, requested for 2004-2005. | | | |
| Person(s) Responsible Director of Pupil Services Supervisor of Pupil Services School Administration Pupil Personnel Workers | Accomplishment Measure Documentation of attendance letters and meetings with parents PPW time-on-task survey results FY 04-05 budget Documentation of plans outlining specific PPW activities that will improve student attendance | Impact Measure Attendance rates Quality and quantity of attendance supports provided by PPWs and attendance secretaries Disaggregated data: % of high school drop-outs % of high school graduates | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Expand the quality and quantity of attendance support activities to each school (K-12) by: 1) Extending the staffing of 2 PPW positions from 10-month to 11-month positions. 2) Funding additional staffing: 1 new PPW position and 3 attendance secretaries. | Proposed Activity for 2006 Review and revise attendance support activities based on individual school needs and data. | Proposed Activity for 2007 Review and revise attendance support activities based on individual school needs and data. | Proposed Activity for 2008 Review and revise attendance support activities based on individual school needs and data. |

Goal #5: All students will graduate from high school.

Objective 2: Reduce incidents of classroom disruption by increasing student time on task.

Strategy 1: Target interventions for students who repeatedly engage in negative behaviors.

| | | | |
|---|---|--|---|
| <p>Activity for 2003-2004: In consultation with the Department of Pupil Services, all schools will implement research-based and/or scientifically-based drug and violence prevention programs and activities.</p> | | | |
| <p>Implementation:</p> <ul style="list-style-type: none"> Implement one or more of the following research-based and/or scientifically-based violence prevention programs: Positive Behavior Interventions and Supports (PBIS), grades K-12; Mentoring, grades 6-12; Peer mediation, grades 6-12; Second Step or Steps to Respect violence prevention curriculum, grades K-8. Expand the PBIS model to three additional schools (Leonardtown High School, Alternative Learning Center, and Spring Ridge Middle School). The Department of Pupil Services will provide program and technical supports. Provide professional development training: <ul style="list-style-type: none"> to expand learning opportunities for all staff (new teachers are a priority) through best-practice models designed to improve/enhance behavior management skills, increasing time students are engaged in learning. on the implementation of Pre-PST procedures. relative to cultural competence. Analyze school data to identify areas of need and measure impact of activities. Implement strategies to decrease classroom disruption and increase time on learning tasks. Provide parents with information to strengthen school involvement and promote student success. Provide direct services to boys, in particular African American boys, in grades 7-9. Implement MSAP at all levels, DARE at elementary schools in collaboration with Walden, MD State Police, and St. Mary's Sheriff's Office. | | | |
| <p>Person(s) Responsible Director of Pupil Services Supervisor of Pupil Services School Administration Pupil Personnel Workers School Psychologists School Counselors School Nurses School Staff</p> | <p>Accomplishment Measure Needs assessment results Meeting minutes Number of staff trained Professional development agendas Sign-in sheets School Improvement Plans Pupil Services Annual Report of direct services to students</p> | <p>Impact Measure Discipline referral data BMC/SDC data Suspension data Disaggregated data: % of high school drop-outs % of high school graduates</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Expand peer mediation programs to all high schools. Expand PBIS model to additional schools as MSDE funding permits.</p> | <p>Proposed Activity for 2006 Expand peer mediation programs to include 2 middle schools. Expand PBIS model to additional schools as MSDE funding permits.</p> | <p>Proposed Activity for 2007 Expand peer mediation programs to include all 4 middle schools. Expand PBIS model to additional schools as MSDE funding permits.</p> | <p>Proposed Activity for 2008 Review and revise all programs as needed.</p> |

Goal #5: All students will graduate from high school.

Objective 2: Reduce incidents of classroom disruption by increasing time on task.

Strategy 2: Implement character education programs that include positive behavior initiatives in all schools.

| | | | |
|--|--|---|--|
| Activity for 2003-2004: Implement a comprehensive and consistent character education program in all schools. | | | |
| Implementation: <ul style="list-style-type: none"> Identify, develop, and implement research-based and scientifically-based character education programs and activities for consistent use in all schools. Provide supports and resources for implementation of comprehensive character education programs and supporting activities. Provide positive behavior strategies and character education training for staff. Provide additional positive behavior strategies and character education training for staff assigned to alternative education environments. Provide additional training to counselors, school psychologists, and pupil personnel workers to support school efforts. Develop and implement adult/student mentor programs in all secondary schools. Provide students with daily opportunities for skill development at the Alternative Learning Center. Identify students in need of additional social skills and provide training opportunities. | | | |
| Person(s) Responsible Director of Pupil Services School Administration Supervisor of Pupil Services Pupil Personnel Workers School Psychologists School Counselors School Staff | Accomplishment Measure Needs assessment results Meeting minutes Number of staff trained Professional development agendas Sign-in sheets Individual School Improvement Plans | Impact Measure Discipline referral data BMC/SDC data Suspension data Attendance rates Disaggregated data: % of high school drop-outs % of high school graduates | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input checked="" type="checkbox"/> Grant <input type="checkbox"/> No budget impact | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and revise plan as needed. | | Proposed Activity for 2007 Review and revise plan as needed. | Proposed Activity for 2008 Review and revise plan as needed. |

Goal #5: All students will graduate from high school.

Objective 3: Strengthen the transition process to provide a seamless delivery of services.

Strategy 1: Provide transition activities at the key transition years. (See also Goal 1, page 77.)

| | | | |
|---|--|---|---|
| <p>Activity for 2003-2004: Provide consistent transition programs and activities for transitions at key grade levels.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Use school registration information to identify students entering the transition process. • Develop second/third grade transition programs to assist rising third grade students. • Implement sixth grade small learning communities in all middle schools. • Implement ninth grade small learning communities/academies in all high schools. • Work with staff to coordinate transition activities as students move from home to school and between grade/school levels. • Collaborate with PST and IEP teams to assist students with special needs. • Institute quarterly meetings that allow administrators and staff in feeder schools to link behavioral and academic standards, PreK to 12. • Provide opportunities for students in feeder schools to visit the next level. • Consult with parents to facilitate the transition process. • Increase parent involvement to facilitate the transition process. <ul style="list-style-type: none"> ○ Include parents in the goal setting process to focus on student success and career planning. ○ Provide parents with information on topics about the changing academic and behavioral expectations of students as they progress through the grade levels. ○ Provide parents with transition information prior to registration, including information about the Dr. James A. Forrest Career and Technology Center. ○ Provide parents with the opportunity to review student handbook information. ○ Offer transition information and school visitation opportunities. | | | |
| <p>Person(s) Responsible Director of Pupil Services Director of Elementary Curriculum and Instruction Supervisor of Pupil Services School Administration School Counselors School Staff</p> | <p>Accomplishment Measure Documentation of parent letters Sign-in sheets Meeting agendas School newsletters</p> | <p>Impact Measure Disaggregated data: % of high school drop-outs % of high school graduates</p> | |
| <p>Current Budget Considerations: See: <input type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant <input type="checkbox"/> No budget impact</p> | | <p>Facilities Considerations: N/A</p> | |
| <p>Proposed Activity for 2005 Same as 2003-2004. Review and revise plan as needed.</p> | <p>Proposed Activity for 2006 Same as 2003-2004. Review and revise plan as needed.</p> | <p>Proposed Activity for 2007 Same as 2003-2004. Review and revise plan as needed.</p> | <p>Proposed Activity for 2008 Same as 2003-2004. Review and revise plan as needed.</p> |

Goal #5: All students will graduate from high school.

Objective 4: Provide targeted academic intervention programs that support student success.

Strategy 1: Provide parents with options that increase their child's ability to access intervention programs.

| | | | |
|--|---|--|---|
| Activity for 2003-2004: Provide opportunities for identified students to attend academic intervention programs, K-12. (See also Goal #1.) | | | |
| Implementation: <ul style="list-style-type: none"> Utilize school data to identify and prioritize student need. Use the Instructional Consultation (IC) model, the Pupil Services Team (PST) process, and the Individualized Education Program (IEP) team to identify students in need, develop appropriate placement options, and reduce the disproportionate placement of minority students in special education. (See Goal 2, page 8 for NEP and LEP students.) Provide identified students with academic intervention opportunities to increase academic success (extended day, Evening High School, summer school, and Evening Counseling Center). Investigate a partnership with St. Mary's Transit System to increase transportation options and extend academic opportunities for all students to participate in after-school programs, Evening High School, Evening Counseling Center activities, and concurrent enrollment courses. | | | |
| Person(s) Responsible Director of Pupil Services Supervisor of Pupil Services School Administration School Counselors | Accomplishment Measure Evening high school schedule of classes Summer school schedule of classes Evening Counseling Center schedule of activities | Impact Measure Disaggregated data: % of high school drop-outs % of high school graduates | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and revise plan as needed. | Proposed Activity for 2006 Review and revise plan as needed. | Proposed Activity for 2007 Review and revise plan as needed. | Proposed Activity for 2008 Review and revise plan as needed |

Goal #5: All students will graduate from high school.

Objective 4: Provide targeted academic intervention programs that support student success.

Strategy 2: Provide appropriate pupil services activities to support academic success.

| | | | |
|---|--|--|--|
| Activity for 2003-2004: Explore options to enhance current pupil services programs and develop new programs and/or activities as needed. | | | |
| Implementation: <ul style="list-style-type: none"> Utilize school and system data to identify needs. Develop and conduct in-service activities to strengthen present programs and initiate new programs. Identify and assess guidance, health, and other pupil services related needs of students. Assist in coordinating programs with appropriate local, state, and federal programs and/or regulations. Plan and organize system-wide orientations and staff development for appropriate personnel. Provide training for appropriate staff regarding crisis intervention and response, student attendance, safety, health care, PST/504 procedures, student records and student discipline. Provide additional support for students who find learning challenging. (See Goals 1 and 2.) Provide targeted support to students who are homeless including increased community awareness by poster distribution. | | | |
| Person(s) Responsible Director of Pupil Services Supervisor of Pupil Services School Psychologists Pupil Personnel Workers School Counselors School Nurses | Accomplishment Measure Needs assessment results Professional development agendas Professional development sign-in sheets School Improvement Plans Homeless posters distributed to schools and community sites. | Impact Measure Attendance rates Discipline data Disaggregated data: % of high school drop-outs % of high school graduates School health services data | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input checked="" type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and revise plan as needed. | | Proposed Activity for 2007 Review and revise plan as needed. | |
| Proposed Activity for 2006 Review and revise plan as needed. | | Proposed Activity for 2008 Review and revise plan as needed. | |

Goal #5: All students will graduate from high school.

Objective 4: Provide targeted academic intervention programs that support student success.

Strategy 3: Provide appropriate 504/special education support to ensure academic success.

| | | | |
|--|--|---|---|
| Activity for 2003-2004: Ensure that appropriate support services are provided for academic success. | | | |
| Implementation: | | | |
| <ul style="list-style-type: none"> Identify student need by analyzing school data or by parent and/or teacher referral/request for team review. Develop, implement, and monitor IEPs and 504 Plans to include strategies that meet the academic and behavioral needs of students. Collaborate with parents to meet the academic and behavioral needs of students. | | | |
| Person(s) Responsible Director of Pupil Services Director of Special Education Supervisor of Pupil Services Supervisors of Special Education School Administration | Accomplishment Measure PST/504 and IEP agendas Documentation of meetings with parents | Impact Measure Disaggregated data: % of high school drop-outs % of high school graduates Annual PST/504 and IEP data | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Review and revise plans as needed. | | Proposed Activity for 2006 Review and revise plans as needed. | Proposed Activity for 2007 Review and revise plans as needed. |
| Proposed Activity for 2008 Review and revise plans as needed. | | | |

Goal #5: All students will graduate from high school.

Objective 5: Increase and enhance alternative education environments to provide a seamless instructional program that meets the needs of students.

Strategy 1: Align alternative education programs under one supervisor.

| | | | |
|--|--|---|---|
| Activity for 2003-2004: Define the role of an alternative education program supervisor in order to implement staffing in the following year. | | | |
| Implementation: <ul style="list-style-type: none"> Develop a job description to align alternative education programs under one supervisor. Conduct a needs assessment using a variety of data gathering techniques to target improvement efforts and provide baseline information for monitoring. <ul style="list-style-type: none"> Assess status of actions taken, based on review of reports. Analyze data trends and develop strategies for program success. Implement activities to increase student learning and school success. Review existing programs and resources. Draft a plan to: <ul style="list-style-type: none"> strengthen the alternative education programs. include students in grades 4 and 5 in alternative settings. utilize results of needs assessment to identify needs and plan effective activities for school success. | | | |
| Person(s) Responsible Director of Pupil Services Director of Secondary Curriculum and Instruction ALC Principal | Accomplishment Measure Description of comprehensive plan Results of needs assessment Position description | Impact Measure Increased flexibility in student scheduling | |
| Current Budget Considerations: See: <input type="checkbox"/> CIP <input type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: N/A | |
| Proposed Activity for 2005 Begin implementation of plan. Hire a supervisor. | Proposed Activity for 2006 Review progress of implementation plan. Set goals for 2007-2008. Continue implementation. | Proposed Activity for 2007 Review progress of implementation plan. Continue implementation. | Proposed Activity for 2008 Review progress of implementation plan. Continue implementation. |

Goal #5: All students will graduate from high school.

Objective 5: Increase alternative education environments to provide a seamless instructional program that meets the needs of students.

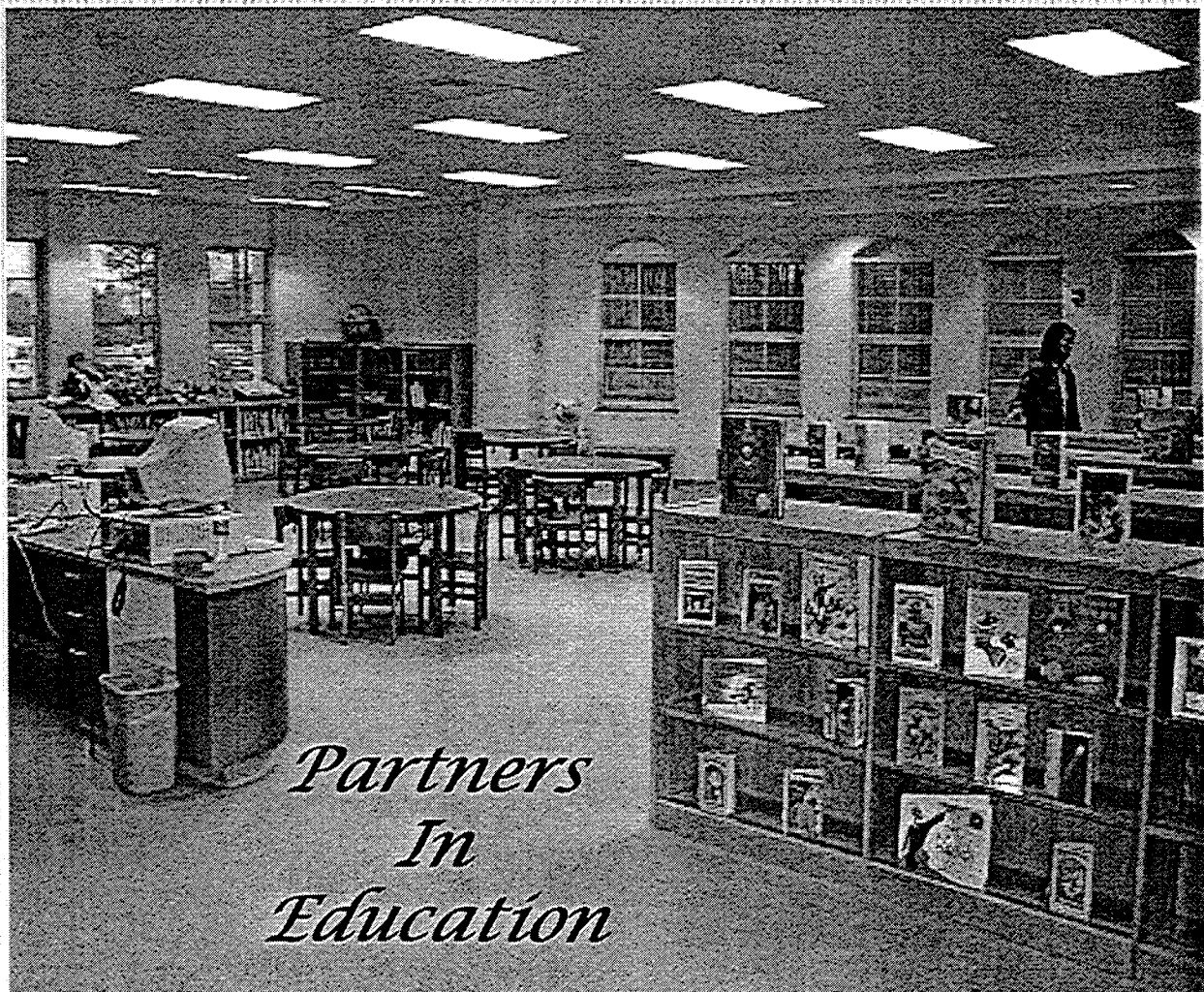
Strategy 2: Expand options for students to access required coursework to graduate from high school.

| | | | |
|--|--|---|--|
| Activity for 2003-2004: Examine alternative scheduling and coursework opportunities for high school students. Implementation: <ul style="list-style-type: none"> Identify students in need of alternative education opportunities and provide scheduling options. Conduct a needs assessment to target improvement efforts and provide baseline information for monitoring. Create a menu to expand scheduling and coursework options for students at the Alternative Learning Center and Evening High School. Develop a plan to offer the "0" period option in all high school schedules. Offer the MSDE web-based courses as part of the high school program of studies (consideration to be determined). Provide students with course selection assistance that includes creative scheduling options (including "0" periods). Provide information regarding expanded options to students and parents. | | | |
| Person(s) Responsible Director of Secondary Curriculum and Instruction Director of Information Technology Current Supervisor of Evening High School School Administration High School Counselors | Accomplishment Measure Number of students enrolled in flexible scheduling options Results of needs assessment Quantity of flexible scheduling options offered | Impact Measure Increased flexibility in student scheduling Increase in number of students taking higher level courses Disaggregated data: % of high school drop-outs % of high school graduates | |
| Current Budget Considerations: See: <input checked="" type="checkbox"/> CIP <input checked="" type="checkbox"/> GF <input type="checkbox"/> Grant | | Facilities Considerations: See Review of Adequacy of Existing School Facility Needs. | |
| Proposed Activity for 2005 Seek support for student transportation to make programs accessible to students. Develop a plan for the creation of a future science and engineering high school. | Proposed Activity for 2006 Review 2003-2004 plan and revise scheduling and coursework options as needed. Continue development activities for the science and engineering high school. | Proposed Activity for 2007 Review 2003-2004 plan and revise scheduling and coursework options as needed. Continue development activities for the science and engineering high school. | Proposed Activity for 2008 Review 2003-2004 plan and revise scheduling and coursework options as needed. Continue development activities for the science and engineering high school. |

St. Mary's County Public Schools
Division of Supporting Services

Bridge to Excellence Master Plan

Review of Adequacy of Existing School Facility Needs



Maintenance
Capital Planning



Design & Construction
Food Services



Operations
Transportation

Part VI.1 – Section 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 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 increasing 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 planning team 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 a coordinated effort to provide the highest quality learning environments."*

Part VI.2 – The Planning Process

Role of the Board of Education - 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.

Role of the Superintendent and Staff - 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.

Role of Lay Persons - It is vital that lay people be actively involved in the planning of school facilities. It is vital because:

- lay people have specialized information and competencies often not available among the education personnel,
- involvement promotes support,
- and, most important, these are the schools of and for the public.

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

Immediately after the Interagency Committee approves a project, the planning committee continues as the construction committee for that particular project. This committee of lay and professional persons reports to the Superintendent.

There are other countywide lay advisory committees whose recommendations may have implications for school construction. These include the committees for Vocational Education, Title I (ESEA), Environmental Education, Health and Family Life Education, the Citizens' Advisory Committee for Special Education, and the Growth Management Advisory Committee.

Role of Teachers - 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.

Role of Students - 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.

Coordination with Other Community Agencies - Educational personnel coordinate their efforts and cooperate with other community agencies to ensure that the school construction program is consistent with community needs. This is achieved through:

- The planning committee process (as indicated above).
- Consultation with county agencies, such as the Board of County Commissioners, Department of Recreation and Parks, and the Department of Planning and Zoning.

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 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 for the delivery of services and the construction of our 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 division 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.

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 School 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. The department provides ongoing review and analysis of demographics, economic, social, technological, and educational trends in support of St. Mary's County Public Schools Educational Facilities Master Plan.

Department of Design and Construction - The Department of Design and Construction 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
- Office Modifications
- Development of special capital projects such as accessibility modifications for individuals with disabilities
- Roof and HVAC Systemic Renovations

Department of Maintenance - The Department of Maintenance serves all St. Mary's County Public Schools facilities, providing maintenance, repairs, and minor alterations. Service is provided through one central location. The maintenance area 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 maintenance area also performs through staff or contracted major repairs on heating, cooling, and electrical systems.

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. 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
- Custodial Care
- Integrated Pest Management (IPM)
- Support of Scheduled Events at Schools

Department of Transportation - This department is responsible for the safe, effective, timely and economical transportation of students. Transportation Office 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 addition of 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, RICA, Edgemoor, High Roads Academy and Leary.

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. 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. At George Washington Carver Elementary and Lexington Park Elementary the Maryland Meals for Achievement Program provides breakfast in the classroom for all students. Results include decreased absenteeism, fewer nurse visits, fewer behavioral referrals and increased student attentiveness. Summer programs

are supported with meal service at various locations, with over 1000 meals per day served in the summer. Studies show that students who consume a balanced diet perform better in school, both behaviorally and intellectually. Nutrition supports the cognitive process.

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.

Part VI.3 – 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 \$144 million dollar 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 to begin construction in the summer of 2003, all three high schools, with a the career and technology center currently under construction, and the construction of one new elementary school. The school system currently has a replacement school in the design phase. 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 18 years in 2003. 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 capital plan in the future include a weak economy, an increasing current and projected enrollment growth, an increase in the birth rate, growing pressure to reduce class size and an increasing reliance on state aid as a large share of local capital funding. Together these five trends interact to produce a complex environment for developing long-range plans for the school system. The growth rate in student population throughout the state is expected to continue at a slower rate than has been experienced recently. However, St. Mary's County has seen an increase in both the birth rate and in current enrollment. This increased rate of growth 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.

In addition to reviewing the instruction and capital plans as a result of the *Bridge to Excellence Act*, the school system is in the process of completing a countywide adequacy survey of all schools, as a part of a statewide task force study. The survey results will be provided to the Task Force to Study Public School Facilities for their review and determination of statewide needs. The results of this survey will potentially require modifications to the capital improvements programs to address issues as identified by the school system's review or through future state wide educational program initiatives.

The school system has been able to maintain its aggressive Capital Improvements Plan with the financial support provided by the state and the St. Mary's County Board of County Commissioners. Maintaining this level of funding is critical to the school system's ability to maintain its schedule to modernize and expand our aging infrastructure and meet programmatic requirements.

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 16,076 students in grades PreK-12 as of September 30, 2003. 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.

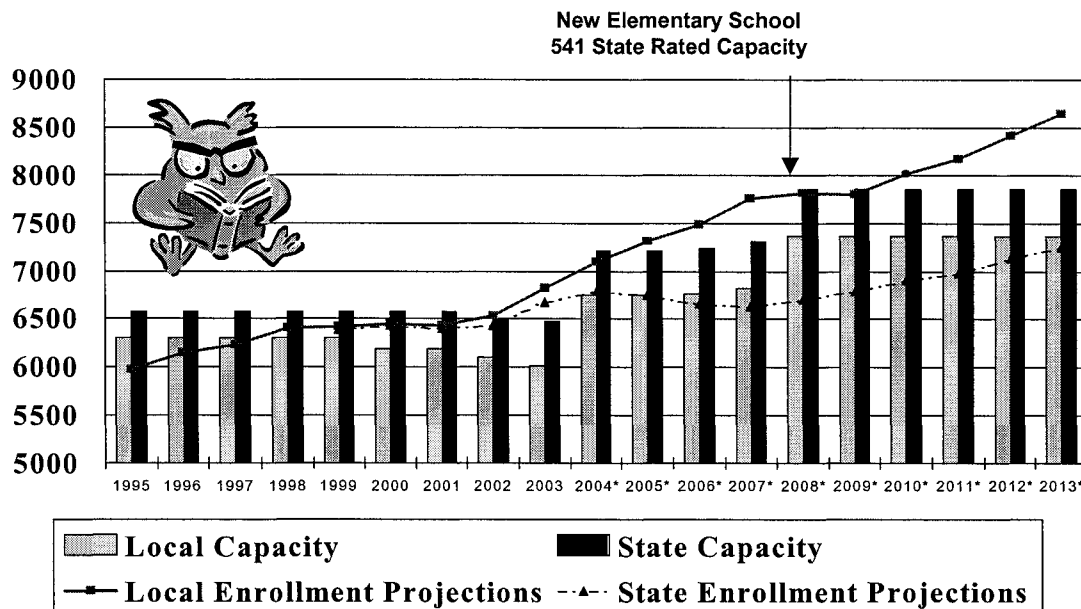
In March of 2003 the Department of Capital Planning, working with the Maryland Department of Planning, prepared enrollment projections for the next ten (10) years. These projections show an increasing enrollment through 2013 at the elementary level. The school system has worked with the Maryland Department 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.

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. With the completion of the new George Washington Carver Elementary School in FY 2007, the school system will have capacity to operate between 94% - 171%, with an average of 118% 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 FY 2004 State and local enrollment projections, system-wide our elementary schools are currently in a period of increasing enrollments. During the period of

FY 2004 through FY 2007 the enrollment shows a steady period of enrollment with a rise in enrollments again in FY 2010 and FY 2013. The elementary school enrollment will have to be monitored closely to see the effects of the birth rate over the next several years.

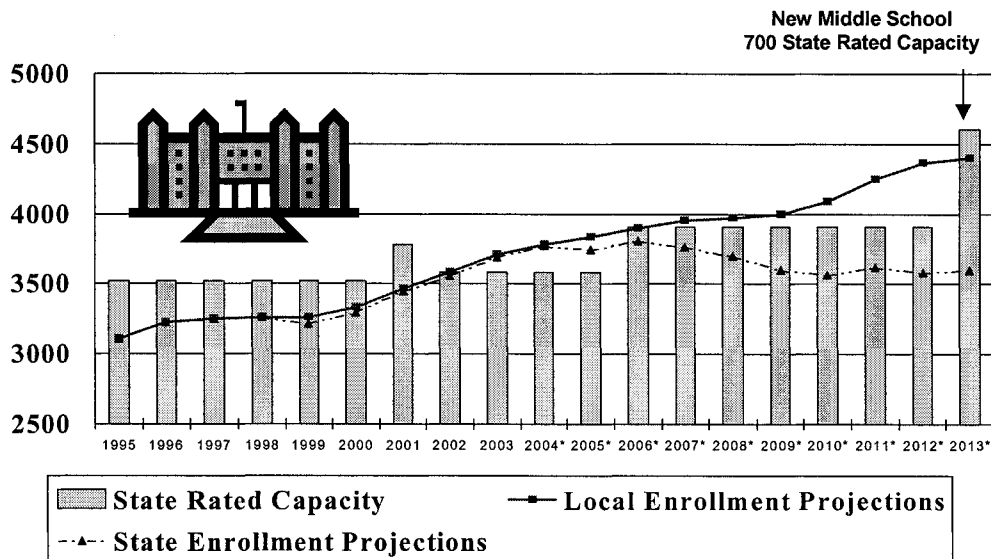
With the completion of the new George Washington Carver Elementary School in FY 2007, there will still be a need for additional capacity in the central portion of the county, based on the current enrollment projections. Over the last several years, the school system has gained 463 new elementary students and reduced the elementary school capacity by 964 seats to program and class size reductions. Based on state rated capacity, there is a projected need for two and a half new 541 capacity elementary schools by FY 2013, when the elementary school capacity will be short by 1,335 students, including the phase-in of full day kindergarten. The inclusion of prekindergarten programs for disadvantaged students is currently being reviewed by the planning team and will generate additional capacity needs, which will increase the need for additional elementary school capacity.



Middle Schools – At the middle school level the current enrollment projections indicate a period of rapid growth, starting in FY 2000 and continuing through FY 2009. In FY 2010, the current enrollment projections indicate a period of rapid growth in enrollments through FY 2013, as a result of increased birth rate and elementary school enrollment.

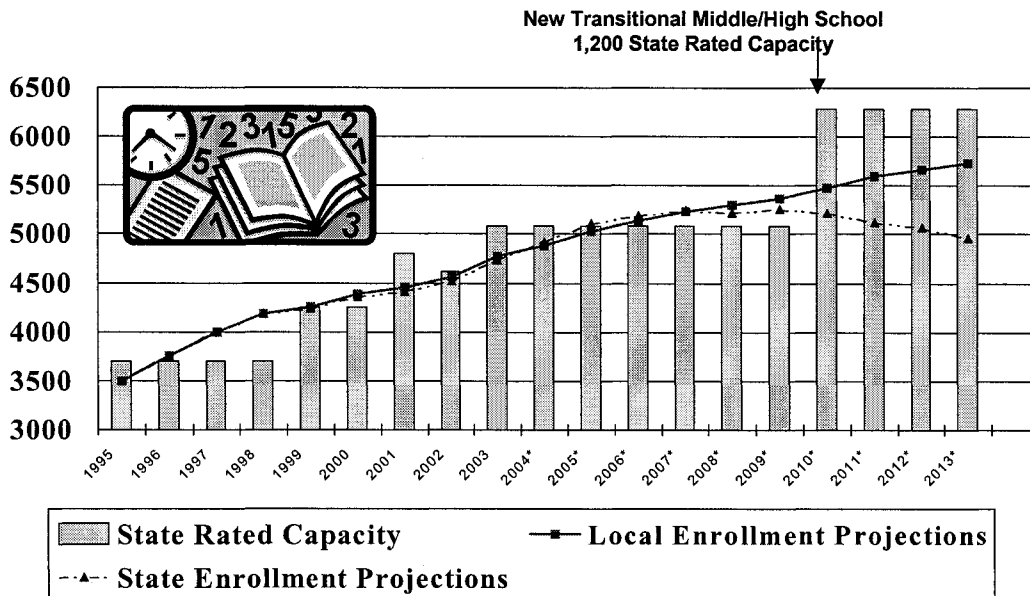
In FY 1999 the State Public School Construction Program granted planning approval for the Margaret Brent Middle School Addition/Renovation project. Based on deferral of planning funds for two years on this project, the completion of this project has been deferred until FY 2005. Planning funds were reinstated in FY 2001. Construction funds for this project were approved in FY 2003. This project will increase the capacity of the facility from 790 to 1,060.

The projections indicate that there will be a shortfall of capacity at the middle school until FY 2006 when the Margaret Brent Middle School project is completed. The enrollment will begin to increase and within three years, there will be inadequate capacity. Based on state rated capacity the middle school capacity will be short 490 seats by FY 2013. At the same time, there will be an increase in high school enrollment. The school system has included a new science and engineering high school within the capital improvements program, which through a phase-in of the student population will address both the middle and high school shortfall of capacity.



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 2013, with a projected shortfall of 653 seats by FY 2013. Current enrollment projections indicate that there will be inadequate capacity at the high school level beginning in FY 2007. As stated above, the school system has included a new science and engineering high school request for planning approval in FY 2006, in the capital improvements program.

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 Technical Center has increased from 337 students to 986 for the 2002 - 2003 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, the school is currently under construction for expansion from a 320 capacity facility to a 620 capacity facility. Students from all three high schools can attend the Dr. James A. Forrest Career and Technology Center for a portion of their academic day.



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

Through the No Child Left Behind legislation, the school system has reviewed what the impact of implementing the Bridge to Excellence Master Plan will have on the planning, design and construction, operation, and maintenance of its educational facilities. The planning should address capital improvements necessary to implement prekindergarten programs for economically disadvantaged students by the 2007 – 2008 school year. The school system currently offers prekindergarten to 540 students at thirteen out of sixteen elementary schools, which exceeds the amount required for our economically disadvantaged students. The remaining three elementary school students are offered prekindergarten opportunities through other elementary school prekindergarten programs. The school system is reviewing the need for additional capacity to house prekindergarten at all elementary schools and will include capital projects to address the needs through prekindergarten additions or through consolidation through a new elementary school.

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

Through the No Child Left Behind legislation, the school system has reviewed what the impact of implementing the Bridge to Excellence Master Plan will have on the planning, design and construction, operation, and maintenance of its educational facilities. The planning should address capital improvements necessary to implement full-day kindergarten programs for all students by the 2007 – 2008 school year. The school system currently offers full-day kindergarten to 306 students at nine out of sixteen elementary schools. The school system has budgeted for the expansion of the program in FY 2004 to serve 531 students at ten 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 2004 budget, the school system will offer full-day kindergarten at the following schools:

| School | Partial Implementation | Full Implementation | No. of Classes |
|--------------------------|---------------------------|------------------------|-------------------|
| Benjamin Banneker | | 2002 - 2003 | All classes |
| Dynard | 2001 - 2002 | | 1 class |
| George Washington Carver | 2002 - 2003 | 2003 - 2004 | All classes |
| Green Holly | | 2000 - 2001 | All classes |
| Lexington Park | 2000 - 2001 | 2003 - 2004 | All classes |
| Park Hall | 2000 - 2001 | 2003 - 2004 | All classes |
| Piney Point | 2002 - 2003 | | 1 class |
| Ridge | 2001 - 2002 | | 1 class |
| White Marsh | 2001 - 2002 | | 1 class |

Additional full day Kindergarten programs will be implemented in future fiscal years based on funding and available capacity.

| | Full Day K FY 2003 | Half Day K FY 2003 | Full Day K FY 2004 | Half Day K FY 2004 | Full Day K FY 2005 | Half Day K FY 2005 | Full Day K FY 2006 | Half Day K FY 2006 | Full Day K FY 2007 | Half Day K FY 2007 |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Benjamin Banneker | 46 | 0 | 76 | 0 | 76 | 0 | 77 | 0 | 77 | 0 |
| Dynard | 21 | 41 | 20 | 44 | 20 | 45 | 65 | 0 | 66 | 0 |
| Green Holly | 106 | 0 | 114 | 0 | 113 | 0 | 109 | 0 | 112 | 0 |
| George Washington Carver | 22 | 43 | 54 | 0 | 54 | 0 | 58 | 0 | 58 | 0 |
| Greenview Knolls | 0 | 98 | 0 | 68 | 0 | 72 | 0 | 69 | 71 | 0 |
| Hollywood | 0 | 87 | 0 | 89 | 0 | 92 | 0 | 90 | 92 | 0 |
| Leonardtown | 0 | 77 | 0 | 61 | 64 | 0 | 62 | 0 | 63 | 0 |
| Lettie Marshall Dent | 0 | 94 | 0 | 96 | 0 | 100 | 0 | 97 | 99 | 0 |
| Lexington Park | 20 | 35 | 69 | 0 | 70 | 0 | 70 | 0 | 70 | 0 |
| Mechanicsville | 0 | 40 | 0 | 42 | 0 | 42 | 0 | 43 | 42 | 0 |
| Oakville | 0 | 64 | 0 | 56 | 58 | 0 | 57 | 0 | 58 | 0 |
| Park Hall | 43 | 43 | 83 | 0 | 83 | 0 | 81 | 0 | 83 | 0 |
| Piney Point | 20 | 57 | 20 | 59 | 20 | 62 | 79 | 0 | 81 | 0 |
| Ridge | 12 | 36 | 20 | 30 | 49 | 0 | 49 | 0 | 51 | 0 |
| Town Creek | 0 | 46 | 0 | 48 | 0 | 47 | 0 | 47 | 49 | 0 |
| White Marsh | 16 | 14 | 14 | 16 | 30 | 0 | 31 | 0 | 32 | 0 |
| Total | 306 | 775 | 470 | 609 | 637 | 460 | 738 | 346 | 1104 | 0 |

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 systems' elementary school enrollment grew by 1,765 new students since 1997. The school system utilizes a reduced class size at grades 1 and 2 of 21 students per class, versus the 25 per student class size at the state rated capacity. This class size reduction results in a difference of 482 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.

| | |
|--|----------------------------------|
| ✓ Computer Labs ✓ Music ✓ Art ✓ Science | Spring 1997 – 192 seat reduction |
| ✓ Kindergarten Class Size ✓ Class Size Goals/Caps | Spring 1998 – 326 seat reduction |
| ✓ Relocatable Class Size Goals | Spring 1998 – 326 seat reduction |
| ✓ Class Size Goals - Primary | Winter 1999 – 120 seat reduction |
| ✓ Class Size Goals – Full Day K | Spring 2001 – 89 seat reduction |
| ✓ Secondary Class Size - State | Fall 2001 – 458 seat reduction |
| ✓ Full Day Kindergarten | Fall 2002 – 83 seat reduction |
| TOTAL CAPACITY REDUCTION | 1,594 seat 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 Approaches

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.

Margaret Brent Middle School - Addition/Renovation
George Washington Carver Elementary School - Replacement
Oakville Elementary School - Kindergarten Addition
Ridge Elementary School - Kindergarten Addition
New Elementary School
Lettie Marshall Dent Elementary School - Kindergarten Addition
New Science & Engineering High School
New Middle School
Alternative Learning Center

| FY 2004 | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
|---------|---------|---|---------|---------|---------|----------------------------|---------|---------|
| | | Goal 1 - Objective 11 & 15 | | | | | | |
| | | Goal 1 - Objective 11 & 15 | | | | | | |
| | | Goal 1 Objective 25 | | | | | | |
| | | Goal 1 Objective 25 | | | | | | |
| | | Goal 1 - Objective 11, 15 & 25 | | | | | | |
| | | Goal 1 Objective 25 | | | | | | |
| | | Goal 1 - Objective 11 & 15; Goal 2 - Objective 25 | | | | | | |
| | | | | | | Goal 1 - Objective 11 & 15 | | |
| | | | | | | Goal 2 - Objective 1 & 25 | | |

Attachment 1
Total Revenue Statement

**St. Mary's County Public Schools (SMCPS) Budget Narrative for FY-2004
To Accompany the Master Plan**

In FY-2004 SMCPS received an additional \$6.2M (net increase – some revenue used to replace Fund Balance cited in FY-03 budget) from the State and County governments over the prior fiscal year. We then reviewed the existing budget and made a total of \$2.4M in program changes. Combining these two sources of funds we identified a total of \$8.6M for programs and initiatives to support our Master Plan. The budget reflected our three main points of emphasis for FY-04, *Teachers, Textbooks, and Technology*.

Teachers

The vast majority of this funding was used to support Goal 3 – Highly Qualified Teachers. We increased FTEs for teachers and teacher support personnel by 65 positions.

Of those 65 positions, 4 teachers and 5 paraeducators also address the Bridge to Excellence mandate for full-day kindergarten. We added a total of 7 additional full-day sessions (2 sessions were funded through grants).

\$334,000

We increased regular education teachers by 37.0 solely to address class size and scheduling issues. These FTEs were allotted as follows:

- High School 10
- Middle School 11
- Elementary School 16

\$1,859,250

In addition to the 10 FTEs cited above for high schools teachers, we also added 3 FTEs to support a BOE initiative of requiring a 4th math credit in high school. This initiative supports the master plan goal of improving math.

\$150,750

Our population of Special Education students increased in proportion to the increase in the general education population. To address this increase in enrollment, we added 6 teachers, 5 paraeducators, and 1 occupational therapist.

\$508,600

To support safe schools (Goal 4), character education, and “every child will graduate” (Goal 5), SMCPS initiated a Navy Junior Reserve Office Training Corps (NJROTC) at Great Mills High School. This program complements a very successful Air Force JROTC program at Chopticon High School. Great Hills High School is less than five minutes from the Patuxent Naval Air Station. We receive a tremendous level of support for people station on, or associated with, the base. The presence of a Navy JROTC unit at the school strengthens the partnership with the base.

\$50,000

Finally, to promote safe schools (Goal 4) and address a growing population of students who did not meet AYP (Goal 1), SMCPS hired an additional Assistance Principal for a Title I school on local alert status.

\$77,200

Textbooks

In addition to the normal annual allocation for textbooks, SMCPs programmed an additional sum to address new texts at the high school level for literature and grammar in direct support of our literacy goal. We also provided additional funding for replacement text and new courses.

\$520,000

We also increased funding for materials of instruction to support our programs and address increased enrollment.

\$75,000

Technology

SMCPs made a commitment to provide technology to support these initiatives. We did that through funding an additional FTE for a technology specialist and by increasing the funding allotted to lifecycle replacement.

\$165,000

Personnel Issues

To attract and retain highly qualified teachers (Goal 3) and competent support staff St. Mary's County must be competitive with regard to salary and benefits. We are not competitive with our two neighboring counties. This causes morale problems for the faculty and staff we have and makes it difficult to hire new teachers and staff. While we could not close the gap between our salary scale and the neighboring counties, we were able to improve salaries and benefits for FY-2004.

\$3,482,120

To further the goal of safe school (Goal 4) and increase attendance rates (Goal 5), we added 2 additional nurses for our schools. These nurses were Health Department employees under contract to us, but received no benefits. In this period of an extreme nurse shortage, we felt it would be better for us to convert these positions to full-time employees with benefits rather than lose the nurses as soon as they found employment elsewhere.

\$57,900

Major Changes

With the increase in student population of over 1,000 in two years, we had to address transportation. Over 97% of our students are transported to school due to the rural nature of this county. Often areas where because of their distance to school would not be eligible for transportation, are serviced by school buses because we do not have sidewalks. Offering transportation to these students improves the safety of our school. We also experienced a significant increase in fuel costs.

\$380,000

To support reading, balanced literacy, and leveled text initiatives (Goal 1), SMCPs increased the allotment for in-school and in-classroom libraries.

\$175,000

We have experienced a major increase in payments to non-public institutions for out-of-county placement for students with special needs or those involved in the Juvenile Justice System (Goal 4).

\$125,000

Post 9/11, all school systems have seen their insurance costs skyrocket. St. Mary's is no exception. We were forced to increase our budget line item for insurance significantly.

\$94,000

With increased square footage (renovated and expanded schools coming on line), comes additional operational costs. Along with increases in utilities, we also added to 2.2 building service workers to meet the demand.

\$175,060

Other Budget Increases

The remaining difference addressed items that were not directly associated with the goals of the master plan, but affected the daily operations of the school system. Some items included: audit and legal fees, financial specialists for the high schools (an audit finding), and administrative support.

\$390,000

ATTACHMENT 1
TOTAL REVENUE STATEMENT
(Current Expense Fund)

St. Mary's County Public Schools

2003 - 2004

| REVENUES | | Original Approved Prior Year Budget | Final Prior Year Actual Revenue | Original Approved Current Year Budget (1) |
|--|-----------|--|------------------------------------|--|
| LOCAL APPROPRIATIONS | 1.1.01.00 | \$ | \$ | \$ 56,101,439.00 |
| OTHER REVENUE* | 1.1.05.00 | \$ | \$ | \$ 785,000.00 |
| STATE REVENUE | | | | |
| Foundation | 1.1.20.01 | | | \$ 42,592,349.00 |
| Economically Disadvantaged | 1.1.20.02 | | | \$ 4,684,448.00 |
| Special Education | 1.1.20.07 | | | \$ 3,289,912.00 |
| LEP | 1.1.20.24 | | | \$ 256,687.00 |
| Transportation | 1.1.20.39 | | | \$ 4,028,399.00 |
| Guaranteed Tax Base | 1.1.20.25 | | | \$ - |
| Governor's Teacher Salary Challenge | 1.1.20.56 | | | \$ - |
| Other (specify)*** | | | | \$ - |
| TOTAL STATE REVENUE | | \$ | \$ | \$ 54,851,795.00 |
| FEDERAL REVENUE | | | | |
| Title I-A - Local System Grants | | | | \$ 2,124,431.00 |
| Title I-A - School Improvement | | | | \$ 149,024.00 |
| 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 | | | | \$ 767,080.00 |
| Title II-D - Education Technology | | | | \$ 64,768.00 |
| Title III-A - Language Acquisition | | | | \$ 29,166.00 |
| Title IV-A - Safe & Drug-Free Schools | | | | \$ 91,540.00 |
| Title IV-B - 21st Century Learning Centers | | | | \$ 640,000.00 |
| Title V-A - Innovative Education | | | | \$ 70,364.00 |
| Title VI-B2 - Rural & Low-Income Schools Prog. | | | | \$ - |
| Title VIII - Impact Aid | | | | \$ 1,500,000.00 |
| Homeless Children and Youth | | | | \$ 24,200.00 |
| IDEA - Special Education | | | | \$ 2,556,778.00 |
| Perkins Career and Technology Education | | | | \$ 164,871.00 |
| Other (specify)*** Small Learning Community | | | | \$ 162,706.00 |
| Other (specify)*** Department of Defense | | | | \$ 350,000.00 |
| TOTAL FEDERAL REVENUE | 1.1.30.00 | \$ | \$ | \$ 8,694,928.00 |
| OTHER RESOURCES/TRANSFERS** | 1.1.99.99 | \$ | \$ | |
| TOTAL REVENUE | | \$ | \$ | \$ 120,433,162.00 |
| PRIOR BALANCE AVAILABLE | 1.1.40.00 | \$ | \$ | \$ 1,402,059.00 |
| TOTAL REVENUE, TRANSFERS AND FUND BALANCE | | \$ | \$ | \$ 121,835,221.00 |

* Tuition, payments and fees, earnings on investments, rentals, gifts and other non-state, non-federal revenue sources.

**Nonrevenue and transfers.

***Add lines as needed.

(1) NOTE: For Fiscal Year 2004, the first year of the Bridge to Excellence Master Plan, complete only the *Original Approved Current Year Budget* column. In future fiscal years, complete all columns.

Attachment 2
Total Expenditure Statement

ATTACHMENT 2
TOTAL EXPENDITURE STATEMENT
(Current Expense Fund)

St. Mary's County Public Schools
Local Unit

2003-2004

TOTAL SUMMARY BY CATEGORY

| Category | Original Approved* Prior Year Budget | Final Prior Year Actual Expenditures | Original Approved Current Year Budget (1) | FTE Staffing Current Year Budget (2) |
|--|---|---|--|---|
| 201 Administration | \$ | \$ | \$ 3,181,676.00 | \$ 2,202,686.00 |
| 202 Mid-level Administration | | | | |
| Office of the Principal | | | \$ 7,101,778.00 | \$ 6,427,688.00 |
| Administration & Supervision | | | \$ 2,145,321.00 | \$ 2,004,691.00 |
| 203 Instructional Salaries | | | \$ 48,311,633.00 | \$ 46,416,977.00 |
| 204 Textbooks & Instructional Supplies | | | \$ 2,255,620.00 | |
| 205 Other Instructional Costs | | | \$ 363,707.00 | |
| 206 Special Education | | | \$ 12,144,824.00 | \$ 10,131,069.00 |
| 207 Student Personnel Services | | | \$ 840,535.00 | \$ 756,125.00 |
| 208 Health Services | | | \$ 877,639.00 | \$ 750,797.00 |
| 209 Student Transportation | | | \$ 8,525,988.00 | \$ 575,831.00 |
| 210 Operation of Plant | | | \$ 8,436,883.00 | \$ 4,372,822.00 |
| 211 Maintenance of Plant | | | \$ 2,609,730.00 | \$ 1,563,760.00 |
| 212 Fixed Charges | | | \$ 17,916,849.00 | \$ - |
| 213 Food Service | | | \$ - | \$ - |
| 214 Community Services | | | \$ - | \$ - |
| 215 Capital Outlay | | | \$ 929,711.00 | \$ 366,613.00 |
| Undistributed Federal Funds | | | \$ - | \$ - |
| TOTAL EXPENDITURES/FTE | \$ | \$ | \$ 115,641,894.00 | \$ 75,569,059.00 |

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

(1) Note: For Fiscal Year 2004, the first year of the Bridge to Excellence Master Plan, complete only the *Original Approved Current Year Budget* and *FTE Staffing Current Year Budget* columns. In future fiscal years, complete all columns.

(2) See footnote 6.

Attachment 3
Total Full-Time Equivalent Staff
Statement

ATTACHMENT 3
TOTAL FULL-TIME EQUIVALENT STAFF STATEMENT

St. Mary's County Public Schools
 Local Unit

2003-2004

| POSITION TYPE | Prior Year Budget | Current Year Budget (1) |
|---|--------------------------|--------------------------------|
| Superintendent, Deputy, Assc, Asst | | 2.0 |
| Directors, Coord., Superv., Specialists | | 47.7 |
| Principal | | 25.0 |
| Vice Principal | | 35.0 |
| Teachers | | 969.4 |
| Therapists | | 24.0 |
| Guidance Counselor | | 38.0 |
| Librarian | | 28.2 |
| Psychologist | | 6.7 |
| PPW/SSW | | 6.0 |
| Nurse | | 18.0 |
| Other Professional Staff | | 27.4 |
| Secretaries and Clerks | | 107.5 |
| Bus Drivers | | 8.0 |
| Paraprofessionals | | 147.0 |
| Other Staff | | 172.2 |
| TOTAL FTE STAFF | | 1,662.1 |

(1) Note: For Fiscal Year 2004, the first year of the Bridge to Excellence Master Plan, complete only the *Current Year Budget* column. In future fiscal years, complete all columns.

Attachment 4
School Level “Spreadsheet” Budget
Summary

ATTACHMENT 4-A & B

SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY

Fiscal Year 2003-2004

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* | | | | | | | | | | | | |
| Lexington Park (SW) | 70.0% | \$303,000 | N/A | \$50,359 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$123,139.90 | \$479,423.90 |
| George Washington Carver (SW) | 47.0% | \$178,000 | N/A | \$88,682 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$123,139.90 | \$392,746.90 |
| Green Holly | 37.0% | \$229,000 | N/A | \$52,200 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$123,139.90 | \$407,264.90 |
| Park Hall | 34.0% | \$0 | N/A | \$48,732 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$123,139.90 | \$174,796.90 |
| Ridge | 23.0% | \$0 | N/A | \$89,603 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$92,528.00 |
| Greenview Knolls | 21.0% | \$0 | N/A | \$44,867 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$47,792.00 |
| School System Administration | | | | | | | | | | | | |
| Systemwide Programs and School System Support to Schools | | | | | | | | | | | | |
| Nonpublic Costs | | | | | | | | | | | | |
| PAGE TOTAL | | \$710,000.00 | \$0 | \$374,443.00 | \$0 | \$0 | \$17,550.00 | \$0 | \$0 | \$0 | \$492,559.60 | \$1,594,552.60 |

*As per W. Sallee (June 18, 2003), SMCPS can provide this ranking by grade level grouping as we have done in previous years.

**ATTACHMENT 4-A & B
SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY
Fiscal Year 2003-2004**

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 |
|---|---|---|---|---|--|---|---|-------------------------------------|--|--|--|------------------------------------|
| Leonardtown | 20.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$3,925.00 |
| Benjamin Banneker | 19.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$3,925.00 |
| Dynard | 18.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$3,925.00 |
| White Marsh | 15.0% | \$0 | N/A | \$45,321 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$48,246.00 |
| Oakville | 14.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$3,925.00 |
| Piney Point | 14.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$3,925.00 |
| Lettie Marshall Dent | 10.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$3,925.00 |
| School System Administration | | | | | | | | | | | | |
| Systemwide Programs and School System Support to Schools | | | | | | | | | | | | |
| Nonpublic Costs | | | | | | | | | | | | |
| PAGE TOTAL | | \$0 | \$0 | \$51,321.00 | \$0 | \$0 | \$20,475.00 | \$0 | \$0 | \$0 | \$0 | \$71,796.00 |

ATTACHMENT 4-A & B

SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY **Fiscal Year 2003-2004**

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 |
|---|---|---|---|---|--|---|---|-------------------------------------|--|--|--|------------------------------------|
| Town Creek | 9.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$3,925.00 |
| Hollywood | 8.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$3,925.00 |
| Mechanicsville | 6.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$2925 | \$0 | N/A | \$0 | \$0 | \$3,925.00 |
| MIDDLE* | | | | | | | | | | | | |
| Spring Ridge | 44.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$4780 | \$0 | N/A | \$0 | \$123,139.90 | \$128,919.90 |
| Leonardtown | 22.0% | \$0 | N/A | \$26,892 | \$0 | \$0 | \$4780 | \$0 | N/A | \$0 | \$0 | \$31,672.00 |
| Esperanza | 21.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$4780 | \$0 | N/A | \$0 | \$0 | \$5,780.00 |
| School System Administration | | | | | | | | | | | | |
| Systemwide Programs and School System Support to Schools | | | | | | | | | | | | |
| Nonpublic Costs | | | | | | | | | | | | |
| PAGE TOTAL | | \$0 | \$0 | \$31,892.00 | \$0 | \$0 | \$23,115.00 | \$0 | \$0 | \$0 | \$123,139.90 | \$178,146.90 |

*As per W. Sallee (June 18, 2003), SMCPS can provide this ranking by grade level grouping as we have done in previous years.

ATTACHMENT 4-A & B

SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY

Fiscal Year 2003-2004

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 | 14.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$4780 | \$0 | N/A | \$0 | \$0 | \$5,780.00 |
| HIGH* | | | | | | | | | | | | |
| Great Mills | 28.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$3644 | \$0 | N/A | \$159,452.00 | \$0 | \$164,096.00 |
| Chopticon | 20.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$3644 | \$0 | N/A | \$0 | \$0 | \$4,644.00 |
| Leonardtown | 13.0% | \$0 | N/A | \$1,000 | \$0 | \$0 | \$3644 | \$0 | N/A | \$0 | \$0 | \$4,644.00 |
| ALTERNATIVE* | | | | | | | | | | | | |
| Dr. James A. Forrest Career & Technology Center | | \$0 | N/A | \$1,000 | \$0 | \$0 | \$1822 | \$0 | N/A | \$0 | \$0 | \$2,822.00 |
| School System Administration | | | | | | | | | | | | |
| Systemwide Programs and School System Support to Schools | | | | | | | | | | | | |
| Nonpublic Costs | | | | | | | | | | | | |
| PAGE TOTAL | | \$0 | \$0 | \$5,000.00 | \$0 | \$0 | \$17,534.00 | \$0 | \$0 | \$159,452.00 | \$0 | \$181,986.00 |

*As per W. Sallee (June 18, 2003), SMCPS can provide this ranking by grade level grouping as we have done in previous years.

ATTACHMENT 4-A & B

SCHOOL LEVEL "SPREADSHEET" BUDGET SUMMARY

Fiscal Year 2003-2004

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 | \$0 | \$0 | \$1817 | \$0 | N/A | \$0 | \$0 | \$2,817.00 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| School System Administration | | \$50,994.00 | N/A | \$17,988.00 | \$1,310.00 | \$700.00 | \$1,830.00 | \$1,689.00 | N/A | \$3,254.12 | \$12,459.00 | \$90,469.12 |
| Systemwide Programs and School System Support to Schools | | \$1,331,929.00 | | \$229,278.00 | \$46,978.92 | \$31,708.00 | \$78,669.00 | \$53,856.40 | \$0 | \$0 | \$11,841.50 | \$1,784,015.82 |
| Nonpublic Costs | | \$31,000 | | \$38,158.00 | \$6,262.08 | \$354.00 | \$11,041.00 | \$14,818.60 | \$0 | \$0 | \$0 | \$101,633.68 |
| PAGE TOTAL | | \$1,413,923.00 | \$0 | \$286,424.00 | \$54,551.00 | \$32,762.00 | \$91,540.00 | \$70,364.00 | \$0 | \$3,254.12 | \$24,300.50 | \$1,978,935.62 |
| CUMULATIVE TOTAL | | \$2,123,923.00 | \$0 | \$749,080.00 | \$54,551.00 | \$32,762.00 | \$91,540.00 | \$70,364.00 | \$0 | \$162,706.00 | \$640,000.00 | \$3,823,613.00 |

Attachment 5A
Transferability of ESEA Funds

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2004**

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

NOT USING THIS OPTION AT THIS TIME

Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Master Plan 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)⁹. 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.

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.

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

⁹ 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 5B
Consolidation of ESEA Funds for Local
Administration

| | |
|--|---|
| <p>ATTACHMENT 5-B CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203] Fiscal Year 2004</p> | <p>Local School System: <u>St. Mary's County Public Schools</u></p> |
|--|---|

NOT USING THIS OPTION AT THIS TIME

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. | | | | | | |
|--|---|---|--------------------------------------|-------------------------------------|--|--|
| 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
Nonpublic School Information for ESEA
Programs

Responses to ESEA Program Attachment technical issues identified by MSDE program review staff:

Title I, Part A

- *SMCPS must submit a revised final copy of their Parent Involvement Policy included as attachment 7* The Parent Involvement Policy that is currently in place in SMCPS was included in the original *Master Plan* submission. As per Goal 1, Objective 24, Strategy 1, a task force will be convened to align the SMCPS Parent Involvement Policy with the new MSDE document: *Maryland's Plan for Family, School and Community Involvement*. The target completion date for revision is February, 2004.
- *Table 7-9, page 47 carry-over balance exceeds 15% of the Title I allocation.* Title I carry-over is based upon the previous year's (2002-2003) Title I allocation which was \$2,280,198. $15\% \text{ of } \$2,280,198 = \$342,029.70$ Table 7-9. Page 47 identifies a carry-over amount of \$342,000.

Table 7-8, page 46 amount is inconsistent with the Budget Narrative administrative costs. The total administrative reservations are the same for Table 7-8, page 46 and the Title I Budget Narrative. The discrepancy between the two pages resulted due to "Non-public" costs being identified separately on the Title I Narrative Budget (and included in "Administration" on Table 7-8). Also, indirect fees were listed under "Administration" on the Title I –Narrative (and listed under "Other" on Table 7-8). The Title I-Narrative Budget page was revised to align with Table 7-8 on page 46.

ATTACHMENT 6-A

**NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS**

Fiscal Year 2004

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." For Title I services, include written affirmation signed by officials at each participating nonpublic school that consultation has occurred. 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 | Students Reading/L.Arts | Students Mathematics | Staff | Students | Staff | Students | Staff | |
| Father Andrew White School P.O. Box 1756 Leonardtown, MD 20650 | Private School | | | 21 | 268 | 21 | 268 | 21 | |
| | Public School | | | | | | | | |
| | Neutral Site | | | | | | | | |
| Little Flower School P.O. Box 257 Great Mills, MD 20634 | Private School | 15 | 15 | 20 | 310 | 20 | 310 | 20 | |
| | Public School | | | | | | | | |
| | Neutral Site | | | | | | | | |
| Mother Catherine Spalding School 38833 Chaptico Road Helen, MD 20635 | Private School | | | 16 | 176 | 16 | 176 | 16 | |
| | Public School | | | | | | | | |
| | Neutral Site | | | | | | | | |

| 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 | Students Reading/L.Arts | Students Mathematics | Staff | Students | Staff | Students | Staff | | |
| St. John's School P.O. Box 69 Hollywood, MD 20636 | Private School | | | 24 | 220 | 24 | 220 | 24 | 24 | |
| | Public School | | | | | | | | | |
| | Neutral Site | | | | | | | | | |
| St. Mary's Ryken High School 22600 Camp Calvert Road Leonardtown, MD 20650 | Private School | | | 51 | 586 | 51 | 586 | 51 | 51 | |
| | Public School | | | | | | | | | |
| | Neutral Site | | | | | | | | | |
| St. Michael's School P.O. Box 259 Ridge, MD 20680 | Private School | 16 | 16 | 12 | 158 | 12 | 158 | 12 | 12 | |
| | Public School | | | | | | | | | |
| | Neutral Site | | | | | | | | | |
| King's Christian Academy 46855 South Shangri-La Dr. Lexington Park, MD 20653 | Private School | | | 20 | 269 | 20 | 269 | 20 | 20 | |
| | Public School | | | | | | | | | |
| | Neutral Site | | | | | | | | | |
| Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619 | Private School | | | 4 | 90 | 4 | 90 | 4 | 4 | |
| | Public School | | | | | | | | | |
| | Neutral Site | | | | | | | | | |
| Holy Angels-Sacred Heart 21335 Coltons Point Road Avenue, MD 20609 | Private School | | | 12 | 108 | 12 | 108 | 12 | 12 | |
| | Public School | | | | | | | | | |
| | Neutral Site | | | | | | | | | |




DR. PATRICIA M. RICHARDSON
Superintendent of Schools

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

Deanna M. Nored
Director

To: Principals of Private Schools

From: Carol M. Poe 
Supervisor of Instruction for Title I

Date: September 2, 2003

Re: *Title I Services*

Title I Services to Private Schools


The participation of private school students is governed by the *Uniform Provisions in Title IX of ESEA, Sections 9501-9504*. Students who are educationally disadvantaged and failing or most at risk of failing to meet high academic standards, and who live in areas of high poverty are eligible to receive services.


Consultation

Public school officials are required to consult with private school officials in the design, development and implementation of the Title I program.

The delivery of services will begin at the time the private school opens. A tutor has been employed to provide Title I services for students who reside in the public school attendance areas.

Signatures:


Representative of Private School


Supervisor of Instruction for Title I

CMP/jlc/0/08/01

cc: Deanna Nored

**ATTACHMENT 6-B
NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS
Fiscal Year 2004**

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

Enter the complete information for each participating nonpublic school, including mailing address. Use separate pages as necessary.

| Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel) | | | | | |
|--|------------|-------|-----------|-------|---------------------|
| NONPUBLIC SCHOOL NAME AND ADDRESS | Title IV-A | | Title V-A | | Comments (Optional) |
| | Students | Staff | Students | Staff | |
| Father Andrew White School P.O. Box 1756 Leonardtown, MD 20650 | 268 | 21 | 268 | 21 | |
| Little Flower School P.O. Box 257 Great Mills, MD 20634 | 310 | 20 | 310 | 20 | |
| Mother Catherine Spalding School 38833 Chaptico Road Helen, MD 20635 | 176 | 16 | 176 | 16 | |
| St. John's School P.O. Box 69 Hollywood, MD 20636 | 220 | 24 | 220 | 24 | |
| St. Mary's Ryken High School 22600 Camp Calvert Road Leonardtown, MD 20650 | 586 | 51 | 586 | 51 | |
| St. Michael's School P.O. Box 259 Ridge, MD 20680 | 158 | 12 | 158 | 12 | |
| King's Christian Academy 46855 South Shangri-La Dr. Lexington Park, MD 20653 | 269 | 20 | 269 | 20 | |
| Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619 | 90 | 4 | 90 | 4 | |
| Holy Angels-Sacred Heart School 21335 Coltons Point Road Avenue, MD 20609 | 108 | 12 | 108 | 12 | |



DR. PATRICIA M. RICHARDSON
Superintendent of Schools

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

Deanna M. Nored
Director

To: Principals of Private Schools
From: Carol M. Poe *[Signature]*
Supervisor of Instruction for Title I
Date: September 2, 2003
Re: *Title I Services*

Title I Services to Private Schools

The participation of private school students is governed by the *Uniform Provisions in Title IX of ESEA, Sections 9501-9504*. Students who are educationally disadvantaged and failing or most at risk of failing to meet high academic standards, and who live in areas of high poverty are eligible to receive services.

Consultation

Public school officials are required to consult with private school officials in the design, development and implementation of the Title I program.

The delivery of services will begin at the time the private school opens. A tutor has been employed to provide Title I services for students who reside in the public school attendance areas.

Signatures:

Rita Hehning, Principal
Representative of Private School

Carol M. Poe

Supervisor of Instruction for Title I

CMP/jlc/0/08/01

cc: Deanna Nored

Attachment 6B Inclusion

Description of the design and development of Title I services to be provided according to ESEA:

- Individual consultation took place with private school officials from St. Michael's School and Little Flower School on September 4, 2003.
- School officials at both sites identified remediation and intervention in the areas of reading and mathematics for identified students in grades K-3 as their preferred support for the target population. Both sites requested that a tutor be hired by SMCPS and assigned to provide this service. A tutor has been assigned to each school to provide services to identified students during a time block of 3.5 hours each school day.
- Student eligibility was determined by identifying low-income children attending the non-public schools who reside in public Title I school attendance areas.
- The needs assessment for the K-3 students was based upon teacher judgment, interviews with parents, and developmentally appropriate measures.
- Parental notification, including receipt of permission to participate, takes place at each site.
- Non-public schools have been invited to participate, as appropriate, on SMCPS professional development days.
- Non-public schools have been made aware of the option to request an IEP meeting at a student's assigned public school for the purpose of identification or testing of a student who may have special needs.
- Procedures/forms for non-public purchase of materials of instruction with allocated funds have been provided to school officials.
- Quarterly meetings have been scheduled to review delivery of services:
September 4, 2003 November 10, 2003 January 26, 2003 April 26, 2003

Attachment 7
Title I, Part A Improving Basic Programs

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 2004

Title I-A Coordinator: Ms. Carol Poe

Telephone: 301-475-5511, extension 140 E-mail: cpoe@mail.smcps.k12.md.us

A. CROSS-PROGRAM THEMES IN *BRIDGE TO EXCELLENCE MASTER PLAN* -- *Strategies and activities to provide support to all public schools.* Provide a description of the school system's strategies to provide high quality sustained support to all elementary, middle, and secondary schools (Title I and non-Title I) in the local school system organized around the following components:

1. Helping *all* schools in the local school system to meet Maryland's academic content and student achievement standards, including how the school system will provide support and assistance to schools identified for improvement, corrective action, or restructuring.
2. Informing parents of each student enrolled in a school identified for improvement, corrective action, or restructuring of what the identification means, the reasons for the identification, what the school is doing to address the problem of low achievement, how parents can become involved in addressing the academic issues, and any other information required in federal or State law or regulation.
3. Informing parents of students attending a Title I low performing school about student transfer and supplemental services options.
4. Notifying parents whose children attend Title I schools about the qualifications of their teachers.
5. Helping Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps that will be taken to review and analyze
 - (a) how effective schoolwide programs have been in consolidating federal, state, and local funds for schoolwide programs,
 - (b) adopting research based strategies and methods to improve student achievement, and
 - (c) following the progress of each student subgroup.

If these strategies are addressed elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

All of these strategies are addressed in detail in Goal 1, Objective 24, Strategy 1.

B. TARGETED ASSISTANCE SCHOOLS [Section 1115].

1. Describe the selection criteria the school system will use 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.)
2. Describe the activities the school system will conduct to help targeted assistance schools to use effective methods and instructional strategies that are based on best practices and scientific research that strengthens the core academic program of the school and that --
 - Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer program opportunities;
 - Help provide an accelerated, high quality curriculum, including applied learning; and
 - Minimize removing children from the regular classroom during regular school hours for instruction.

There are no schools designated as targeted assistance schools.

**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 2004

- C. **PARENT INVOLVEMENT POLICY** [Section 1118(a)(2)]. Attach a copy of the school system's written parent involvement policy that describes how the school system will:
1. Involve 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.
 2. Provide 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 annually develop with parents.
 3. Build the schools' and parents' capacity for strong parental involvement.
 4. Coordinate and integrate 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, and Home Instruction Program for Preschool Youngsters, and other federal and state programs.
 5. Conduct, 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.
 6. Involve parents in the activities of the schools served under Title I.

Strategies are addressed in Goal 4, Objective 1, Strategy 1; Goal 4, Objective 4, Strategy 2. Also see the attached guidelines for parent involvement. This document is also being revised to align with Maryland's Plan for Family, School, and Community Involvement.

- D. **EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS** [Section 1120]:

1. **Participating Private Schools and Services:** Complete information in Attachment 6 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. Include written affirmation signed by officials at each participating nonpublic school that consultation has occurred.

See attached.

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 I-A services;

Quarterly meetings are scheduled to review all phases of the development and implementation of Title I services to nonpublic students.

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

Students are identified based upon attendance areas.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Individual schools determine the needs of their students and work with the Title I Supervisor to meet these needs. After the prioritization of services is determined, the services take place at the school sites and are mutually agreed upon by the school site and the Title I Supervisor.

- 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 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 I-A services the district provides to the public school children. 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.)

Title I services provided to nonpublic students and teachers are equitable to those services provided to public Title I students and teachers.

**ST. MARY'S COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTION
Loveville, Maryland 20656**

**Title 1
Parent Involvement Policies**

Policy #1 - Annual Title 1 Meeting

Title 1 schools and the Department of Compensatory and Funded Programs will convene an annual meeting to inform parents of their school's participation in Title 1 and to explain Title 1 requirements, and their right to be involved. In preparation of this meeting, efforts should be made to determine the most convenient time for parents of participating children to attend and to determine the most reliable method for ensuring that parents receive notice. In targeted assistance schools, parents will be notified of specific services their children receive in reading and/or mathematics.

Policy #2 - Organize Parent Group (School Site)

Each Title 1 school, both schoolwide and targeted assisted, must have established an organized parent group, i.e., the School Improvement Team. One focus of the group is to ensure that parents of participating Title 1 students are provided with opportunities to meet regularly, receive timely information, formulate suggestions, share experiences with other parents, and participate as is relevant to the education of the children. The percentage of participation of Title 1 parents on the School Improvement Team should be in line with the percentage of Title 1 students that make up the school population. The group is encouraged to meet monthly, but may choose to hold a minimum of four meetings per school year.

Policy #3 - Parent Involvement Program Requirements

Parent involvement programs in Title 1 schools must support a partnership among the school, parents, and the community in order to improve student achievement and allow parents to become full partners in the education of their children.

Parent Involvement Program Procedures and Requirements:

- develop or revise of the School/Parent Compact and the School Parent Involvement Policy (Our county policy is currently in the revision process.)
- appoint a designee from the county who will implement the Title 1 parent involvement program
- maintain required documentation

- involve parents in the joint development of the school improvement plan and the review process
- involve parents in the annual evaluation of the content and effectiveness of the parent involvement policy
- implement documentation for parent volunteers (adhere to the county policy on parent volunteers)
- provide activities which respond to specific needs of the economically disadvantaged, disabled, limited literal and English proficient population; and to racial and ethnic minorities
- disseminate information to parents about school programs and performance, individual student assessment, and curriculum description and explanation
- provide opportunities for parents to support their children's learning
- provide appropriate parent training
- provide support of school cluster parent involvement activities (including nonpublic schools)
- support and encourage use of school parent resource centers
- provide appropriate staff development for staff in effective parent involvement strategies
- encourage and support collaboration by each Title 1 school with Early Childhood Programs and other special program staff for an integration of parent involvement activities, to the extent feasible and appropriate
- designate funds for parent involvement.

Policy #4 - School Parent Policy/Parent Compact, School Level Parent Involvement Policy, and School-Parent Compact

Each Title 1 school will jointly develop with parents the school-parent policy and compact. The agreed upon policy and compact will outline how parents, the entire school staff, students, and community members will share the responsibility for improved student achievement, and the means by which these stakeholders will build and develop a partnership to assist students in meeting the state's high standards. The policy and compact will be distributed to parents in a timely manner.

Policy #5 - Assessment and Evaluation of Program

Parents will be involved in the annual evaluation of the content and effectiveness of the school's parent involvement policy, compact, and funded activities. The evaluation will determine if the policies and funded activities are increasing the participation of parents, and identify barriers to greater participation.

Additionally, parents must be afforded the opportunity to be included in the design and evaluation of the school's program through effective representation on the school improvement team. Evaluations are to be used in designing strategies for school improvement.

Policy #6 - Supervisor's Title 1 Advisory Group

A representative group consisting of parents, administrators, school staff, and community members will serve on the Title 1 Parent Committee to assist the Department of Instruction with program development and evaluation.

The Department of Compensatory and Funded Programs will involve parents in the evaluation of the Title 1 program and Parent Involvement Policy and development of revisions as necessary.

Policy #7 - Title 1 Parent Resource Center and Parent/Family Support Resource Center

The Department of Compensatory and Funded Programs will support and encourage programs and services for parents of Title 1 students in collaboration with established community centers - Head Start, Family Support Center, Operation Link (Family Resource Center, etc.).

Policy #8 - Nonpublic Schools

Nonpublic schools will adhere to the Title 1 Parent Policy as it relates to their specific programs.

Policy #9 - Public Complaints

The following policy establishes a procedure for addressing concerns registered by parents and/or guardians of participating Title 1 eligible students according to St. Mary's County policy and regulations (Policy: Public Complaints/Code: KL).

**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** 2004

E. 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.**

Enter the data source(s) 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 five years.

- ☐ **Free Lunch**
- ☒ **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.**

Local School System: St. Mary's County Public Schools Fiscal Year 2004

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

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:

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.

Check the appropriate box 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.

- ☐ Percentages -- schools at or above the district-wide average noted in Table 7-2. 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.
- ☒ Grade span grouping/district-wide percentage -- 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.
- ☐ 35% rule -- all schools at or above 35% 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%.
- ☐ Grade-span grouping/35% rule -- 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.
- ☐ Special Rule: 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.

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.

**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 2004

E. 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. If using grade span groupings, complete both Table 7-3 and Table 7-4.

| | | | | |
|--|---|--|---|--|
| <u>3,586</u> Total Number of Low-Income Children Attending Public Schools | | <u>31</u> Total Number of Low-Income Children Attending Nonpublic Schools | = | <u>3,617</u> Total Number of Low-Income Children in the Local School System |
| <u>3,617</u> Total Number of Low-Income Children | ÷ | <u>15,778</u> Total Local School System Student Enrollment | = | <u>23%</u> District-Wide Average of Low-Income Children |

**Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME
CHILDREN BY GRADE SPAN GROUPINGS**

A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades K-4, 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.

| Grade Span Grouping | District-wide grade span poverty average |
|-----------------------------------|--|
| Elementary (Grades <u>K-5</u>) | 1,647 |
| Middle (Grades <u>6-8</u>) | 948 |
| High (Grades <u>9-12</u>) | 991 |

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

| | | | | |
|---|---|--|---|----------------------------------|
| <u>2,123,923</u> Local School System Title I-A Allocation | ÷ | <u>3,617</u> Total Number of Low-Income Children in Local School System | = | <u>\$587</u> Per Pupil Amount |
|---|---|--|---|----------------------------------|

Per-Pupil Amount \$ 587 X 1.25 = Minimum Per Pupil Allocation \$ 734

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: <u>St. Mary's County Public Schools</u> | Fiscal Year <u>2004</u> |
|---|--------------------------------|

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

| Table 7-6 GRANDFATHER PROVISION | | |
|--|--|--|
| Section 1113(b)(1)(C) includes a "grandfather provision" that permits the school system to designate and serve for <u>one additional year</u> a school that is not eligible, but was eligible and served during the preceding fiscal year. List below any school(s) that the school system will grandfather for one additional year. | | |
| 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 to not 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 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 2004

F. BUDGET INFORMATION

Table 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION ¹¹

Before allocating funds to schools, a school system may 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 private schools, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.

List below the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a detailed budget description that explains how the reserved Title I funds will be used to support each activity.

| ACTIVITY | AMOUNT OF RESERVATION | DETAILED BUDGET DESCRIPTION (how reservation will be used to support activities) |
|--|-----------------------|---|
| Administration (includes services to public and private school students) | 639,312 | Central administration, non-public, Title I resource teachers benefits |
| Professional Development | 107,000 | Professional Development in literacy, mathematics and school improvement |
| Parent Involvement | 160,545 | Parent committee, parent engagement activities/strategies |
| Capital Expenses (Noninstructional) for Private School Services | | |
| School Improvement Initiatives | | |
| Support to Low Performing Title I Schools | 210,000 | Salaries for teachers/paraeducators to support class size reduction at low performing Title I schools |
| Services to LEP Students | | |
| Services for Neglected Children | | |
| Services for Homeless Children | | |
| Pre-School Programs (Local Discretion) | | |
| Summer School Programs | 196,072 | Extended Services/11 month school |
| Incentives (No more than 5%) | | |
| Other (explain) | 50,994 50,000 | Indirect, School Choice Transportation |

¹¹ NOTE: For local school systems applying the 125 percent rule, the minimum per-pupil amount must be calculated based on the total Title I allocation. Once the per-pupil amount has been calculated, the local school system can reserve funds from the Title I allocation to support any of the above activities.

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 2004

F. BUDGET INFORMATION

Table 7-9 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)

Section 1127(a) of ESEA permits a the 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, 2002 - September 30, 2003).

1. The amount of Title I funds the school system will carryover: \$342,000
2. The percentage of carryover Title I funds as of September 30: 15 %
3. Description of how the carryover funds will be used:
 - Continue purchasing scientifically based resources and materials of instruction
 - Professional development for Title I schools
 - Paraeducator professional development and Para Pro costs
 - Extended day/year programs
 - Paraeducator salaries

G. PROPOSED BUDGET FORM AND NARRATIVE

1. Complete a detailed budget on the *MSDE Title I-A Proposed Budget Form*. 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.
See attached.
2. Provide a detailed Budget Narrative. 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.
See attached.

School Accountability Funding for Excellence (SAF)
Proposed FY 2004 ESEA Title 1 Budget
Office of Comprehensive Planning and School Support

| | |
|-----------------------|---------------------------|
| Recipient Agency Name | St. Mary's Public Schools |
| Revenue Source Name | Title I |

| | |
|------------------|------------------------------|
| Grant Period | July 1, 2003 - June 30, 2004 |
| Fund Source Code | 5014 |

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 |
| | TOTAL |

| Category/Program | Object | | | | | | Budget by Cat./Prog. |
|---------------------------------------|--------------------|-----------------------|------------------------|-----------------|--------------|--------------|----------------------|
| | 1-Salaries & Wages | 2-Contracted Services | 3-Supplies & Materials | 4-Other Charges | 5-Equip-ment | 8-Transfers* | |
| 201 Administration | | | | | | | |
| Program 21 General Support | | | | | | | 0.00 |
| Program 22 Business Support | | | | | | 50,994.00 | 50,994.00 |
| Program 23 Centralized Support | | | | | | | 0.00 |
| 202 Mid-level Administration | | | | | | | |
| Program 15 Office of Principal | | | | | | | 0.00 |
| Program 16 Inst. Admin. & Superv. | 148,333.00 | | | | | | 148,333.00 |
| 203-205 Instruction categories | | | | | | | |
| Prog 01 Regular Programs | 956,313.00 | | 151,372.00 | 8,387.00 | | | 1,116,072.00 |
| Prog 02 Special Programs | 25,200.00 | | 4,000.00 | 1,800.00 | | | 31,000.00 |
| Prog 03 Career & Tech Prog | | | | | | | 0.00 |
| Prog 08 Sch. Library Media | | | | | | | 0.00 |
| Prog 09 Instr. Staff Devel. | 40,000.00 | 30,000.00 | 25,000.00 | 12,000.00 | | | 107,000.00 |
| 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 | | | | 50,000.00 | | | 50,000.00 |
| 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 | | | | 459,979.00 | | | 459,979.00 |
| 214 Community Services | | | 10,000.00 | 150,545.00 | | | 160,545.00 |
| 215 Capital Outlay | | | | | | | |
| Program 34 Land & Improvements | | | | | | | 0.00 |
| Program 35 Buildings & Additions | | | | | | | 0.00 |
| Program 36 Remodeling | | | | | | | 0.00 |
| Total Expenditures By Object | 1,169,846.00 | 30,000.00 | 190,372.00 | 682,711.00 | 0.00 | 50,994.00 | 2,123,923.00 |

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

| |
|--------------|
| 400680 |
| Grant Number |

| |
|------------|
| Title One |
| Grant Name |

Budget Reviewed and
Approved: LSS Finance Officer:

Robert J. Davis
Signature

(301) 475 - 5511 ext. 185

Phone Number

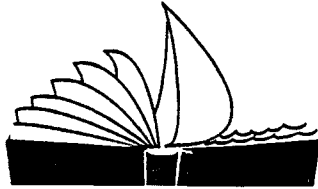
9/9/03

Date

| Budget Approved By: | LEA Official | Phone # | Fax # | Date | MSDE USE ONLY | |
|---------------------|------------------------|--------------|--------------|----------|---------------|------|
| | | | | | MSDE Official | Date |
| | <i>Deanna M. Moore</i> | 301-475-5511 | 301-475-4229 | 09/07/03 | | |

**Title I -- Narrative Budget
2003-2004**

| | | |
|--|-----------|------------------|
| 1. Administration | | |
| Supervisor (.8) | 70,366 | |
| Facilitator (.5) | 39,339 | |
| Secretarial (1.0) | 38,628 | |
| Total | (148,333) | |
| Indirect Costs | 50,994 | |
| Fixed Charges | 459,979 | |
| TOTAL | | 659,306 |
| 2. Professional Development | | 107,000 |
| Consultants | 30,000 | |
| Stipends for Teachers | 30,000 | |
| Stipends for Paraeducators | 10,000 | |
| Food/Supplies | 12,000 | |
| Materials | 25,000 | |
| 3. Parent Involvement | | 160,545 |
| 4. Support to Low-performing Title I Schools | | 210,000 |
| 5. Extended Services/11 Month School | | 196,072 |
| 6. Transportation - Choice Option | | 50,000 |
| 7. Other -- Nonpublic | | 31,000 |
| TOTAL | | 1,413,923 |



Fulfilling the Promise in Every Child

DR. PATRICIA M. RICHARDSON
Superintendent of Schools

St. Mary's County Public Schools

DEPARTMENT OF CURRICULUM AND INSTRUCTION

23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
301-475-5511, ext. 5/301-475-4229-fax

Mrs. Linda J. Dudderar
Director of Elementary Curriculum and Instruction
Dr. Charles E. Ridgell, III
Director of Secondary Curriculum and Instruction

To: Non-Public School Principals

From: Mary E. Blakely *MEB*
Director of Special Education

Date: April 22, 2003

Re: Annual Planning Meeting for Federally Funded Grants

The annual planning meeting for the *St. Mary's County Title I, Title II, Title VI, Safe and Drug Free Schools, and Special Education Programs* has been scheduled for:

Wednesday, May 7, 2003

9:00 a. m. – 10:30 a. m.

Department of Special Education Conference Room, 2nd Floor

St. Mary's County Public Schools

23160 Moakley Street

Leonardtown, Maryland 20650

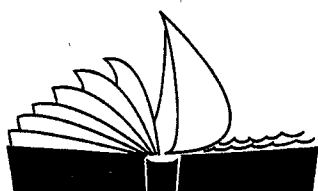
The purpose of this meeting is to obtain non-public school and community input into these programs. You are invited to attend this meeting in order to help plan for the 2003-2004 school year.

If you have any questions or if you are unable to attend but would like to submit input concerning the grants, please call Ms. Donna Muncey at 301-475-5511 ext. 141, or send your comments to her at the Department of Academic Support by May 9, 2003.

Thank you.

MEB:sca

cc: Dr. Fulton, DOI Directors, Ms. Muncey, Ms. Juhl, Ms. Beach, Ms. Martin



Fulfilling the Promise in Every Child
DR. PATRICIA M. RICHARDSON
Superintendent of Schools

St. Mary's County Public Schools

DEPARTMENT OF SPECIAL EDUCATION
23160 Moakley Street, P.O. Box 1410
Leonardtown, Maryland 20650

Phone:
301-475-5511, ext. 3
Fax:
301-475-2469

Mary E. Blakely, Director of Special Education

Annual Meeting for Federally Funded Programs May 6, 2003 Agenda

| | |
|----------------------------|--|
| Welcome and Introductions | Mary Blakely Director of Special Education |
| Master Plan | Mary Blakely Department of Special Education |
| Title I | Rosa Curry Supervisor of Instruction: Title I |
| Title II | Linda Dudderar Director of Curriculum and Instruction For Elementary Schools Donna Muncey Supervisor of Staff Development/SAFE |
| Title V/ Title II Part D | Paula Juhl Supervisor of Instruction: Library/Media |
| Safe and Drug Free Schools | Charles Ridgell Director of Curriculum and Instruction For Secondary Schools |
| LEP/Title III | Charles Ridgell Director of Curriculum and Instruction For Secondary Schools |
| Special Education | Marilyn Beach Supervisor of Special Education |

Annual Meeting for Federally Funded
Programs Sign-In
May 6, 2003

Mary E. Brakely,
Theresa M. Beach
Rosa E. Curry
Paula R. Gutz
Kathleen M. Lyon
Laura E. Muncay
Charles E. Ridgell
Patricia J. Suit
Linda Maloney
Mary Jay Purcell
Donna Mohr
Regina Housel

Director of Spec Educ
Supervisor of Spec Educ.
Supervisor of Title I
DCI - Supervisor - Title V, Title II B
Director of Pupil Services
Supervisor of Staff Development
SAFE

St. John's School
Father Andrew White School
St. Mary's Leiken H. S.
Stamden School
St. Michael's School

St. Mary's County Public Schools Master Plan

ESEA Performance Goals

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

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.

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

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

5: All students will graduate from high school.

Phase I Fall 2002

- Directors in the Division of Instruction collect and review a broad range of data from all departments (instruction, academic support, special education, pupil services, supporting services, human resources, fiscal services, and information technology)
- Build shared understanding
- Create Assumptions
- Review and Revise Division Mission Statement

Phase II
January 2003-May 2003

- Complete comprehensive needs assessment by all stakeholders (superintendent, deputy superintendent, directors, principals, assistant principals, supervisors, coordinators, and members of the Baldrige Committee)
- Address three essential questions:
 - What do we want for our children?
 - How might we provide it?
 - How will we know that we've done it well?

Phase II
January –May, 2003

- PROCESS
 - *Used ESEA Goals
 - *Looked at each goal from the following vantage points:
 - *Curriculum,
 - *Instruction,
 - *Assessment, and
 - *Professional Development.

Phase II
January – May 2003

- Each goal is considered for the following:
 - School Day
 - School Day Intervention an Enrichment
 - Extended Day
 - Extended Year

| Overview Page for Content Area | | | |
|--|--|--|--|
| Grade Level Cluster for Content Area | | | |
| School Day Program | | School Day Intervention | |
| Description of the Program – needs to be a narrative | Curriculum Development | Description of the Program – needs to be a narrative | Curriculum Development |
| Instruction/Professional Development | Assessment – Milestones/Performance Indicators | Instruction/Professional Development | Assessment – Milestones/Performance Indicators |
| Extended Day Program | | Extended Year Program | |
| Description of the Program – needs to be a narrative | Curriculum Development | Description of the Program – needs to be a narrative | Curriculum Development |
| Instruction/Professional Development | Assessment – Milestones/Performance Indicators | Instruction/Professional Development | Assessment – Milestones/Performance Indicators |

Phase II
January –May, 2003

•PROCESS continued:

In addition to the ESEA goals, we used the following to structure our needs assessment process:

- Bridge to Excellence,*
- Achievement Matters Most,*
- Board of Education goals.

Phase III
May 2003

- Creation of framework that organizes information under the 5 ESEA goals
- Goal 1 further organized under the following categories:
 - Instruction
 - Curriculum Development
 - Staffing/Organization
 - Assessment

Phase IV
May 2003

- Include cost and funding sources
- Include facilities impact
- Create presentation for stakeholder forums
- Create presentation for School Improvement Teams

Phase V
May-July 2003

- Gather input from community at forums
- Gather input from School Improvement Teams
- Provide information sessions to the Board of Education
- Revise plan as necessary

Overview Page for Content Area

Grade Level Cluster for Content Area

School Day Program

School Day Intervention

Description of the Program --
needs to be a narrative

Curriculum Development

Curriculum Development

Instruction/Professional
Development

Assessment --
Milestones/Performance
Indicators

Instruction/Professional
Development

Assessment --
Milestones/Performance
Indicators

Extended Day Program

Extended Year Program

Description of the Program --
needs to be a narrative

Curriculum Development

Curriculum Development

Instruction/Professional
Development

Assessment --
Milestones/Performance
Indicators

Instruction/Professional
Development

Assessment --
Milestones/Performance
Indicators

Responses to ESEA Program Attachment technical issues identified by MSDE program review staff:

Title I, Part A

- *SMCPS must submit a revised final copy of their Parent Involvement Policy included as attachment 7* The Parent Involvement Policy that is currently in place in SMCPS was included in the original *Master Plan* submission. As per Goal 1, Objective 24, Strategy 1, a task force will be convened to align the SMCPS Parent Involvement Policy with the new MSDE document: *Maryland's Plan for Family, School and Community Involvement*. The target completion date for revision is February, 2004.
- *Table 7-9, page 47 carry-over balance exceeds 15% of the Title I allocation.* Title I carry-over is based upon the previous year's (2002-2003) Title I allocation which was \$2,280,190. $15\% \text{ of } \$2,280,190 = \$342,029.70$ Table 7-9. Page 47 identifies a carry-over amount of \$342,000.

Table 7-8, page 46 amount is inconsistent with the Budget Narrative administrative costs. The total administrative reservations are the same for Table 7-8, page 46 and the Title I Budget Narrative. The discrepancy between the two pages resulted due to "Non-public" costs being identified separately on the Title I Narrative Budget (and included in "Administration" on Table 7-8). Also, indirect fees were listed under "Administration" on the Title I –Narrative (and listed under "Other" on Table 7-8). The Title I-Narrative Budget page was revised to align with Table 7-8 on page 46.

**Title I – Narrative Budget Reservations
2003-2004**

| | | |
|--|-----------|------------------|
| 1. Administration | | |
| Supervisor (.8) | 70,366 | |
| Facilitator (.5) | 39,339 | |
| Secretarial (1.0) | 38,628 | |
| Total | (148,333) | |
| Non-public | 31,000 | |
| Fixed Charges | 459,979 | |
| Total | | 639,312 |
| 2. Professional Development | | 107,000 |
| Consultants | 30,000 | |
| Stipends for Teachers | 30,000 | |
| Stipends for Paraeducators | 10,000 | |
| Food/Supplies | 12,000 | |
| Materials | 25,000 | |
| 3. Parent Involvement | | 160,545 |
| 4. Support to Low-performing Title I Schools | | 210,000 |
| 5. Extended Services/11 Month School | | 196,072 |
| 6. Transportation – Choice Option | | 50,000 |
| 7. Other – Indirect Costs | | 50,994 |
| Total | | 1,413,923 |

Revised 10/24/03

**ST. MARY'S COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTION
Loveville, Maryland 20656**

**Title 1
Parent Involvement Policies**

Policy #1 - Annual Title 1 Meeting

Title 1 schools and the Department of Compensatory and Funded Programs will convene an annual meeting to inform parents of their school's participation in Title 1 and to explain Title 1 requirements, and their right to be involved. In preparation of this meeting, efforts should be made to determine the most convenient time for parents of participating children to attend and to determine the most reliable method for ensuring that parents receive notice. In targeted assistance schools, parents will be notified of specific services their children receive in reading and/or mathematics.

Policy #2 - Organize Parent Group (School Site)

Each Title 1 school, both schoolwide and targeted assisted, must have established an organized parent group, i.e., the School Improvement Team. One focus of the group is to ensure that parents of participating Title 1 students are provided with opportunities to meet regularly, receive timely information, formulate suggestions, share experiences with other parents, and participate as is relevant to the education of the children. The percentage of participation of Title 1 parents on the School Improvement Team should be in line with the percentage of Title 1 students that make up the school population. The group is encouraged to meet monthly, but may choose to hold a minimum of four meetings per school year.

Policy #3 - Parent Involvement Program Requirements

Parent involvement programs in Title 1 schools must support a partnership among the school, parents, and the community in order to improve student achievement and allow parents to become full partners in the education of their children.

Parent Involvement Program Procedures and Requirements:

- develop or revise of the School/Parent Compact and the School Parent Involvement Policy (Our county policy is currently in the revision process.)
- appoint a designee from the county who will implement the Title 1 parent involvement program
- maintain required documentation

- involve parents in the joint development of the school improvement plan and the review process
- involve parents in the annual evaluation of the content and effectiveness of the parent involvement policy
- implement documentation for parent volunteers (adhere to the county policy on parent volunteers)
- provide activities which respond to specific needs of the economically disadvantaged, disabled, limited literal and English proficient population; and to racial and ethnic minorities
- disseminate information to parents about school programs and performance, individual student assessment, and curriculum description and explanation
- provide opportunities for parents to support their children's learning
- provide appropriate parent training
- provide support of school cluster parent involvement activities (including nonpublic schools)
- support and encourage use of school parent resource centers
- provide appropriate staff development for staff in effective parent involvement strategies
- encourage and support collaboration by each Title 1 school with Early Childhood Programs and other special program staff for an integration of parent involvement activities, to the extent feasible and appropriate
- designate funds for parent involvement.

Policy #4 - School Parent Policy/Parent Compact, School Level Parent Involvement Policy, and School-Parent Compact

Each Title 1 school will jointly develop with parents the school-parent policy and compact. The agreed upon policy and compact will outline how parents, the entire school staff, students, and community members will share the responsibility for improved student achievement, and the means by which these stakeholders will build and develop a partnership to assist students in meeting the state's high standards. The policy and compact will be distributed to parents in a timely manner.

Policy #5 - Assessment and Evaluation of Program

Parents will be involved in the annual evaluation of the content and effectiveness of the school's parent involvement policy, compact, and funded activities. The evaluation will determine if the policies and funded activities are increasing the participation of parents, and identify barriers to greater participation.

Additionally, parents must be afforded the opportunity to be included in the design and evaluation of the school's program through effective representation on the school improvement team. Evaluations are to be used in designing strategies for school improvement.

Policy #6 - Supervisor's Title 1 Advisory Group

A representative group consisting of parents, administrators, school staff, and community members will serve on the Title 1 Parent Committee to assist the Department of Instruction with program development and evaluation.

The Department of Compensatory and Funded Programs will involve parents in the evaluation of the Title 1 program and Parent Involvement Policy and development of revisions as necessary.

Policy #7 - Title 1 Parent Resource Center and Parent/Family Support Resource Center

The Department of Compensatory and Funded Programs will support and encourage programs and services for parents of Title 1 students in collaboration with established community centers - Head Start, Family Support Center, Operation Link (Family Resource Center, etc.).

Policy #8 - Nonpublic Schools

Nonpublic schools will adhere to the Title 1 Parent Policy as it relates to their specific programs.

Policy #9 - Public Complaints

The following policy establishes a procedure for addressing concerns registered by parents and/or guardians of participating Title 1 eligible students according to St. Mary's County policy and regulations (Policy: Public Complaints/Code: KL).

Attachment 8
Title II, Part A Preparing Training,
and Recruiting High Quality Teachers

**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 2004

Title II-A Coordinator: Linda Dudderar, Director of Elementary Curriculum and Instruction

Telephone: 301-475-5511, extension 5 E-mail: ldudderar@mail.smcps.k12.md.us

CROSS-PROGRAM THEMES IN *BRIDGE TO EXCELLENCE MASTER PLAN* -- STRATEGIES AND ACTIVITIES TO ENSURE THAT "ALL TEACHERS MEET THE DEFINITION OF HIGHLY QUALIFIED BY THE END OF THE 2005-2006 SCHOOL YEAR." Provide a description of the school system's *strategies to improve teacher capacity and quality* organized around the following components:

1. Assessment of current status of teacher capacity and quality for the school system and for each elementary, middle, and high school based on --
 - a) The hiring, recruiting, and retaining of highly qualified teachers,
 - b) The hiring, recruiting, and retaining of highly qualified principals, and
 - c) The major professional development and training needs;
2. Annual measurable objectives for the school system and for each elementary, middle, and high school that, at a minimum, include an annual increase in the percentage of highly qualified teachers at each school; and
3. Annual increase in the percentage of teachers who will receive high-quality professional development.

If these strategies are addressed elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

******LOCATED IN GOAL 3 NEEDS ASSESSMENT SECTION******

PERFORMANCE GOALS, INDICATORS, AND TARGETS. Using the format in Table 8-1 below, provide an analysis of current status on how the local school system is meeting each of the performance indicators for ESEA Performance Goal 3. School systems should use this analysis along with an annual needs assessment to determine the range of programs and activities for Title II-A funding.

| Table 8-1 | | IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS | |
|--|--|---|--|
| Performance Goal | Performance Indicators | Performance Targets | |
| Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers. | 3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA. | (MSDE will establish performance targets in August 2003. For the first year's submission of the master plan that is due to MSDE by October 1, 2003, local school systems must provide an analysis of current status using existing student performance, demographic, and other data.) | |
| | 3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34). | | |
| | 3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d). | | |

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: SMCPs

Fiscal Year 2004

ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, and (c) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.* **NOTE:** If the *allowable activities, services, and timelines* are described elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

| (1) Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals | | | |
|--|--|----------------------------|------------------------|
| Allowable Activities | Brief Description of Specific Services and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> 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 31, 2003 to all hired by September 1, 2003 and within two months of any additional appropriate hires throughout the school year | \$40,000 | |
| <input type="checkbox"/> 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 sizes. Eight schools will receive .5 to 1.0 to help with class size reduction. (9 FTEs) | 447,403.70 | |

**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 2004

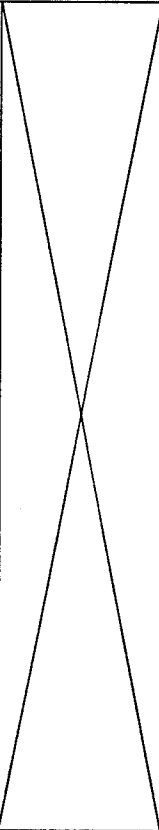
C. ALLOWABLE ACTIVITIES [Section 2123], Continued.

| (2) Strategies and Activities to Improve the Quality of the Teaching Force | | | |
|---|---|--|-----------------------------|
| Allowable Activities | Brief Description of Specific Services and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
| <input type="checkbox"/> Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: (a) Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach; (b) Classroom practices. 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)]. | Professional development focused on literacy and mathematics at elementary level. Priority staff development for middle school will be math and literacy. Some content areas professional development will be done at middle school. At high school, resources will be devoted to all core content areas. Focus will be both (a) and (b). Additionally, some of these funds will be used to provide professional development to our lead teachers who are coaching classroom teachers. | Elementary =50,000 Middle= 25,000 High=25,000 Lead Teachers= 11,000 Total= 111,000 | 25,420 |
| <input type="checkbox"/> Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – 1.1 Involve collaborative groups of teachers and administrators; 1.2 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 with limited English proficiency; 1.3 Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; 1.4 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 1.5 Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. | Summative and formative collaborative groups will continue at all schools sites Eliminating the achievement gap activities will continue to be a professional development priority | Collaborative groups= 32,000 Eliminating the achievement gap= 8,500 Total= 40,500 | 7,040 1,870 |

**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 2004

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 and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
| <input type="checkbox"/> 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)]. | Offer Leadership Development Program Leadership Seminars and other activities intended to support principal development | 17,400 | 3,828 |
| (3) Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals | | | |
| <input type="checkbox"/> 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)]. | Principal mentoring and New Teacher activities/mentoring | 29,789 |  |
| <input type="checkbox"/> 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)]. | Payments of test fees to teachers who take and pass the appropriate content area tests required to become highly qualified Offer MSDE-approved course work in reading (and other areas) that promotes completion of certification and highly qualified requirements | Praxis – 15,000 MSDE courses – 30,000 Total= 45,000 | |
| <input type="checkbox"/> 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)]. | | | |
| TOTAL TITLE II-A FUNDING AMOUNTS | | 749,080 | 38,158 |
| [Indirect costs | | 17,987.30 | |

**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: 2004

**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. *See attached***
- 2. Describe the school system's process for providing equitable participation to students in private schools: *Refer to information in attachment 7.***
 - 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.)**

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 through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.**

Title II, Part A Budget Narrative

The St. Mary's County Public Schools' Title II, Part A "Improving Teacher Quality" grant includes nine programs, each intended to support the overall goal of increasing student achievement through improving teacher and administrator quality, reducing class size and attracting and retaining high quality teachers and administrators. The grant includes:

- The results of our needs assessment
- A description of each program that addresses how activities will align with challenging state content and achievement standards as well as a description of how each initiative is expected to impact overall student achievement. Further, each program description provides information about how we are targeting programs to schools with the lowest proportion of highly qualified teachers and/or to reduce class size.
- A summary description of the communications with the nonpublic schools undertaken as a part of the proposal writing process.

We have aligned our programs (9) with the federal priorities outlined in the RFP. Our nine programs and their funding allocation include:

Alignment of SMCPS Program Initiatives and Funding Allocations With Federal Priorities

| SMCPS Program | Funding Allocated | Federal Priority Addressed |
|-----------------------------|--------------------------|-----------------------------------|
| Class Size Reduction | \$447,403.70 | 7 |
| Enhancing Content Knowledge | \$100,000 | 3 |
| Collaborative Planning | \$32,000 | 3,5 |
| Administrative Development | \$17,400 | 3,4,6 |
| Closing the Achievement Gap | \$8500 | 3,5 |
| Certification | \$45,000 | 3,4,5 |
| Lead Teacher Development | \$11,000 | 3,5,8,9 |
| Support for New Teachers | \$29,789 | 3,4,5 |
| Recruitment Initiative | \$40,000 | 1,2 |

The grant further defines how we are coordinating and integrating the staff development funds from Title II, Part A and D and Title I, Part A. This grant and its nine component programs, have helped us to begin to meet the requirements of the *No Child Left Behind Act of 2001* and will provide multiple entry points for teachers and administrators to use in their professional growth.

| Enroll. | Nonpublic School | Amount of Funds | How they will benefit from this program. | Prof. Staff |
|----------------|----------------------------------|------------------------|---|--------------------|
| 268 | Father Andrew White, SJ. School | \$2,870.28 | The school will benefit from professional development aimed at improving teacher and principal quality. | 21 |
| 108 | Holy Angels Sacred Heart School | | The school will benefit from professional development aimed at improving teacher and principal quality. | 12 |
| 310 | Little Flower School | \$3,320.10 | The school will benefit from professional development aimed at improving teacher and principal quality. | 20 |
| 176 | Mother Catherine Spalding School | \$1,884.96 | The school will benefit from professional development aimed at improving teacher and principal quality. | 16 |
| 220 | St. John's School | \$2,356.20 | The school will benefit from professional development aimed at improving teacher and principal quality. | 24 |
| 158 | St. Michael's School | \$1,692.18 | The school will benefit from professional development aimed at improving teacher and principal quality. | 12 |
| 90 | Starmaker | \$963.90 | The school will benefit from professional development aimed at improving teacher and principal quality. | 4 |
| 269 | King's Christian Academy | \$2,880.99 | The school will benefit from professional development aimed at improving teacher and principal quality. | 20 |
| 586 | St. Mary's Ryken High School | \$6,276.06 | The school will benefit from professional development aimed at improving teacher and principal quality. | 51 |
| | TOTAL | \$22,244.67 | Not to exceed Line 5 | |

The above mentioned schools have requested participation to date.

LD/dsa/07/03/1

**CURRICULAR PROGRAMS
PROPOSED BUDGET
Instruction
STATE/FEDERAL**

| | |
|-----------------------|----------------------|
| Recipient Agency Name | St. Mary's County PS |
| Revenue Source Name | Title II Part A |

| | |
|------------------|-----------------|
| Grant Period | 7/01/03-6/30/05 |
| Fund Source Code | 6794 |

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 |
| | TOTAL |

| Category/Program/Activity | Object | | | | | | Budget by Category |
|-------------------------------------|--------------------|-----------------------|------------------------|-----------------|-------------|--------------|--------------------|
| | 1-Salaries & Wages | 2-Contracted Services | 3-Supplies & Materials | 4-Other Charges | 5-Equipment | 8-Transfers* | |
| 201 Administration | | | | | | | |
| Program 21 General Support | | | | | | | |
| Program 22 Business Support | | | | | | 17,987.00 | 17,987.00 |
| Program 23 Centralized Support | | | | | | | |
| 202 Mid-level Administration | | | | | | | |
| Program 15 Office of the Principal | | 12,000.00 | 5,400.00 | | | | 17,400.00 |
| Prog 16 Inst. Admin. & Superv. | | | | | | | |
| 203-205 Instructional categories | | | | | | | |
| Program 01 Regular Programs | 345,012.00 | | | 29,789.00 | | | 374,801.00 |
| Program 02 Special Programs | 37,157.00 | | | | | | 37,157.00 |
| Program 03 Career & Tech Prog. | | | | | | | |
| Program 08 School Library Prog. | | | | | | | |
| Program 09 Instructional Staff Dev. | | | | | | | |
| Program 10 Guidance Services | | | | | | | |
| Program 11 Psychological Serv. | | | | | | | |
| Program 12 Adult Education | | | | | | | |
| 206 Special Education | | | | | | | |
| Program 04 Public Sch Inst. Prog | | | | | | | |
| Program 09 Instructional Staff Dev. | 51,500.00 | 50,000.00 | 50,000.00 | 45,000.00 | | | 196,500.00 |
| 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 | | | | 105,235.00 | | | 105,235.00 |
| 214 Community Services | | | | | | | |
| 215 Capital Outlay | | | | | | | |
| Program 34 Land & Improvements | | | | | | | |
| Program 35 Buildings & Additions | | | | | | | |
| Program 36 Remodeling | | | | | | | |
| TOTAL EXPENDITURES BY OBJECT | 433,669.00 | 62,000.00 | 55,400.00 | 180,024.00 | 0.00 | 17,987.00 | 749,080.00 |

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

| | | | | | | |
|---------------------|--------------------------|--------------|----------------------------|------|---------------|------|
| Budget Approved By: | <i>Robert A. Spriggs</i> | 400681 | | | | |
| | LSS Finance Officer | Grant Number | Grant Name (MSDE USE ONLY) | | | |
| Budget Approved By: | <i>Frank M. Kuhard</i> | | | | | |
| | LSS Official | Phone # | Fax # | Date | MSDE Official | Date |

Class Size Reduction
Title II, Part A
2003-2004

| Teacher | Location | FTE | Cost |
|-------------------------|-----------------------------|-----|-------------|
| Adrienne Smith | Leonardtown Middle School | 0.5 | \$26,892.48 |
| Michelle Hiles | Ridge Elementary | 2.0 | \$60,939.72 |
| Dawn Eagan | White Marsh Elem | 1.0 | \$45,321.51 |
| Jamison Combs | Carver Elementary | 1.0 | \$44,867.55 |
| Megan Richardson | Greenview Knolls Elementary | 1.0 | \$44,867.55 |
| Elizabeth Dunivan | Lexington Park Elementary | 1.0 | \$50,359.14 |
| Catherine Maschauer | Ridge | 0.5 | \$28,664.27 |
| Linda Paolillo | Green Holly | 1.0 | \$52,200.42 |
| Rachel Csanadi-Schwartz | Park Hall El. | 0.5 | \$25,109.24 |
| Shari Min | Park Hall Elem. | 0.5 | \$24,366.11 |
| Whitney Abell | Carver Elementary | 1.0 | \$43,815.72 |

Total for Class Size Reduction: \$447,403.70 9 FTE

Schools in first or second year of improvement

Lexington Park Elementary year 1
Greenview Knolls Elementary year 2

Schools in Local Watch Status

Carver Elementary

Other Title I Schools

Green Holly Elementary

Schools in first year out of improvement

Park Hall Elementary

Schools in first year out of Title I status

Ridge Elementary

Schools with large class size

White Marsh Elementary
Leonardtown Middle School

St. Mary's County Public Schools
Title II Staffing Costs
Improving Teacher Quality - Title II Part A (new title)
Projected for FY 2004 - Proj. 119

| Teacher | Account No | Location | FTE | Salary | Health Insurance | Life Insurance | .0765% FICA | 9.35% Retirement | Total Fringes | Individual Total |
|--------------------------|-------------------------|------------------------|-----|-------------------|--|----------------|-------------|------------------|---------------|------------------|
| Federal - Portion | | | | | | | | | | |
| Smith, Adrienne | 11-03-095-7113-0305-119 | Leonardtown Middle | 0.5 | 19,288.00 | 4,298.16 | 27.36 | 1,475.53 | 1,803.43 | 7,604.48 | 26,892.48 |
| Hiles, Michelle | 11-03-150-7113-0104-119 | Ridge Elem. | 1.0 | 44,684.00 | 8,596.32 | 63.12 | 3,418.33 | 4,177.95 | 16,255.72 | 60,939.72 |
| Eagan, Dawn | 11-03-150-7113-0503-119 | White Marsh | 1.0 | 35,867.00 | 3,306.48 | 50.64 | 2,743.83 | 3,353.56 | 9,454.51 | 45,321.51 |
| Combs, Jamison | 11-03-150-7113-0805-119 | G.W. Carver | 1.0 | 35,479.00 | 3,306.48 | 50.64 | 2,714.14 | 3,317.29 | 9,388.55 | 44,867.55 |
| Richardson, Megan | 11-03-150-7113-0810-119 | Greenview Knolls | 1.0 | 35,479.00 | 3,306.48 | 50.64 | 2,714.14 | 3,317.29 | 9,388.55 | 44,867.55 |
| Dunivan, Elizabeth | 11-03-150-7113-0804-119 | Lexington Park Elem. | 1.0 | 43,042.00 | 0.00 | 0.00 | 3,292.71 | 4,024.43 | 7,317.14 | 50,359.14 |
| Maschauer, Catherine | 11-03-160-7113-0104-119 | Ridge | 0.5 | 20,800.50 | 4,298.16 | 29.52 | 1,591.24 | 1,944.85 | 7,863.77 | 28,664.27 |
| Paolillo, Linda | 11-03-160-7113-0803-119 | Green Holly | 1.0 | 37,058.00 | 8,789.28 | 53.28 | 2,834.94 | 3,464.92 | 15,142.42 | 52,200.42 |
| Csanadi-Schwartz, Rac | 11-03-160-7113-0808-119 | Park Hall | 0.5 | 17,933.50 | 4,101.72 | 25.32 | 1,371.91 | 1,676.78 | 7,175.74 | 25,109.24 |
| Min, Shari | 11-03-160-7113-0808-119 | Park Hall | 0.5 | 20,800.50 | 0.00 | 29.52 | 1,591.24 | 1,944.85 | 3,565.61 | 24,366.11 |
| Abell, Whitney | 11-03-160-7113-0805-119 | Carver Elem. | 1.0 | 34,580.00 | 3,306.48 | 50.64 | 2,645.37 | 3,233.23 | 9,235.72 | 43,815.72 |
| | | Total Salaries | 9.0 | 345,011.50 | 43,309.56 | 430.68 | 26,393.38 | 32,258.58 | 102,392.20 | 447,403.70 |
| | | Total Fringe Benefits | | 102,392.20 | | | | | | |
| | | Total Salaries/Fringes | | 447,403.70 | | | | | | |
| | | Grant Total | | 624,809.00 | | | | | | |
| | | Excess | | 177,405.31 | | | | | | |
| PVR 10/16/03 | | | | 117,145.00 | (error from MSDE for '03 - will we utilize any as carryover for FY '04 per Paula's memo? | | | | | |

4,788.79 excess to use above
2004 salary budgeted at \$452,192.49

Attachment 9
Title II, Part D Educational Technology
State Grants Program
(Formula)

**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 2004

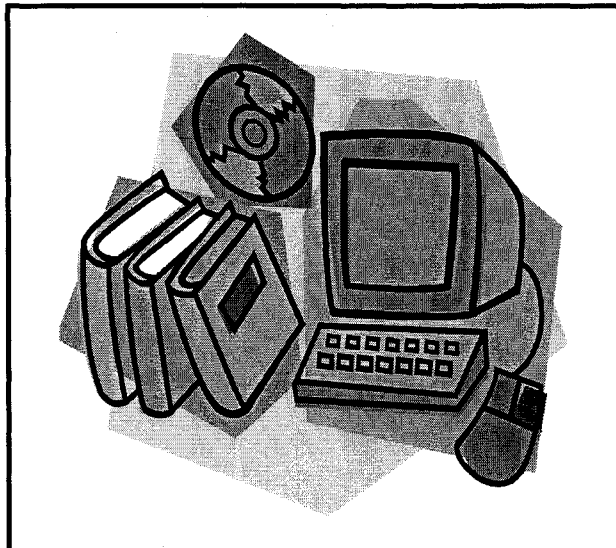
Title II-D Technology Coordinator: Paula Juhl

Telephone: 301-475-5511, extension 117 E-mail: pjuhl@mail.scmps.k12.md.us

A. CROSS-PROGRAM THEMES IN *FIVE-YEAR COMPREHENSIVE BRIDGE TO EXCELLENCE MASTER PLAN* -- Strategies and Activities to Integrate Technology Into Curriculum, Instruction, and High Quality Professional Development. Provide a description of the school system's *long-range educational technology strategies* that are aligned with the objectives of the Maryland Plan for Technology in Education 2002-2005 as follows:

- Objective 1: Access to high performance technology will be 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 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, assessment, and evaluation will result in accountability and continuous improvement in the implementation and use of technology.

If these strategies are addressed elsewhere in the school system's five-year *Comprehensive Bridge to Excellence Master Plan*, please indicate the section and page number(s).



**ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

Local School System: St. Mary's County Public School Fiscal Year 2004

ALLOWABLE ACTIVITIES [Section 2416]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) evidence of successful completion, (c) timelines or target dates, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.* NOTE: If the allowable activities, services, and timelines are described elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

(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, Evidence of Successful Completion, and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
|---|---|---------------------|-----------------|
| <input checked="" type="checkbox"/> 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)]. | Professional development will consist of activities intended to build knowledge of and skill at addressing the MTTs. In particular, we will continue to focus on building competence with the skills embodied in standards 1-3. Additionally, we will continue the process of building integrated curriculum and technology units and providing professional development to teachers on how to effectively implement the units in their classrooms. Finally, we will continue to offer a menu of credit-bearing coursework, including coursework for Assistive and Adaptive Technology. | \$36,418.92 | \$4822.08 |

(2) Strategies and Activities to Integrate Technology into the Educational Process

| | | | |
|--|--|--|--|
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> 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: St. Mary's County Public Schools Fiscal Year 2004

B. ALLOWABLE ACTIVITIES [Section 2416], Continued:

| Allowable Activities | Brief Description of Specific Services, Evidence of Successful Completion, and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
|---|--|---------------------|-----------------|
| (2) Strategies and Activities to Integrate Technology into the Educational Process | | | |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> 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 | | | |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> 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: St. Mary's County Public Schools Fiscal Year 2004

B. ALLOWABLE ACTIVITIES [Section 2416], Continued.

| Allowable Activities | Brief Description of Specific Services, Evidence of Successful Completion, and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
|--|---|---------------------|------------------|
| (3) Strategies and Activities to Improve Access to Technology | | | |
| <input checked="" type="checkbox"/> 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 linked to the integrated units produced and aimed at improving student achievement in mathematics, social studies, and reading/language arts. | \$8,800.00 | \$1200.00 |
| <input type="checkbox"/> 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) | | | |
| <input type="checkbox"/> Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)]. | | | |
| <input type="checkbox"/> 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 (most likely in conjunction with St. Mary's College of Maryland and our PT3 grant) 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. | \$1760.00 | \$240.00 |
| TOTAL TITLE II-D ED TECH FUNDING AMOUNTS | | \$48,288.92 | \$6262.08 |
| (indirect costs) | | \$1,310.00 | |

**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>2004</u> |
|--|

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-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.)**

D. 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 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. The accompanying budget narrative should (a) detail how the school system will use Title II-D Ed Tech funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-D Ed Tech program; (b) detail how the school system will use at least 25% of funds for professional development and at least 3% of funds for program evaluation; (c) demonstrate the extent to which the budget is both reasonable and cost-effective; and (d) identify other sources of funding to support the programs and activities funded under Title II-D.**
2. **Provide a detailed Budget Narrative. The accompanying budget narrative should (a) detail how the school system will use Title II-D Ed Tech funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-D Ed Tech program; (b) detail how the school system will use at least 25% of funds for professional development and at least 3% of funds for program evaluation; (c) demonstrate the extent to which the budget is both reasonable and cost effective; and (d) identify other sources of funding to support the programs and activities funded under TitleII-D.**

Budget Narrative for Title II, Part D

Most of the costs will be in the Instructional Staff Development line of the attached budget. Within that line, \$38,310.00 will be spent on salaries for professional development to develop curriculum units and mapping in social studies, mathematics, and reading/language arts. We will continue the process of building integrated curriculum and technology units and providing professional development to teachers on how to effectively implement the units in their classrooms. Also, professional development will consist of activities intended to build knowledge of and skill at addressing the MTTS. We will focus on building competence with the skills embodied in standards 1-3. We will offer a menu of credit-bearing coursework, including coursework for Assistive and Adaptive Technology. In the contracted services column, the \$2,000.00 will be used to contract with an external evaluator to evaluate the effectiveness of our activities, such as how well we are helping teachers acquire proficiency with technology.

An additional \$10,000.00 will be for purchasing software and hardware linked to the integrated units that will be developed aimed at improving student achievement in mathematics, social studies, and reading/language arts.

Title II, Part D
Educational Technology
Proposed Budget Summary Form

| Category (Itemize as Necessary) | Cost | In-Kind |
|--|--------------------|---------|
| (If additional space is needed under any category, attach a sheet detailing the breakdown and record the total for the category on the subtotal line.) | | |
| Salaries, Wages, and Benefits (e.g. Participant Stipends and Substitutes) | \$38,310.00 | |
| Subtotal | \$38,310.00 | |
| Technical and Special Fees (e.g. Consultants) | \$2,000.00 | |
| Subtotal | \$2,000.00 | |
| Equipment (Supplies and Equipment) Software and hardware | \$10,000.00 | |
| Subtotal | \$10,000.00 | |
| Other Charges/Auxiliary Costs (e.g. Food, Facility Use, Internet Fees) | | |
| Subtotal | | |
| Fixed Charges | \$2,931.00 | |
| Indirect Cost Recovery | \$1,310.00 | |
| GRAND TOTAL | \$54,551.00 | |

**CURRICULAR PROGRAMS
PROPOSED BUDGET
Instruction
STATE/FEDERAL**

| | |
|-----------------------|----------------------|
| Recipient Agency Name | St. Mary's County PS |
| Revenue Source Name | Title II Part D |

| | |
|------------------|-----------------|
| Grant Period | 7/01/03-6/30/04 |
| Fund Source Code | |

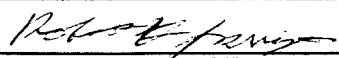
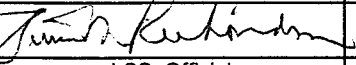
See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

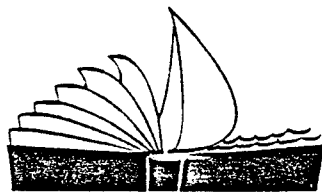
Check and complete a page for each funding source & TOTAL

| | |
|---|---------------|
| X | STATE/FEDERAL |
| | LOCAL/MATCH |
| | TOTAL |

| Category/Program/Activity | Object | | | | | | Budget by Category |
|-------------------------------------|--------------------|-----------------------|------------------------|-----------------|-------------|--------------|--------------------|
| | 1-Salaries & Wages | 2-Contracted Services | 3-Supplies & Materials | 4-Other Charges | 5-Equipment | 8-Transfers* | |
| 201 Administration | | | | | | | |
| Program 21 General Support | | | | | | | |
| Program 22 Business Support | | | | | | 1,310.00 | 1,310.00 |
| 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 | | | | | | | 0.00 |
| Program 02 Special Programs | | | | | | | 0.00 |
| Program 03 Career & Tech Prog. | | | | | | | 0.00 |
| Program 08 School Library Prog. | | | 10,000.00 | | | | 10,000.00 |
| Program 09 Instructional Staff Dev. | 38,310.00 | 2,000.00 | | | | | 40,310.00 |
| Program 10 Guidance Services | | | | | | | 0.00 |
| Program 11 Psychological Serv. | | | | | | | |
| Program 12 Adult Education | | | | | | | |
| 206 Special Education | | | | | | | |
| Program 04 Public Sch Inst. Prog | | | | | | | |
| Program 09 Instructional Staff Dev. | | | | | | | 0.00 |
| 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 | | | | 2,931.00 | | | 2,931.00 |
| 214 Community Services | | | | | | | 0.00 |
| 215 Capital Outlay | | | | | | | |
| Program 34 Land & Improvements | | | | | | | |
| Program 35 Buildings & Additions | | | | | | | |
| Program 36 Remodeling | | | | | | | |
| TOTAL EXPENDITURES BY OBJECT | 38,310.00 | 2,000.00 | 10,000.00 | 2,931.00 | 0.00 | 1,310.00 | 54,551.00 |

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

| | | | | | | |
|---------------------|---|--------------|----------------------------|------|---------------|------|
| Budget Approved By: |  | | | | | |
| | LSS Finance Officer | Grant Number | Grant Name (MSDE USE ONLY) | | | |
| Budget Approved By: |  | | | | | |
| | LSS Official | Phone # | Fax # | Date | MSDE Official | Date |



Fulfilling the Promise in Every Child

DR. PATRICIA M. RICHARDSON
Superintendent of Schools

St. Mary's County Public Schools

DEPARTMENT OF CURRICULUM AND INSTRUCTION

23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
301-475-5511, ext. 5/301-475-4229-fax
Mrs. Linda J. Dudderar
Director of Elementary Curriculum and Instruction
Dr. Charles E. Ridgeil, III
Director of Secondary Curriculum and Instruction

To: Non-Public School Principals

From: Mary E. Blakely *MEB*
Director of Special Education

Date: April 22, 2003

Re: Annual Planning Meeting for Federally Funded Grants

The annual planning meeting for the *St. Mary's County Title I, Title II, Title VI, Safe and Drug Free Schools, and Special Education Programs* has been scheduled for:

Wednesday, May 7, 2003

9:00 a. m. – 10:30 a. m.

Department of Special Education Conference Room, 2nd Floor

St. Mary's County Public Schools

23160 Moakley Street

Leonardtown, Maryland 20650

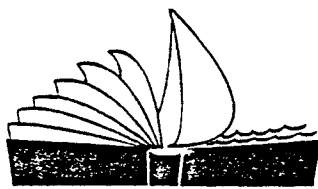
The purpose of this meeting is to obtain non-public school and community input into these programs. You are invited to attend this meeting in order to help plan for the 2003-2004 school year.

If you have any questions or if you are unable to attend but would like to submit input concerning the grants, please call Ms. Donna Muncey at 301-475-5511 ext. 141, or send your comments to her at the Department of Academic Support by May 9, 2003.

Thank you.

MEB:sca

cc: Dr. Fulton, DOI Directors, Ms. Muncey, Ms. Juhl, Ms. Beach, Ms. Martin



Fulfilling the Promise in Every Child
DR. PATRICIA M. RICHARDSON
Superintendent of Schools

St. Mary's County Public Schools

DEPARTMENT OF SPECIAL EDUCATION
23160 Moakley Street, P.O. Box 1410
Leonardtown, Maryland 20650

Phone:
301-475-5511, ext. 3
Fax:
301-475-2469

Mary E. Blakely, Director of Special Education

Annual Meeting for Federally Funded Programs May 6, 2003 Agenda

| | |
|----------------------------|--|
| Welcome and Introductions | Mary Blakely Director of Special Education |
| Master Plan | Mary Blakely Department of Special Education |
| Title I | Rosa Curry Supervisor of Instruction: Title I |
| Title II | Linda Dudderar Director of Curriculum and Instruction For Elementary Schools |
| | Donna Muncey Supervisor of Staff Development/SAFE |
| Title V, Title II Part D | Paula Juhl Supervisor of Instruction: Library/Media |
| Safe and Drug Free Schools | Charles Ridgell Director of Curriculum and Instruction For Secondary Schools |
| LEP/Title III | Charles Ridgell Director of Curriculum and Instruction For Secondary Schools |
| Special Education | Marilyn Beach Supervisor of Special Education |

Annual Meeting for Federally Funded
Programs Sign-In
May 6, 2005

Mary E. B. Saboly,
Theresa M. Beach
Paula E. Curry
Paula R. Gutz
Kathleen M. Lyon
Carol E. Ridge
Patricia J. Sait
Sandra Maloney
Marie J. Sullivan
Anna McHugh
Regina House

Director of Spec. Edu.
Supervisor of Spec. Educ.
Supervisor of Literacy
DCI - Supervisor - Title I, Part II
Director of Pupil Services
Supervisor of Study Development
EHEE

St. John's School
Father Andrew White School
St. Mary's High School
St. Ann's School
St. Michael's School

Timeline ... Completion
Title II, Part D

| Activities | Start Date | End Date | Person Responsible | Evidence of Successful Completion |
|---|------------|-----------|---|--|
| Build knowledge of and skill at addressing the MTTTS | 11/1/03 | 6/30/2005 | Regina Greely | Teachers and Administrators attend and use information |
| Develop integrated curriculum and technology units in the content areas | 10/1/2003 | 6/30/2005 | Paula Juhl Content Teachers IRT's | Units completed and shared with professional staff |
| Provide professional development to effectively implement the units in their classrooms | 11/1/03 | 6/30/2005 | Paula Juhl Regina Greely | Professional development provided |
| Offer coursework for Assistive and Adaptive Technology | 1/1/2004 | 6/30/2005 | Regina Greely Rob Gibbs | Course administered |
| Purchase software and hardware linked to the integrated units produced | 11/1/03 | 6/30/2005 | Paula Juhl Regina Greely | Equipment purchased and distributed |
| Contract with external evaluator to evaluate the effectiveness of our activities | 1/1/2004 | 6/30/2005 | Paula Juhl Regina Greely | Evaluator meets with a team of unit writers |

*Fulfilling the Promise in
Every Child*

A Framework for Technology

The St. Mary's County Public Schools' A Framework for Technology has been modeled after the Maryland Plan for Technology in Education. SMCPS incorporated the research rationale, cost analysis and teachers standards from the MSDE technology plan into our framework.

St. Mary's County Public Schools
Revised June 2002
Approved by MSDE July 2002

VISION

"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 2002-2006. This framework builds upon the planned and completed activities of 1995 to 2001. 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 state's 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 (Appendix L), 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, probeware, 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

- 3.8:1 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.*

- 87% of classrooms connected to the Internet
- 91% of Internet connections at medium-capacity (T-1, DSL) or higher.
- 88% of classrooms with at least one computer available for teacher use.
- Computers distributed throughout the school building:
 - 49% in classrooms
 - 34% in computer labs
 - 7% in offices
 - 10% in library media centers
- 1:375 average ratio of technical support persons to computer workstations.
- 3.29 average number of projection devices per school.
- 100% of St. Mary's County Public Schools report teachers for students with disabilities use assistive technology.

References in the Recommended Actions & Timeline:

(DAS)=Dept. of Academic Support
 (DCI)=Dept. of Curriculum and Instruction
 (ITS)=Bethune Technology Dept.
 (Tech)=Technology Team ^{w/}members from all depts.
 (DSE)=Dept. of Special Education
 (TEC)=Teacher Evaluation Committee
 (HR)=Human Resource
 (BOE)=Board of Education
 (DPS)=Dept. of Pupil Services
 (FIN)=Dept. of Budget and Finance
 (MSDE)= Maryland State Department of Education

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|--|--|---|
| <p>Equipment and Connections</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. Appendix B, E • 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 • Minimum targets for school technology configurations (Appendix A) | <p>Online Technology Inventory of each school (annually)</p> <p>Survey of Maryland Teachers (2002)</p> | <p>2002</p> <p>Develop plans to include strategies for procurement, maintenance and upgrade of equipment, networks and software, based on instructional and program needs. (ITS,FIN)</p> <p>Support request to Governor and State Legislature to continue categorical funding for technology to ensure that all schools meet State targets.(BOE)</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. (ITS,DCI)</p> <p>Continue to develop guidelines for installation of equipment and configuration of networks for maximum efficiency and effectiveness. (ITS)</p> <p>Assess long-term connectivity and bandwidth needs and develop strategies for meeting them. (ITS) Appendix O</p> <p>Maintain an Acceptable Use and Internet Safety policy that complies with federal requirements. (ITS) Appendix I,J,K</p> <p>2003</p> <p>Provide laptops to all school principals</p> <p>Connect all schools to Maryland State Education Network. (ITS)</p> |

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|---|--|--|
| <p align="center">ACCESSIBILITY</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>2002 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. (ITS) Appendix P</p> <p>2003 Review “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/DPS)</p> |
| <p align="center">AVAILABILITY</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 (2002)</p> | <p>2003 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. (ITS) 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. One such example is our partnership with the Department of Recreation & Parks. (DPS)</p> |
| <p align="center">SUPPORT</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. | <p>Online Technology Inventory of each school (annually)</p> <p>District Coordinator survey (annually)</p> | <p>2003 Review and update priority response tables each year. (ITS) Appendix C</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. (ITS)</p> <p>2004 Request additional support personnel through budget process. (ITS,FIN)</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; Rodriguez & 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).

The primary strategy we will use to achieve our goals is to infuse and embed the technology professional development into our existing professional development activities. Most of these activities are self-selected participation. Some are site-based. Generally, however, limited numbers of teachers can participate. For the majority of our proposed actions, then, it will be the individual teacher who decides to participate.

There are, however, two important exceptions within this objective. First, in the table that follows, actions that reference instructional resource teachers (IRTs) will be mandatory professional development activities for the “lead” teachers in our schools and for all of our inclusion facilitators. This set of mandatory professional growth sessions will help us disseminate our technology integration work to school sites relatively rapidly and effectively. Second, the module regarding MTTS #1-3 that we plan to develop, then coach and instruct media specialists to present to school-based staff members, will be used at all sites. All sites will also administer a follow-up assessment several months after teachers and administrators have worked through the module. We expect to have good data about countywide understanding of MTTS #1-3 by the end of 2002-2003. This will help us judge the effectiveness of such “global” efforts to infuse professional development about technology into our county schools. If we are successful with this module, we may examine other possible technology professional development that could be offered this way.

PROGRESS TO DATE

- % of teachers able to
 - Independently operate a computer and to perform basic computer functions: 94%
 - Browse the Web and to use email: 91%
 - Integrate technology applications into some classroom activities and to help students use technology: 79%
- % of schools that have school-based instructional support for technology (e.g., professional development and lesson planning) provided by:
 - Part-time Technology Coordinator: 8%
 - Library Media Specialist: 92%
- 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 for pre-service teacher education programs.

- Two years of professional development through the Maryland Technology Academy Satellite Program, St. Mary's County is building some site-based capacity. Thirty participants each year have learned about technology and developed curriculum that integrates technology.
- Inclusion facilitators have been providing professional development and technical assistance for the assistive and adaptive technology in use throughout the county. In addition, they have offered coursework with technology components and are developing a 2-credit MSDE course specifically devoted to assistive technology to be offered in 2002-2003.
- 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.
- No state or county technology standards exist for administrators.

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|------------------|---|--|
| | Review of informational materials, materials selected and action plans created | <p>Offer technology skill courses and inservices, e.g. Word, PowerPoint, Excel. (DCI/ITS)</p> <p>Incorporate relevant technology literature into the recommended list for existing study groups, K-8. Currently 19 of 20 elementary and middle schools have study groups and focus on one text per year. (DAS)</p> <p>Incorporate technology into the Action Research component of the study groups currently under development. (DAS)</p> <p>Ensure there is a technology module in MSDE courses (on performance tasks and action research) that are in development for use in 2002-2003. (DAS)</p> <p>Provide a technology component in a daylong curriculum development planned for instructional resource teachers in the 2002-2003 school year. (This is tentatively scheduled for February, March, April and May.) (DAS/DCI)</p> |
| | Course evaluations | Add a requirement that professional development in technology and teaching for student technology competence be incorporated into School Improvement Team (SIT) goals. This is our first step to address MTTS #4. (DAS) |
| | Evaluation forms | <p>2004</p> <p>Utilize the state-developed online tool to assess the knowledge and skills of instructional staff related to the Teacher Technology Standards and to assist schools and instructional staff in developing professional development plans for meeting the Standards by the Year 2005. (DAS)</p> |
| | Appearance of technology in all SIT plans, assessment of quality by technology specialist | Utilize the state-developed evaluation criteria and tools based on the Teacher Technology Standards to review how principals, supervisors, or other local school system personnel can evaluate an instructional staff member's competency related to the Standards. (DAS) |
| | Teacher Self Assessment (beginning 2004) | <p>Begin pilot implementation with instructional resource teachers and summer professional development with selected classroom teachers and make modifications as necessary to strengthen materials and instruction. (DCI)</p> <p>Develop curriculum and professional development experiences intended to incorporate the use of technology into the mathematics and science curriculum, grades K-12. Pilot implementation with the instructional resource teachers. (Continue building capacity for MTTS #5.) (DAS/DCI)</p> |
| | Teacher Evaluation Committee data collection | Modify SMCPS Teacher Performance Assessment System as necessary to reflect the technology standards. (TEC) |

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|---|---|--|
| | Evaluation forms | <p>Ensure that a technology component is included in all staff development offered by the county where appropriate. (This includes continuing all initiatives described for 2003 that were successful and reviewing and revising those that were not as productive as anticipated.) (DAS)</p> <p>Develop and offer a 3-credit MSDE course to build capacity for teachers to meet MTTS #4 at the classroom level. (DAS)</p> <p>Develop and pilot a module for use in merging MTTS #7 (professional growth) into the current professional development we provide to build knowledge of and comfort with our teacher evaluation system. There is a strong focus on personal and professional growth in SMCPS. (DAS/TEC)</p> <p>Develop collegial friends study group support materials to strengthen the integration of technology into the curriculum. This too will link the formative assessment component of our evaluation system to the MTTS #5 and # 7. (DAS/TEC)</p> <p>2005 Implement MSDE recommendations for demonstration of proficiency in MD Teacher Technology Standards as part of the certification and recertification process. Create a matrix that links our efforts in 2003 and 2004 to the recommendations. Seek technical assistance, as needed to strengthen less than fully successful efforts. (DAS/DCI)</p> <p>Develop curriculum and professional development experiences intended to incorporate the use of technology into the reading/language arts curriculum, grades K-12. Pilot implementation with the instructional resource teachers. (Continue building capacity for MTTS #5) (DAS/DCI)</p> <p>Continue to infuse technology, as appropriate, into all professional development. (DAS)</p> |
| <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>Enrollment and attendance at trainings</p> <p>Review of observations submitted</p> | <p>2002 Monthly training for all administrators on the use of Pathwise® software. (TEC) Piloting Pathwise® software for use in teacher evaluation process. (DAS/DCI/HR)</p> <p>2003 Research existing standards for administrators that identify required technology-related knowledge and skills based on the new standards from the Collaborative for Technology Standards for School Administrators, ISTE, and ISLAC. Incorporate technology-related professional development programs for administrators into leadership seminars and other professional development for using State-adopted administrator technology standards. (DAS/HR)</p> |

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|--|--|--|
| | Administrator Self Assessment (beginning 2004) | <p>Develop and pilot professional development focused on MTTS 4: <i>Using technology to analyze problems and develop data-driven solutions for instructional and school improvement</i>. This should focus on both school improvement and on supporting teachers to use technology to analyze instructional issues and “problem solve.” (DAS)</p> <p>2004</p> <p>Utilize MSDE-developed online tool to assess administrators’ current knowledge and skills related to the State administrator technology standards and to assist administrators in creating a professional development plan for meeting State administrator technology standards by the year 2005. (DAS)</p> <p>Utilize evaluation criteria developed by MSDE to help principals and other supervisors evaluate effective use of technology in schools. (DAS/DCI)</p> <p>Retrain principals on the SMCPS Teacher Performance Assessment System as modified by the new technology standards. (TEC/ITS)</p> <p>Require that SMCPS professional development initiatives at school sites and other school-based initiatives be aligned with the Maryland Teacher Technology Standards. (DAS)</p> <p>2005</p> <p>Adopt and implement recommendations for demonstration of proficiency in State administrator technology standards for administrative certification. (BOE/DAS)</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>Online Technology Inventory of each school (annually)</p> <p>District Coordinator survey (annually)</p> | <p>2002-ongoing</p> <p>Add support staff to local budget request to reach targets. (ITS)</p> <p>Request amount of at least 30% of equipment funds for staff development.</p> <p>Share models of effective implementation. (DCI)</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 2002?*, 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). Work on rubric development, *Understanding by Design*, and performance task creation at the county level is building awareness of, and some capacity to, address this final point.

The infusion strategy discussed in Objective 2 will also be the primary approach to technology professional development for Objective 3. Most of the professional development in the county is self-selected/enrolled.

Again, there are two exceptions to this general rule. First, activities undertaken with the media specialists and instructional resource teachers can be relatively rapidly disseminated to teachers at all school sites. Second, requirements that are added to the school improvement planning process move relatively quickly to all sites as well. However, in these cases the "agent" of change is usually the principal and/or assistant principal so professional development must occur at administrative and Supervisory meetings and lots of follow-up through the Department of Academic Support will be needed to strengthen and reinforce the message. (In general, our principals are less technology-savvy than our teacher leaders.)

PROGRESS TO DATE

- Percent of schools reporting use of technology regularly to:

| | Low Poverty | High Poverty |
|--|-------------|--------------|
| ○ Draft, revise, and publish writing: | 67% | 50% |
| ○ Gather information from the Internet: | 67% | 50% |
| ○ Communicate or report information: | 33% | 50% |
| ○ Premeditate for basic skills: | 33% | 100% |
| ○ Manipulate, analyze or interpret data: | 33% | 50% |

- State Content Standards include technology-related indicators for student learning (See Appendix L); however, these are not currently assessed in the State or local testing programs. We have begun sharing these technology-related indicators for student learning with administrators.
- Web-based Learning Project is underway to make online courses available to students and educators throughout Maryland (See www.mdk12online.org). We have been building our knowledge of this project.

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|--|--|--|
| <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. | <p>Online Technology Inventory (annually) Survey of Maryland Teachers (2002)</p> <p>Observational Teacher Self Assessment (beginning 2003)</p> <p>Administrator Self Assessment (beginning 2003)</p> <p>Student Survey (2004)</p> <p>Protocol (beginning 2002)</p> | <p>2002</p> <p>Provide library media specialists with focused professional development related to emerging curricular and instructional initiatives (e.g., MarcoPolo, <i>Understanding by Design</i>, <i>Using the Internet to Strengthen Curriculum and Instruction</i>, Larry Lewin). (DCI)</p> <p>2003</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. (DCI)</p> <p>Begin to integrate technology-related knowledge and skills into all grade levels and content areas in the SMCPS curriculum; work in 2003 will focus on social studies. (DCI)</p> <p>Require technology-related knowledge and skills for students to be included, as appropriate, in SMCPS professional development activities, especially in core content areas. (DAS/DCI)</p> <p>Provide online access to technology-infused lesson plans, classroom examples, and other digital resources aligned to State Content Standards through 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. (DCI/ITS))</p> <p>Incorporate assistance from State and local curriculum specialists in using technology to support student achievement. (DAS/DCI)</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. (DCI)</p> <p>Identify and promote instructional delivery models that take advantage of current and emerging technologies to support student learning, e.g. differentiation of instruction, primary talent development and <i>Understanding by Design</i>. (DAS/DCI)</p> |

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|---|----------------|---|
| | | <p>Utilize MSDE evaluation criteria and tools that will help principals and other supervisors evaluate effective use of technology in school programs. (DAS/DCI)</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. (Tech)</p> <p>Develop strategies for ensuring that all school improvement plans address the use of technology to support teaching, learning, instructional management, and administrative processes. (DAS)</p> <p>2004 Begin to integrate technology-related knowledge and skills into all grade levels and content areas in the SMCPS curriculum; work in 2004 will focus on mathematics and science. (DCI)</p> <p>Refine and extend the strategies used to ensure that all school improvement plans effectively address technology for instructional purposes and student knowledge of and skill at using technology. (DAS)</p> <p>Support the conversion of resources (e.g., text, data, video, audio, imagery) into electronic form. (DCI/Tech)</p> <p>2005 Begin to integrate technology-related knowledge and skills into all grade levels and content areas in the SMCPS curriculum; work in 2005 will focus on reading/language arts. (DCI)</p> <p>Review curriculum/technology integration and update as needed. Request technical assistance from MSDE as needed. (DAS/DCI)</p> |
| <ul style="list-style-type: none"> All students will demonstrate mastery technology-related knowledge and skills specified in State Content Standards. | | <p>2003 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. (DCI)</p> <p>Convene instructional resource teacher and assistant principal work groups to create a set of expanded opportunities for students to build their technology-related knowledge and skills. (DAS/DCI)</p> |

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|--|---|--|
| | Student Survey (2004) | <p>2004 Create exemplary assessment items and tasks that can be used to measure technology-related knowledge and skills specified in State Content Standards. Model these on State-developed items and tasks. (DCI)</p> <p>2005 Implement recommendations for and examples of items and tasks that may be incorporated in the end-of-course and other county-level assessments in order to measure technology-related knowledge and skills specified in the State Content Standards. (DCI)</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. | Number of Maryland students enrolled in online courses (beginning 2002) | <p>2004 Pilot online courses for students and educators. (DAS/DCI)</p> <p>2005 Provide cost-effective access to online courses for students and educators. (DAS/DCI)</p> |

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 reporting regular use of technology for:
 - Communicating with staff members and other colleagues: 75%
 - Communicating with parents or guardians of students: 50%
 - Posting, viewing or downloading school or district announcements or information: 54%
 - Participating in online discussion groups or collaborative projects: 12%
 - Diagnosing and placing students: 50%
 - Maintaining attendance and/or grades: 83%
 - Generating and administering tests: 62%
 - Calculating grades and generating progress reports: 54%
 - Maintaining data on students: 88%
 - Analyzing and/or reporting student or school improvement data: 54%
 - Creating instructional materials, visuals or presentations: 71%
 - Accessing curriculum or school improvement material from the Internet: 62%
 - Researching educational topics of interest: 75%
 - Handling inventory: 79%

- SMCPS web sites exist and are linked to the Maryland State Department of Education main web site (See www.msde.state.md.us).

- SMCPS has one central data warehouse so data only needs to enter one time. Data is extracted using electric tools and provided to all schools to meet their needs.

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|--|--|--|
| All educators will use electronic information and communication tools to improve management and operational efficiency. | Online Technology Inventory (annually) Number of volunteer hours | 2002 Establish partnerships with schools, communities, higher education, and businesses to enhance the effectiveness of technology-related initiatives and to identify effective practices. 2003 Include expectations for job-related technology knowledge and skills in the evaluation of all educational employees. Provide specific guidelines to assist in this evaluation. (HRS) |
| Integrated student information systems and instructional management systems are 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. | Online Technology Inventory (annually) Survey of Maryland Teachers (2002) Teacher Self Assessment (beginning 2003) Administrator Self Assessment (beginning 2003) | 2002 Use the intranet as a vehicle for providing forms and documentation to all schools and offices. Gather and share data on the various information systems and integration methods used by schools, including student, instructional, and administrative. Provide downloads of student information from central databases for electric exchange to other systems like: Automated Library System, Our Integrated Learning System. (ITS) 2003 Provide a computerized teacher evaluation system (Pathwise) for all staff. Integrate Subfinder with Payroll. Establish pilot projects to demonstrate the effective implementation of interoperable information systems. (ITS, HRS) Review 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. (ITS) 2004 Provide scanning of applications directly into our Human Resources System. (ITS, HRS) 2005 Archive all back personnel records utilizing state of the art technology. (ITS, HRS) |
| 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. | Promote usage of Portal (2004) | 2002 Monitor the State Steering Committee to guide the development of a State education portal that will link K- 12-related web sites and services. (ITS, DPS) 2004 Monitor effectiveness of Portal (ITS) |
| 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 | Online Technology Inventory (annually) | 2002 Develop online data collection and analysis tools related to how technology can improve student achievement, work efficiency, and communication. Enable educators and researchers to upload their findings and to research the findings of others. |

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|------------------|--|---|
| learning. | Teacher Self Assessment (Beginning 2003) Administrator Self Assessment (beginning 2003) Usage statistics on databases (beginning 2003) | Establish incentives, such as funding, for identifying effective practices and for publishing results, especially on the mdk12.org web site. (MSDE) 2003 Develop tools and systems that will allow local school systems to gain access to and analyze aggregated local school system data collected and maintained by the State. (MSDE, ITS) |

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.

To ensure that the work outlined for Objective 5 is accomplished, SMCPS will convene a “Tech Team” consisting of one or two representatives from each department –DAS, DCI, Department of Pupil Services, DSE and ITS. The committee will make certain that the appropriate teacher and/or administrators will be included in data collection. For example, all cooperating teachers for SMCPS must participate in the LoTi survey, but all cooperating teachers for any of our higher education programs should be encouraged to participate. The Tech Team will also help protect against precious evaluation/research resources being used on narrowly or inappropriately defined projects by allowing all relevant departments to have input into research design and execution.

When teachers and administrators are going to be involved in task or assessment development that will incorporate technology, every effort will be made to select/invite people who possess strong curriculum and assessment backgrounds and moderate to advanced technology experience.

PROGRESS TO DATE

- Progress toward targets in the State Technology Plan are currently tracked, analyzed, and documented in four ways:
 - We conduct an Annual Technology Inventory of every SMCPS, which assesses technology capacity and use. Digital Divide data charts are also available. (See <http://msde.aws.com>)
 - We administer pre/post teacher surveys in schools that receive State technology funding through the Technology in Maryland Schools program. Results are disseminated to us on CD by MSDE annually.
 - We participate in the statewide survey of District Technology Coordinators, which 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.
 - We have accessed the State database for collecting “effective practices” in technology use, all nominated by local school systems and schools at <http://www.mbrt.org/effprac-tech-faq.htm>
- During the 2001-2002 academic year, we have been piloting a new technology-driven student data assessment tool with two schools -- Greenview Knolls Elementary School and Park Hall Elementary School.

Both of these schools are Title I schools and are in “school improvement.” They have been working with this new system to both integrated data collection and analysis as well as to address specific school improvement issues.

- We have created (or are creating) technology-driven tracking and/or data collection for research, assessment, and evaluation purposes. The topics that we are exploring/experimenting with include:
 - 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 a data base for monitoring paraeducators’ professional development
 - Creation of a system to grant then monitor continuing education units (CEUs) for classified employees (as per our contract)
 - Administrative functions
 - Pathwise – a computer program to support our new Teacher Performance Assessment System (teacher evaluation program)
 - Added “variable tags” to enhance data analysis on CTBS, e.g., FARMs, double-disaggregating
 - Providing both additional data and support to administrators and teachers to interpret the data
 - Student engagement
 - Accelerated Reader and Accelerated Math
 - Scholastic Reading Inventory (SRI) – piloting at grade 7
 - SAT software
 - Realignment of ILS Math with functional math testing (in process)

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|---|---|--|
| Data related to all targets in SMCPS Framework for Technology (Objectives 1 through 4) will be tracked, analyzed and reported to the State. | Online Technology Inventory (annually) District Technology Coordinator Survey (annually) Survey of Maryland Teachers (2002) Teacher Education Program Approval Process (beginning 2002) LoTi surveying (through PT3 grant with St Mary’s College of Maryland) | 2003 Review annual online Technology Inventory report and use to make modifications to the actions for each objective in our plan. (Tech) Utilize MSDE online collection and reporting system. (DCI/ITS) Use Survey of Maryland Teachers to collect data on teachers’ access, knowledge and skills, classroom and administrative uses of technology and participation in research activities. Continue staff development needs assessment/identification of growth opportunities with these data. (DAS/Tech) Appendix F Encourage teachers to participate in PT3-related research, including LoTi data collection. (DAS) Develop at least one targeted research study to gather data about technology use patterns/student |

| Targets for 2005 | As Measured By | Recommended Action, Timeline & Responsible Office |
|--|---|---|
| | | 2004-ongoing Disseminate results of research through administrative and professional development channels. (DAS) |
| <ul style="list-style-type: none"> SMCPS will share their own evaluation results with the State and will encourage sharing of research/evaluation designs, data collection processes, and findings through electronic and other technological means as well as through presentations and statewide research/study groups. | Participation in State conferences (Beginning in 2002) Participation in clearinghouse with evaluation results (2003) | 2002 Collect all data required by the State. (Tech) 2003 Continue to collect all data required by the State. (Tech) Share data at Administrative and Supervisory meetings. (DAS/TechT) Undertake studies outlined earlier. Seek dissemination sites to share preliminary and more conclusive findings. (DCI) 2004 Access statewide clearinghouse of effective evaluation tools and processes. (DCI) Participate in statewide clearing house and related meetings. (DCI) 2005 Utilize State online data collection and analysis tool for evaluation results. (DCI/TechT) |
| <ul style="list-style-type: none"> Renew the SMCPS Technology Plan based on evaluation and research results. | Data-driven updated plan in 2006 | 2002 Annual review by SMCPS Technology Department to monitor the implementation of the Framework. (TechT/ITS) Report to stakeholders. Appendix G |

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 five-year plan is essential to its successful implementation.

Appendixes

Appendix A - Minimum targets for school technology configuration
Appendix B - Category 5 Wiring Status
Appendix C - Computer Work Request Priorities
Appendix D - Video Access
Appendix E - School Profile and Computer Counts
Appendix F - Teacher Knowledge and Skills
Appendix G – Communication to Stakeholders
Appendix H - Estimated funding sources
Appendix I - SMCPS Network Usage Standards
Appendix J - Internet filtering and monitoring policies
Appendix K- SMCPS Web-page Content Standards
Appendix L- MSDE Content Standards Relating to Technology
Appendix M - New staff survey
Appendix N - All staff survey
Appendix O - Five-Year Projection for Infrastructure and Equipment
Appendix P - COMAR 508 Compliance forms

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

| Category 5 Wiring | | | | | | | | | | | | | |
|-------------------|----------|-----|-----|-----------------------------|-----|-----|---------------|-----|-----|--------------|-----|-----|----|
| | 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 hours

- 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 a 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 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 2002

| Appendix E | | | | | | | |
|---------------------------------|-------|-------------|---------------|--------|------------|----------------|--------------------|
| School Profile | | | | | | | |
| | FTE | # Computers | FTE:Computers | # Clrm | # Teachers | # Computer Lab | Frame access speed |
| Elementary | | | | | | | |
| Benjamin Banneker | 415 | 131 | 3:1 | 37 | 36 | 1 | T1 |
| George W. Carver | 247 | 106 | 2:1 | 18 | 21 | 1 | 56K |
| Lettie M. Dent | 533 | 127 | 4:1 | 25 | 35 | 1 | 56K |
| Dynard | 400 | 104 | 4:1 | 20 | 37 | 1 | 56K |
| Green Holly | 552 | 186 | 3:1 | 43 | 52 | 2 | 56K |
| Greenview Knolls | 537 | 126 | 4:1 | 29 | 45 | 2 | 56K |
| Hollywood | 615 | 201 | 3:1 | 27 | 27 | 1 | 56K |
| Leon. Elem. | 497 | 94 | 5:1 | 27 | 32 | 1 | 56K |
| Lexington Park | 296 | 65 | 5:1 | 17 | 17 | 2 | 56K |
| Mechanicsville | 286 | 124 | 2:1 | 20 | 21 | 2 | 56K |
| Oakville | 428 | 87 | 5:1 | 21 | 26 | 1 | 56K |
| Park Hall | 470 | 113 | 4:1 | 25 | 34 | 2 | 56K |
| Piney Point | 479 | 150 | 3:1 | 22 | 36 | 1 | 56K |
| Ridge | 223 | 87 | 3:1 | 12 | 21 | 1 | 56K |
| Town Creek | 248 | 63 | 4:1 | 14 | 19 | 1 | 56K |
| White Marsh | 207 | 70 | 3:1 | 11 | 20 | 1 | 56K |
| | | | | | | | |
| Middle | | | | | | | |
| Esperanza | 878 | 327 | 3:1 | 45 | 48 | 1 | T1 |
| Leon. Middle | 903 | 186 | 5:1 | 48 | 62 | 1 | T1 |
| Margaret Brent | 883 | 148 | 6:1 | 44 | 54 | 1 | T1 |
| Spring Ridge | 789 | 175 | 5:1 | 49 | 56 | 2 | T1 |
| | | | | | | | |
| High | | | | | | | |
| Chopticon | 1,518 | 533 | 3:1 | 77 | 92 | 13 | T1 |
| Great Mills | 1,565 | 424 | 4:1 | 80 | 93 | 10 | T1 |
| Leon. High | 1,385 | 232 | 6:1 | 66 | 73 | 7 | T1 |
| Dr. James Forrest Career & Tech | 23 | 145 | N/A | 26 | 26 | 1 | T1 |

Note: Information taken from the Technology Survey 2002

Appendix F Teacher Knowledge and Skills

6.1 Personal Computer Use - Please estimate the percentage of teachers with the following levels of expertise.

Novice Users: Cannot operate computers independently

Intermediate Users: Can operate computers independently and perform basic functions

Advanced Users: Can connect peripherals, troubleshoot equipment and perform multiple tasks

6.2 Internet Use - Please estimate the percentage of teachers with the following levels of expertise.

Novice Users: Cannot access the internet independently

Intermediate Users: Can browse web and use e-mail independently

Advanced Users: Can perform a variety of search strategies, transfer/attach files, and assist others.

6.3 Integration of Technology into the Curriculum and Instruction - Please estimate the percentage of teachers with the following levels of expertise.

Novice Users: Not yet comfortable using technology as part of classroom activities

Intermediate Users: Integrating applications in some activities, can help students use technology

Advanced Users: Routinely consider uses of technology when planning lessons, experiment with new approaches, select software and applications purposefully

| | Personal Computer | | | Internet use | | | Integration | | |
|---------------------------------|-------------------|-------|-----|--------------|-------|-----|-------------|-------|-----|
| | Nov | Inter | Adv | Nov | Inter | Adv | Nov | Inter | Adv |
| Elementary | | | | | | | | | |
| Benjamin Banneker | 0% | 95% | 5% | 0% | 95% | 5% | 0% | 95% | 5% |
| George W. Carver | 0% | 86% | 14% | 0% | 86% | 14% | 0% | 86% | 14% |
| Lettie M. Dent | 0% | 97% | 3% | 2% | 97% | 1% | 2% | 96% | 2% |
| Dynard | 25% | 65% | 10% | 35% | 40% | 25% | 65% | 30% | 5% |
| Green Holly | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% |
| Greenview Knolls | 7% | 72% | 21% | 10% | 70% | 20% | 27% | 63% | 10% |
| Hollywood | 0% | 98% | 2% | 0% | 80% | 20% | 0% | 80% | 20% |
| Leon. Elem. | 10% | 70% | 20% | 10% | 70% | 20% | 10% | 70% | 20% |
| Lexington Park | 20% | 40% | 40% | 15% | 50% | 35% | 20% | 40% | 40% |
| Mechanicsville | 2% | 88% | 10% | 25% | 65% | 10% | 10% | 80% | 10% |
| Oakville | 5% | 90% | 5% | 17% | 69% | 14% | 56% | 42% | 2% |
| Park Hall | 5% | 88% | 7% | 6% | 89% | 5% | 25% | 73% | 2% |
| Piney Point | 6% | 88% | 6% | 6% | 88% | 6% | 6% | 88% | 6% |
| Ridge | 9% | 81% | 10% | 10% | 62% | 28% | 10% | 76% | 14% |
| Town Creek | 0% | 80% | 20% | 0% | 80% | 20% | 0% | 80% | 20% |
| White Marsh | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% |
| | | | | | | | | | |
| Middle | | | | | | | | | |
| Esperanza | 10% | 80% | 10% | 10% | 80% | 10% | 10% | 80% | 10% |
| Leon. Middle | 10% | 80% | 10% | 12% | 70% | 18% | 35% | 52% | 13% |
| Margaret Brent | 13% | 86% | 1% | 13% | 86% | 1% | 13% | 86% | 1% |
| Spring Ridge | 0% | 75% | 25% | 25% | 50% | 25% | 40% | 40% | 20% |
| | | | | | | | | | |
| High | | | | | | | | | |
| Chopticon | 3% | 92% | 5% | 3% | 62% | 35% | 3% | 47% | 50% |
| Great Mills | 0% | 80% | 20% | 0% | 70% | 30% | 0% | 75% | 25% |
| Leon. High | 5% | 80% | 15% | 5% | 60% | 35% | 30% | 50% | 20% |
| Dr. James Forrest Career & Tech | 1% | 98% | 1% | 2% | 96% | 2% | 50% | 45% | 5% |

Note: Information taken from self-evaluation on the Technology Survey 2002

Appendix G

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

- Installed at least one computer lab in every school.
- Established a committee to recommend software purchases for instructional applications at all school levels.
- Established connection to the WAN and Internet.
- Acquired equipment and software to ensure full labs or mini labs in all schools in order to create a common ground in the area of instruction.
- Acquired equipment to bring all school offices to a common ground in the area of student support, including basic e-mail (PC, Phone Line, Modem, Printer and FAX).
- Wired and connected Local Area Networks in all schools and offices; currently have over 3,500,000 feet of Category 5 wiring installed.
- Defined, planned and implemented an acquisition process for the overall Wide Area Networks.
- Connected media centers to the WAN.
- Defined, planned and implemented an acquisition process for the student support system (software/hardware and personnel).
- Defined, acquired, implemented financial and student management software.
- Installed an Integrated Learning System at all elementary and middle schools.
- Initiated web-content filtering using the Smartfilter product in conjunction with our proxy server.
- Installed an online catalog system at all school libraries.
- Mini-labs have been installed at all elementary school media centers.
- All four high schools, all four middle schools and four of our elementary schools' phone systems and departmental offices have been replaced with a "state of the art" key system.
- Established a configuration management committee for the student information system that consists of department heads, and school-based personnel.
- Implemented automated downloads of student information for school-based personnel to help them manage their student information database more efficiently.
- Point of Sale installed at all schools.

Appendix H

Based on cost analysis of \$225 per student, as presented in the State technology plan, the following budget, if funded, will provide the funding necessary to support our technology framework.

Estimated Source of Funding FY 2002

| BASE LOCAL BUDGET | | NON-REOCCURRING FUNDS | | | |
|-----------------------------|---------|-----------------------|--------------|---------|--------|
| | | E-rate | Other Grants | CIP | TIMS |
| New Hardware: | 82,000 | | 80,000 | 120,000 | 42,000 |
| Training/staff development: | 30,000 | | 50,000 | | 8,000 |
| Life Cycle Replacement: | 42,000 | | | | |
| Software/online content: | 55,000 | | | | |
| Personnel: | 780,000 | | | | |
| Wiring: | 4,000 | | | 100,000 | 12,000 |
| Communication: | 265,000 | 90,000 | | | |
| Repair | 60,000 | | | | |

Estimated Source of Funding FY 2003

| INCREASE IN BASE LOCAL BUDGET | | NON-REOCCURRING FUNDS | | |
|-------------------------------|---------|-----------------------|--------------|---------|
| | | E-rate | Other Grants | CIP |
| New Hardware: | 119,000 | | 75,000 | 100,000 |
| Training/staff development: | 40,000 | | 30,000 | |
| Life Cycle Replacement: | 50,000 | | | |
| Software/online content: | 150,000 | | | |
| Personnel: | 100,000 | | 130,000 | |
| Wiring: | | | | 50,000 |
| Communication: | 5,000 | 90,000 | | |

Estimated Source of Funding FY 2004

| INCREASE IN BASE LOCAL BUDGET | | NON-REOCCURRING FUNDS | | |
|-------------------------------|---------|-----------------------|--------------|-----|
| | | E-rate | Other Grants | CIP |
| New Hardware: | 5,000 | | | |
| Training/staff development: | | | 30,000 | |
| Life Cycle Replacement: | 50,000 | | | |
| Software/online content: | 5,000 | | | |
| Personnel: | 165,000 | | | |
| Communication: | | 90,000 | | |

Estimated Source of Funding FY 2005

| INCREASE IN BASE LOCAL BUDGET | | NON-REOCCURRING FUNDS | | |
|-------------------------------|---------|-----------------------|--------------|--------|
| | | E-rate | Other Grants | CIP |
| New Hardware: | 5,000 | | | 80,000 |
| Training/staff development: | | | 30,000 | |
| Life Cycle Replacement: | 50,000 | | | |
| Software/online content: | 10,000 | | | |
| Personnel: | 100,000 | | 50,000 | |
| Communication: | | 90,000 | | |

Estimated Source of Funding FY 2006

| INCREASE IN BASE LOCAL BUDGET | | NON-REOCCURRING FUNDS | | |
|-------------------------------|---------|-----------------------|--------------|---------|
| | | E-rate | Other Grants | CIP |
| New Hardware: | | | | 120,000 |
| Training/staff development: | 30,000 | | 30,000 | |
| Life Cycle Replacement: | 50,000 | | | |
| Software/online content: | 5,000 | | | |
| Personnel: | 100,000 | | | |
| Communication: | 5,000 | 90,000 | | |
| Contractual Services : | 50,000 | | | |

Appendix I

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 J

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. This server is a SUN-Sparc E 250 running Solaris 6 and the Netscape Proxy server 2.6 software. 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 of 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 lists 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 website 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 K

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 Public Schools 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 SAFEGUARDS

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 SMCPSS server(s) must conform to policies and regulations as well as to established system/school uidelines. 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.

SMCPSS WEB PAGE REGULATIONS

1. Documents created for the Web and linked to SMCPSS Web Pages will meet the criteria for use as an instructional resource.
2. Any links to SMCPSS 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 SMCPSS 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.

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.

2. 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@mail.smcps.k12.md.us.
3. Web pages may be sent as files on a floppy disk to the Bethune Educational Center.
4. Special accounts can be set up 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 L

MARYLAND CONTENT STANDARDS RELATED TO TECHNOLOGY

(For a list of all the State Content Standards, visit www.mdk12.org/mspp/standards/index.html)

SCIENCE: SKILLS & PROCESSES

GRADE 3

- Collect and record data using developmentally appropriate instruments (e.g. calculators, computers and their accessories).
- Interpret and communicate findings (i.e., speaking, writing, and drawing) in a form suited to the purpose and audience, using developmentally appropriate methods including technology tools and telecommunications.

GRADE 5

- Use appropriate instruments (e.g. calculators, spreadsheets, databases, and graphing programs) to collect, organize, and display on charts, tables, graphs, or with drawings.
- Interpret and communicate findings (i.e., speaking, writing, and drawing) in a form suited to the purpose and audience, using developmentally appropriate methods including technology tools and telecommunications.

GRADE 8

- Collect, organize, and display data in ways others can verify (i.e., numbers, statistics, tables, graphs, drawings, charts, diagrams) using appropriate instruments (e.g., calculators, spreadsheets, databases, and graphing programs).
- Interpret and communicate findings (i.e., speaking, writing, and drawing) in a form suited to the purpose and audience, using developmentally appropriate methods including technology tools and telecommunications.

GRADE 12

- Collect, organize, and display data in multiple ways that fit the context, using appropriate instruments to effectively convey the information (e.g., calculators, spreadsheets, and databases and graphing programs). The student will develop and demonstrate skills in using lab and field equipment to perform investigative techniques. The student will use computers and/or graphing calculators to produce tables, graphs, and spreadsheet calculations.

- Interpret and communicate findings through speaking, writing, and drawing in a form suited to the purpose and audience, using developmentally appropriate methods including technology tools and telecommunications. The student will use tables, charts, and graphs to display data in making arguments and claims in both oral and written presentations. The student will use computers and/or graphing calculators to produce the visual materials (tables, graphs, and spreadsheets) that will be used for communicating results.
- Create and/or interpret graphics (scale drawings, photographs, digital images, etc.).
- Use mathematical processes (measuring, calculating, etc.) when conducting investigations, analyzing information, and/or displaying information. The student will use computers and/or graphing calculators to perform calculations for tables, graphs, or spreadsheets.
- Design, construct, and use models (e.g., math, computer, physical) to make predictions about actual events. The student will use models and computer simulations to extend his/her understanding of scientific concepts.

SCIENCE: EARTH/SPACE SCIENCE

GRADE 12

- Describe current efforts and technologies used to study the atmosphere, land, and oceans of Earth (remote sensing from space, undersea exploration, seismology, weather data collection).
- Describe current efforts and technologies used to study the universe (optical telescopes, radio telescopes, spectrometers, satellites, space probes, manned missions).

SCIENCE: CHEMISTRY

GRADE 12

- Select and use appropriate devices to measure directly or indirectly the length, mass, volume, or temperature of a substance (centigram balances, graduated cylinders & pipettes, metric rulers, thermometers and temperature probes).
- Gather and interpret data related to physical and chemical properties of matter such as density and percent composition (constructing data tables, graphing linear relationship, appropriate technology to analyze data).

SCIENCE: PHYSICS

GRADE 12

- Use analytical techniques appropriate to the study of physics (symbolically representing vector quantities, using signs to represent directions, selecting and using appropriate equipment for measuring and investigating, using appropriate units and applying dimensional analysis, manipulating equations).

ENGLISH LANGUAGE ARTS: WRITING

GRADE 3

- Prepare writing for publication by purposefully using drawings, legible handwriting (cursive or manuscript), labeling and graphics (electronic or traditional).

GRADE 5

- Self-edit writing using knowledge of standard English conventions of language (e.g., punctuation, sentence structure, usage, spelling) and appropriate print and non-print resources (e.g., dictionary, thesaurus, spell-check software).
- Prepare writing for publication by purposefully using electronic resources and graphics (e.g., drawings, charts, illustrations) to enhance the final product.

GRADE 5

- Self-edit writing using knowledge of standard English conventions of language (e.g., punctuation, sentence structure, usage, spelling) and appropriate print and non-print resources (e.g., dictionary, thesaurus, spell-check software).
- Prepare writing for publication using electronic resources (e.g., word processing, database, spreadsheet software) to adopt an appropriate format and principles of design (e.g., headings, margins, spacing, columns, page orientation) that enhance the final product.

GRADE 12

- Self-edit writing using knowledge of standard English conventions of language (e.g., punctuation, sentence structure, usage, spelling) and appropriate print and non-print resources (e.g., dictionary, thesaurus, spell-check software).
- Prepare writing for publication by integrating illuminating graphics and format and appropriate traditional and electronic resources to enhance the final product and create an easily read product.
- Design and use multi-page documents using publishing software and graphics programs.

ENGLISH LANGUAGE ARTS: WRITING

RESEARCH: GRADE 3

- Understand and use the organizational features of research resources such as encyclopedias, computerized card catalogs, almanacs, and periodicals to locate relevant information.

RESEARCH: GRADE 8

- Use organizational features of electronic information and library and interlibrary computerized catalogs to research information for specific purposes.

RESEARCH: GRADE 12

- Use clear research questions and coherent research methodology to elicit and present evidence from primary and secondary sources using available library, electronic, and human resources.

ENGLISH LANGUAGE ARTS: SPEAKING

ORAL PRESENTATIONS: GRADE 5

- Select audio or visual aids and technology (e.g., props, computer graphics, lighting) to support presentations.

ORAL PRESENTATIONS: GRADE 8

- Create visual aids, using technology when appropriate, to support presentations.

ORAL PRESENTATIONS: GRADE 12

- Incorporate props, visual aids, and technology to enhance presentations.

MATHEMATICS: GEOMETRY

GRADE 3

- Construct or draw geometric figures using tools and technology sketch squares, rectangles, triangles and circles.

GRADE 5

- Construct or draw geometric figures using tools and technology draw, label, describe, and identify: points, lines, line segments, and rays draw circles, squares, triangles, and rectangles given their dimensions.

GRADE 8

- Construct or draw geometric figures using tools and technology. Use a compass and straightedge to construct angles, rectangles, circles and other geometric figures. Draw and analyze geometric figures on a coordinate plane.

GRADE 12

- Analyze the properties of geometric figures and/or will construct or draw geometric figures using technology and tools (CLG 2.1.1).
- Determine parallel, perpendicular, intersecting and skew lines and apply properties of parallelism and perpendicularity to problem situations.
- Describe line/segment/plane relationships including parallel, perpendicular, intersecting, bisecting, midpoint, median, altitude.
- Describe point relationships (collinear and coplanar).
- Describe angles and angle relationships including vertical, adjacent, complimentary, supplementary, interior, exterior.
- Describe geometric solids including cones, cylinders, spheres, prisms, and pyramids.
- Describe circle/sphere relationships including tangent, radius, diameter, chord, secant, central angle, inscribed angle, angles formed by secants and tangents and circumscribed and inscribed polygons.
- Construct or draw geometric figures using tools and technology.
- Validate properties of geometric figures using appropriate tools and technology (CLG 2.1.4).
- Construct a line segment congruent to a given line; and an angle congruent to a given angle.
- Construct the bisector of a line segment and the bisector of an angle.
- Construct a perpendicular to a given line from a point on the line and a point not on the line.
- Identify and/or verify properties of geometric figures using the coordinate plane and concepts from algebra.

SOCIAL STUDIES: SOCIAL STUDIES SKILLS

GRADE 8

- Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases to explain historical migration of people, expansion and disintegration of empires, and growth of economic systems.

GRADE 12

- Use case studies and geographic information from a variety of sources such as data bases, field interviews, media services, and questionnaires to identify contemporary geographic problems and issues and consider the advantages and disadvantages of various solutions.

SOCIAL STUDIES: ECONOMICS

GRADE 3

- Identify improvements in technology (factories, machinery, transportation, communication) over time.

GRADE 5

- Explain how changes in technology (factories, machinery, transportation, communication, new technology) impact Maryland's economy.

GRADE 8

- Analyze the impact of technological change (factories, machinery, transportation, communication, new technology) and resource use in promoting economic growth.

SOCIAL STUDIES: GEOGRAPHY

GRADE 5

- Construct and interpret graphs, charts, databases, and thematic maps using map elements including a title, symbols, cardinal and intermediate directions, compass rose, border, longitude and latitude, legends/key and scale.

GRADE 8

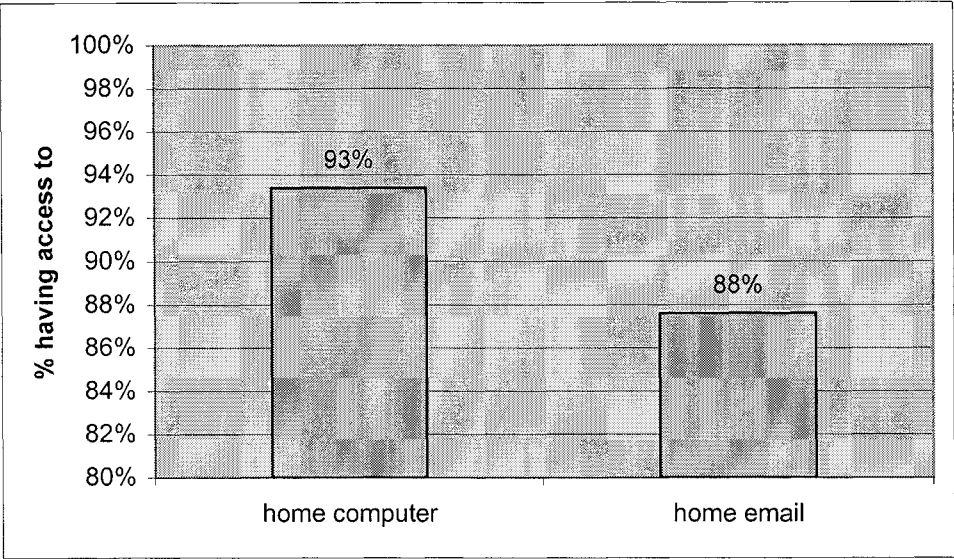
- Construct and interpret graphs, charts, databases, and thematic maps using map elements including a title, symbols, cardinal and intermediate directions, compass rose, border, longitude and latitude, legends/key and scale.

GRADE 12

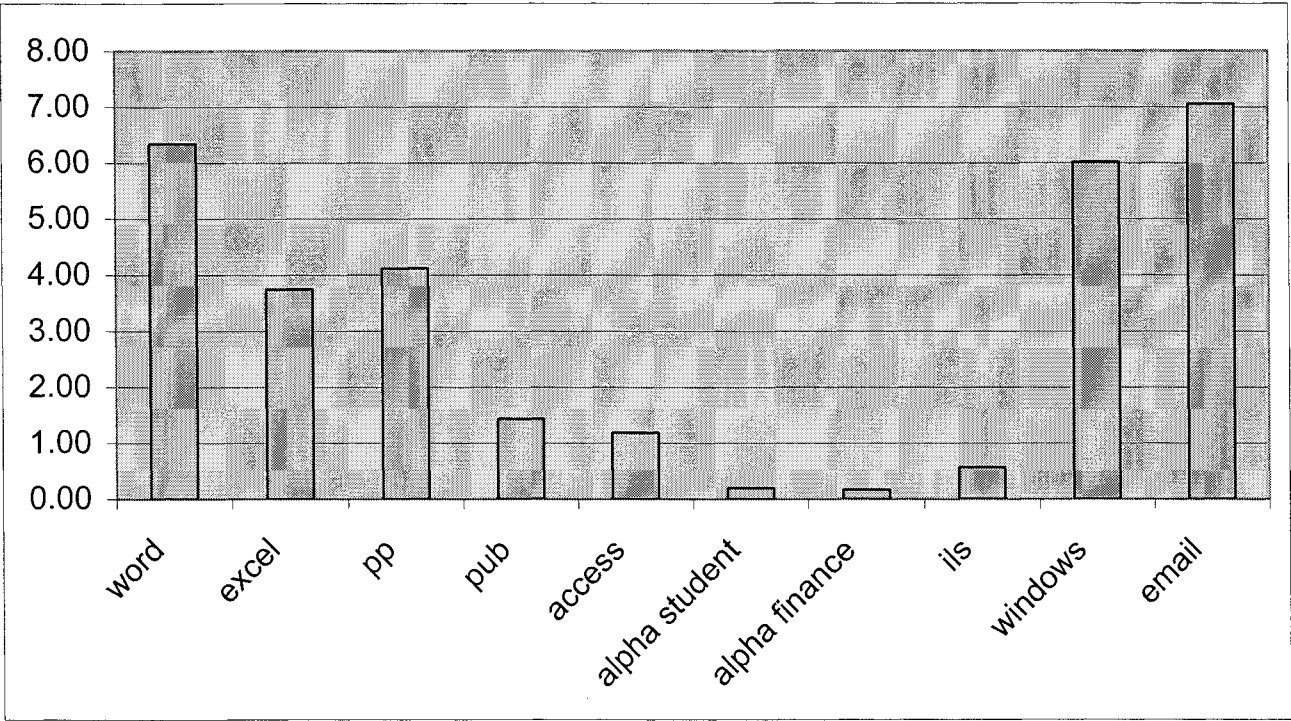
- Construct and interpret thematic maps, graphs, charts, and databases to answer geographic questions and infer geographic relationships explain the possible global effects of human modification of the natural environment including how technology has expanded human capacity to modify and adapt to the physical environment.
- Use case studies and geographic information from a variety of sources such as data bases, field interviews, media services, and questionnaires to identify contemporary geographic problems and issues and consider the advantages and disadvantages of various solutions.

Appendix M

New staff survey results



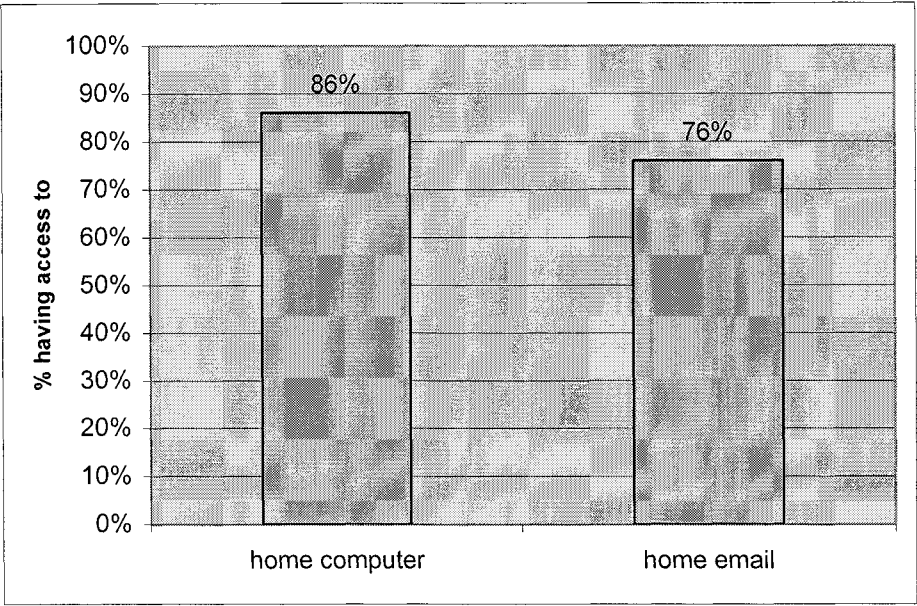
Access to technology at home



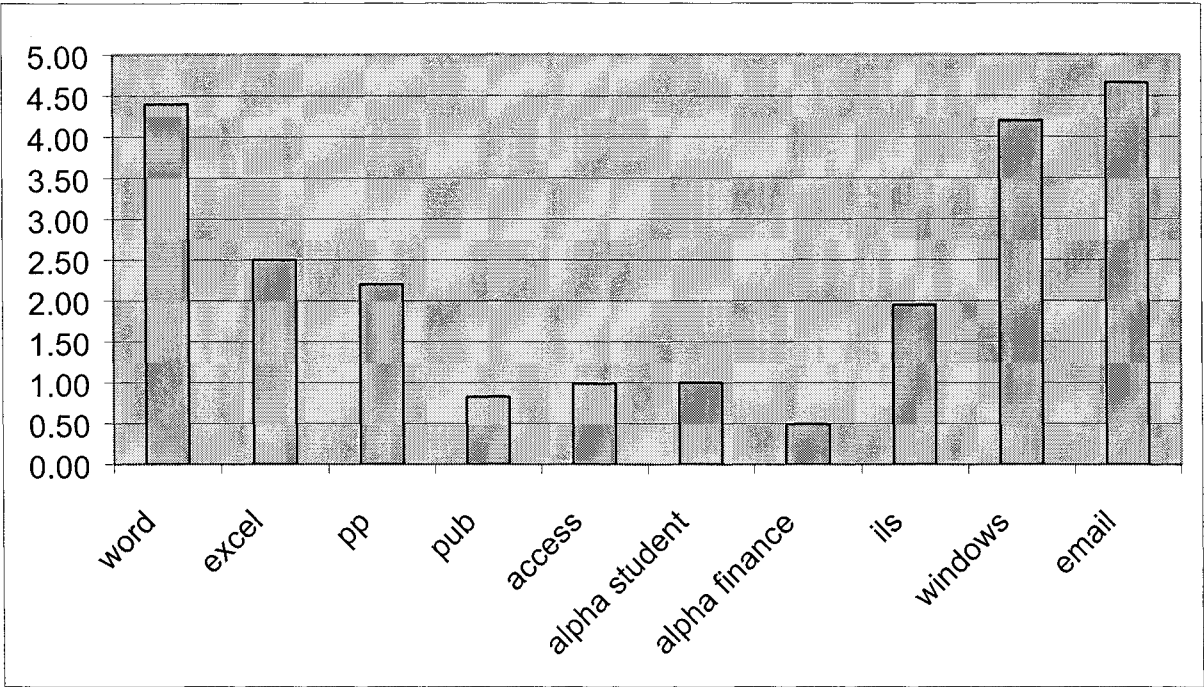
Skill level with applications (0 = none, 9 = expert)

Appendix N

All staff survey results



Access to technology at home



Skill level with applications (0 = none, 9 = expert)

Appendix O

Five-Year Projections for Infrastructure, Software and Equipment

| Item | Current Year | FY2002 | FY2003 | FY2004 | FY2005 | FY2006 |
|---|--------------|--|--|--|--|--|
| Cat 5 wiring (feet) | 2 Million | 2.2 Million | 2.4 Million | 3. Million 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 | 4,000 | 4,600 | 5,000- Goal achieved of 1:3 ratio | 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 | 25.2 | 65 Start migration to 11mb – 45mb wireless | 100 | 200 | 330 | 400 |
| # Of Telephones | 574 | 706 | 794 | 816 – Goal achieved of at least same # phones in building as # classrooms | 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 | 23 | 24 – Goal achieved | Connect all new construction | Connect all new construction | Connect all new construction | Connect all new construction |

Appendix P

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)

Has the software been previewed? _____ Yes _____ No

Software should be reviewed by three staff members BEFORE it is requested for purchase:

Evaluator's Signature: _____ Date: _____
School: _____ Position: _____

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
Able to run on the systems without interfering with existing software? _____ Yes _____ No
Verified by: _____ Date verified: _____

This sheet must accompany the purchase order.

RG/O/01

| COMAR 508 COMPLIANCE | | | | |
|----------------------|------------------------|------------------------------------|----------------|---|
| Meets Criteria | Does Not Meet Criteria | Requires Instructional Alternative | Not Applicable | |
| | | | | 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 |

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

Local School System: St. Mary's County Public Schools Fiscal Year 2004

Title III Coordinator: Sylvia Rivers

Telephone: 301-475-5511, extension 5 E-mail: srivers@mail.smcps.k12.md.us

Type of Application:

- ☐ Single Application -- for formula allocations of \$10,000 or more
- ☐ Consortium Application -- for formula allocations less than \$10,000

We have agreed to join in consortium with N/A as the fiscal agent. Note: Each consortium member does not need to complete the individual budget activity and budget detail since the school system serving as fiscal agent is responsible for this detail. Each consortium member must, however, provide a brief description of specific activities to demonstrate how the school system will comply with the requirements of Title III, Part A to coordinate efforts across all titles of NCLB and with the Bridge to Excellence in Education Act to develop strategies to improve the academic performance of limited English proficient students.

A. CROSS-PROGRAM THEMES IN *BRIDGE TO EXCELLENCE MASTER PLAN* -- *Strategies For Increasing English Proficiency and Academic Achievement of Limited English Proficient Students.* There is a strong connection to accountability for improving the English language proficiency and academic achievement of limited English proficient children in both the *Bridge to Excellence Act* and Title III-A of the *No Child Left Behind Act*. As part of the school finance formula under the Bridge to Excellence in Public Schools Act, an additional amount of money is calculated for each school system according to the number of limited English proficient students receiving services.

The *Bridge to Excellence Act* requires local school systems to include in their five-year comprehensive master plans *strategies to improve the academic achievement of students with limited-English proficiency*. The school system needs to provide a description of its *strategies for limited English proficient children* organized around the following components:

1. Curriculum and Instruction -- to ensure that limited English proficient children served by state, federal, and local funding sources develop English proficiency;
2. High Quality Professional Development -- to ensure that teachers are able to understand and use curricula, assessment measures, and instructional strategies for limited English proficient children; and
3. Annual Review of Progress Towards Measurable Achievement Objectives -- to ensure that elementary and secondary schools are held accountable for meeting annual performance targets and making adequate yearly progress for limited English proficient children.

If these strategies are addressed elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

See ESEA Goal 2 of the Master Plan, Introduction and pages 1-23.

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** 2004

B. PERFORMANCE GOALS, INDICATORS, AND TARGETS. Using the format in Table 10-1 below, provide an analysis of current status on how the local school system is meeting each of the performance indicators for ESEA Performance Goal 2. School systems should use this analysis along with an annual needs assessment to determine the range of programs and activities for Title III-A funding.

| Table 10-1 | LIMITED ENGLISH PROFICIENT STUDENTS PERFORMANCE GOALS, INDICATORS, AND TARGETS | |
|--|---|---|
| Performance Goal | Performance Indicators | Performance Targets |
| Performance 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. | 2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. 2.2. The percentage of English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1. 2.3. The percentage of limited English students who are at or above the proficient level in mathematics on the state's assessment, as reported by performance indicator 1.2. | (MSDE will establish performance targets in August 2003. For the first year's submission of the master plan that is due to MSDE by October 1, 2003, local school systems must provide an analysis of current status using existing student performance, demographic, and other data.) |

Located in "Needs Assessment" Section.

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 2004

C. ALLOWABLE ACTIVITIES [Section 3115]. For all allowable activities that will be implemented,

(a) provide a brief description of services, (b) timelines or target dates, and (c) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.* **NOTE: If the allowable activities, services, and timelines are described elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).**

(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 and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
|---|---|---------------------|-----------------|
| Upgrading program objectives and effective instruction strategies [section 3115(d)(1)]. | | | |
| Improving the instruction program for LEP children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures [section 3115(d)(2)]. | | | |
| Providing tutorials and academic or vocational education for LEP children [section 3115(d)(3)(A)]. | | | |
| Providing intensified instruction for LEP children [section 3115(d)(3)(B)]. | | | |
| Improving the English proficiency and academic achievement of LEP children [section 3115(d)(5)]. | Additional instructional support for English Language Learners - September – June See Goal 2. | 25,148 | 318 |
| Providing for the acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)]. | Acquire more technology-based materials for use with LEP and NEP students – September – June See Goal 2. | 988 | 12 |
| Providing for access to, and participation in, electronic networks for materials, training, and communication [section 3115(d)(7)(B)]. | | | |
| 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 2004

C. ALLOWABLE ACTIVITIES [Section 3115], Continued.

(2) To provide high-quality professional development to classroom teachers (including teachers in classroom setting that are not the setting of language instruction educational programs), principals, administrators, another 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)].

| Allowable Activities | Brief Description of Specific Services and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
|---|---|---------------------|-----------------|
| Providing for professional development designed to improve the instruction and assessment of LEP children [section 3115(c)(2)(A)]. | Professional development in conjunction with Charles and Calvert Counties will be conducted September and March | 1,000 | 6 |
| 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)]. | Professional development to strengthen use of new curriculum materials – September - June | 1,518 | 18 |
| 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)]. | | | |
| 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)]. | | | |
| (3) To provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families. | | | |
| Providing programs to improve the English language skills of LEP children [section 3115(d)(6)(A)]. | | | |
| 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)]. | Create program brochure and host parent/guardian information nights. | 2,000 | |

**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 2004

C. 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 and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
| | | | |
| | | | |
| TOTAL TITLE III-A FUNDING AMOUNTS | | 31,708 | 354 |
| [indirect costs | | 700] | |

D. 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;**
 - a) The basis for determining the needs of private school children and teachers;**
 - b) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**
 - c) 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.

- a) **Manner and Extent of Consultation with Nonpublic Schools**
An annual meeting is held with the nonpublic school principals. Each August, the Supervisor of Instruction for English, Foreign Language, and ESOL sends a letter to nonpublic principals requesting the names of students interested in receiving services.
- a) **Basis for Determining Needs of Private School Children**
The parents/guardians of students meeting the Maryland State Department of Education criteria to receive services are given the Home Language Survey to complete and asked to grant permission for testing. Students are administered the Idea Proficiency Test (IPT) to determine level of proficiency.
- b) **How Services, Location of Services, and Grade Levels of Services are Agreed Upon**
The ESOL teacher provides services at the nonpublic school site. All eligible students regardless of grade are provided services.
- c) **Differences Between Title I-A Services Provided**
Students are provided services regardless of Title I-A.

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

| |
|--|
| Local School System: <u>St. Mary's County Public Schools</u> Fiscal Year <u>2004</u> |
|--|

E. 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 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. 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.

The majority of the Title III funds will be used to add a part-time ESL teacher so that St. Mary's will have four full-time teachers and one part-time teacher to provide instruction to students. The students are currently enrolled in 20 different schools.

The remainder of the funds will be used to strengthen the outreach services through a brochure about the program as well as to increase and strengthen staff development opportunities for both the ESL teacher and the regular classroom teacher.

ESEA Budget Narrative
2004 Title III, Part A Budget

1. Instructional Categories

Special Programs

| | |
|--------------------|-------------|
| Salaries and Wages | \$23,656.00 |
|--------------------|-------------|

| | |
|---|----------|
| Acquisition of Technology-based Materials | 1,000.00 |
|---|----------|

| | |
|---|----------|
| Professional Development (Tri-County Initiative) | 1,006.00 |
|---|----------|

| | |
|--------------------------|----------|
| Professional Development | 1,536.00 |
|--------------------------|----------|

| | |
|-----------------------|----------|
| 2. Community Services | 2,000.00 |
|-----------------------|----------|

| | |
|---|----------|
| Program Brochure in English and 6 other languages | 1,078.00 |
|---|----------|

| | |
|------------------------------------|----------|
| Parent/Guardian Information Nights | 1,000.00 |
|------------------------------------|----------|

| | |
|-------------------------------------|----------|
| 3. Operating Services/Fixed Charges | 1,810.00 |
|-------------------------------------|----------|

| | |
|------------------------------------|--------|
| 4. Administration/Business Support | 622.00 |
|------------------------------------|--------|

| | |
|-------|-------------|
| Total | \$31,708.00 |
|-------|-------------|

**BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS
PROPOSED FY - 2004 ESEA TITLE III, PART A BUDGET**

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

Grant Period 7/1/03 - 6/30/04
Fund Source Code 6944

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 |
| | TOTAL |

| Category/Program/Activity | Object | | | | | | Budget by Category |
|-------------------------------------|--------------------|-----------------------|------------------------|-----------------|-------------|---------------|--------------------|
| | 1-Salaries & Wages | 2-Contracted Services | 3-Supplies & Materials | 4-Other Charges | 5-Equipment | 8-Transfers* | |
| 201 Administration | | | | | | | |
| Program 21 General Support | | | | | | | |
| Program 22 Business Support | | | | | | 622.00 | 622.00 |
| 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 | | | | | | | |
| Program 02 Special Programs | 23,656.00 | 1,006.00 | 1,000.00 | 1,536.00 | | | 27,198.00 |
| Program 03 Career & Tech Prog. | | | | | | | |
| Program 08 School Library Prog. | | | | | | | |
| Program 09 Instructional Staff Dev. | | | | | | | |
| Program 10 Guidance Services | | | | | | | |
| Program 11 Psychological Serv. | | | | | | | |
| Program 12 Adult Education | | | | | | | |
| 20 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 | | | | 1,810.00 | | | 1,810.00 |
| 214 Community Services | | | 1,078.00 | 1,000.00 | | | 2,078.00 |
| 215 Capital Outlay | | | | | | | |
| Program 34 Land & Improvements | | | | | | | |
| Program 35 Buildings & Additions | | | | | | | |
| Program 36 Remodeling | | | | | | | |
| TOTAL EXPENDITURES BY OBJECT | 23,656.00 | 1,006.00 | 2,078.00 | 4,346.00 | 0.00 | 622.00 | 31,708.00 |

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

400683
Grant Number

PROPOSED FY - 2004 ESEA TITLE III, PART A BUDGET
Grant Name

Budget Reviewed and
Approved: LSS Finance Officer

Kalena E. Jones
Signature

(301) 475 - 5511 EXT. 185 9/17/03
Phone Number Date

MSDE USE ONLY

| | | | | | | | |
|---------------------|--------------------|---------|-------|------|---------------|------|--|
| Budget Approved By: | <i>[Signature]</i> | | | | | | |
| | LEA Official | Phone # | Fax # | Date | MSDE Official | Date | |

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**

| | |
|---|--|
| Local School System: <u>St. Mary's County Public Schools</u> | Fiscal Year <u>2004</u> |
| Title IV-A, SDFSC Coordinator: <u>Dr. Andrew C. Roper</u> | |
| Telephone: <u>(301) 475-5511 x5</u> | E-mail: <u>aroper@mail.scmsps.k12.md.us</u> |

A. CROSS-PROGRAM THEMES IN BRIDGE TO EXCELLENCE MASTER PLAN -- *Comprehensive Strategies for Drug and Violence Prevention.* Provide a description of the school system's *comprehensive strategies for drug and violence prevention* that focus on the following program components:

1. Policy
2. K-12 Prevention Curriculum
3. Early Identification and Intervention
4. Peer Leadership and Support
5. Community and Family Connections
6. Comprehensive Youth Strategies Plans

If the *comprehensive strategies for drug and violence prevention* are addressed elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

B. PERFORMANCE GOALS, INDICATORS, AND TARGETS. The school system, at a minimum, must adopt the performance goal, performance indicators, and performance targets discussed below in Table 11-1. Using the format in Table 11-1, provide an analysis of current status on how the local school system is meeting each of the performance targets. School systems should use this analysis along with an annual needs assessment to determine the range of drug- and violence prevention programs and activities for Title IV-A funding.

| Table 11-1 SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES PERFORMANCE GOALS, INDICATORS, AND TARGETS | | |
|--|--|--|
| Performance Goal | Performance Indicators | Performance Targets |
| Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. | 4.1 The number of persistently dangerous schools, as defined by MSDE. 4.2 The level of substance abuse in middle and high schools, according to the Maryland Adolescent Survey. 4.3 The number of school suspensions and expulsions, by offense. | (MSDE will establish performance targets by July 1, 2003 that local school systems are expected to meet) |

See Needs Assessment, Goal 4

A. CROSS-PROGRAM THEMES IN BRIDGE TO EXCELLENCE MASTER PLAN – Comprehensive Strategies for Drug and Violence Prevention.

A multifaceted approach to addressing the issue of drug and violence prevention is in place in the St. Mary's County Public Schools. Initially, the St. Mary's County Board of Education has established clear policies regarding the illegal drug use and violent behavior in our schools. These policies are published in the school system's policies manual and are communicated to students and their parents/guardians through the issuance of annual student handbooks. Both the policies and the penalties for non-compliance are clearly outlined and reflect the state code and guidelines. (Also see Goal 4, Objective 1).

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 K-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. (Also see Goal 4, Objective 2).

All schools have received training in the implementation of the Maryland Student Assistance Program, 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. (Also see Goal 4, Objective 3).

Community and family involvement is encouraged in the school improvement process because of the potential it has to increasing student academic success. (Also see Goal 4, Objective 4).

Through a focus on comprehensive youth strategies, students are empowered to accept responsibility their own learning and behavior. (Also see Goal 4, Objective 5).

Additional specific strategies for the implementation of the drug and violence prevention program are outlined in Goal 4, which requires that "All students will be educated in environments that are safe, drug-free and conducive to learning".

ST. MARY'S COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

| Substance | Grade | | | | | | | | | | | |
|--|-----------|--------------|----------------|-----------|--------------|----------------|-----------|--------------|----------------|-----------|--------------|----------------|
| | 6th | | | 8th | | | 10th | | | 12th | | |
| | Ever Used | Last 30 Days | Last 12 Months | Ever Used | Last 30 Days | Last 12 Months | Ever Used | Last 30 Days | Last 12 Months | Ever Used | Last 30 Days | Last 12 Months |
| Cigarettes | 8.5 | 2.3 | 3.9 | 24.1 | 6.6 | 14.9 | 34.3 | 15.1 | 22.1 | 51.4 | 28.2 | 34.0 |
| Smokeless tobacco (chewing tobacco, snuff) | 1.9 | 0.3 | 0.6 | 3.8 | 1.8 | 2.0 | 4.1 | 1.8 | 2.9 | 5.2 | 2.4 | 3.6 |
| Beer, wine (other than for religious use), or wine coolers | 10.1 | 4.6 | 7.6 | 33.7 | 17.2 | 29.7 | 57.2 | 35.1 | 52.0 | 69.7 | 43.0 | 62.1 |
| Liquor (such as rum, vodka, or whiskey) | 6.4 | 2.8 | 4.7 | 24.7 | 12.8 | 21.7 | 45.0 | 28.7 | 42.7 | 65.8 | 39.9 | 59.4 |
| Five or more servings of alcohol on the same occasion | 3.7 | 2.2 | 2.5 | 19.4 | 10.3 | 16.3 | 38.3 | 22.9 | 34.2 | 56.4 | 32.5 | 50.7 |
| Marijuana (pot, grass, hashish) | 3.3 | 1.6 | 2.3 | 14.5 | 8.5 | 13.3 | 33.5 | 19.5 | 29.0 | 45.1 | 21.8 | 37.2 |
| Inhalants | 4.0 | 2.8 | 2.8 | 7.1 | 3.3 | 5.2 | 8.1 | 4.5 | 7.0 | 5.4 | 2.6 | 3.5 |
| Amyl or butyl nitrates (locker room, rush) | 0.9 | 0.0 | 0.3 | 0.8 | 0.5 | 0.8 | 1.5 | 1.0 | 1.0 | 1.9 | 1.2 | 1.6 |
| Crack (rock) | 1.2 | 0.6 | 0.9 | 2.5 | 1.1 | 2.3 | 4.8 | 2.1 | 4.3 | 4.4 | 3.1 | 3.4 |
| Other forms of cocaine | 1.2 | 0.3 | 0.9 | 2.3 | 0.3 | 1.5 | 6.4 | 4.5 | 5.0 | 10.2 | 4.5 | 8.2 |
| LSD (acid, stickers) | 1.3 | 0.3 | 0.6 | 3.2 | 1.6 | 2.2 | 7.4 | 3.5 | 6.9 | 10.8 | 3.1 | 7.6 |
| PCP (angel dust, love boat, green) | 0.7 | 0.3 | 0.3 | 2.5 | 1.3 | 1.6 | 7.1 | 3.2 | 6.8 | 8.8 | 3.8 | 7.5 |
| Other hallucinogens (mescaline, 'shrooms) | 0.3 | 0.3 | 0.3 | 3.1 | 1.7 | 2.8 | 8.9 | 5.5 | 8.4 | 10.8 | 3.7 | 10.1 |
| Steroids for body building | 2.2 | 0.9 | 1.5 | 2.5 | 1.1 | 1.7 | 2.6 | 1.8 | 2.3 | 3.4 | 1.5 | 1.8 |
| Methamphetamines (meth, speed, crank, ice) | 1.6 | 0.9 | 0.9 | 2.5 | 1.1 | 2.2 | 5.1 | 2.6 | 4.0 | 7.7 | 3.8 | 6.7 |
| Designer drugs (MDMA, ecstasy) | 1.5 | 0.6 | 1.2 | 2.8 | 1.3 | 2.8 | 9.8 | 5.7 | 8.7 | 13.1 | 4.5 | 10.8 |
| Heroin (smack, stuff) | 1.3 | 0.6 | 0.9 | 1.6 | 0.3 | 1.4 | 3.5 | 2.1 | 3.2 | 2.9 | 1.5 | 2.9 |
| Needles to inject cocaine, heroin, or other illegal drugs | 1.0 | 0.3 | 0.7 | 1.2 | 0.9 | 0.9 | 2.4 | 1.8 | 2.1 | 2.5 | 1.8 | 2.5 |
| Amphetamines (uppers, bennies, speed, dexies) | 1.0 | 0.3 | 0.7 | 6.3 | 2.9 | 4.8 | 12.4 | 7.1 | 11.6 | 17.1 | 10.3 | 14.9 |
| Barbiturates and/or tranquilizers (downers, reds, Valium) | 0.9 | 0.3 | 0.3 | 2.4 | 0.8 | 1.7 | 7.0 | 5.9 | 6.8 | 9.5 | 6.7 | 8.9 |
| Narcotics (Codeine, Morphine, Methadone, Percodan) | 1.3 | 0.0 | 0.3 | 2.3 | 1.2 | 1.5 | 8.9 | 6.0 | 7.9 | 10.2 | 4.4 | 8.6 |
| Ritalin | 1.2 | 0.3 | 0.8 | 3.0 | 1.1 | 2.5 | 5.4 | 3.2 | 4.8 | 4.5 | 3.2 | 3.8 |
| Any form of alcohol | 11.7 | 5.5 | 8.9 | 35.6 | 18.9 | 31.7 | 59.5 | 38.2 | 55.2 | 71.9 | 47.4 | 65.8 |
| Any drug other than alcohol or tobacco | 8.7 | 4.1 | 5.2 | 23.6 | 14.3 | 20.7 | 48.2 | 25.8 | 36.8 | 50.7 | 28.3 | 42.5 |

Source: 2002 Maryland Adolescent Survey

SY2003 Suspensions

| Susp Description | Total |
|---|-------|
| Academic Dishonesty | 5 |
| Alcohol | 14 |
| Arson/Fire | 4 |
| Bomb Threat | 4 |
| Bullying | 5 |
| Class Cutting | 41 |
| Classroom Disruption | 293 |
| Defamation | 1 |
| Disrespect | 348 |
| Drugs | 33 |
| Emotional/Psyc. Violence | 3 |
| Explosives | 18 |
| False Alarm | 6 |
| Fighting | 382 |
| Harassment | 17 |
| Inciting/Participating in a Disturbance | 244 |
| Indecent Exposure | 4 |
| Inhalants | 1 |
| Insubordination | 188 |
| Intent to Sell | 11 |
| Other Weapons | 25 |
| Physical Attack-Staff | 26 |
| Physical Attack-Student | 77 |
| Possession of Prescription/Over the Counter | 5 |
| Refusal to Obey School Policy | 490 |
| Sexual Activity | 7 |
| Sexual Assault | 1 |
| Sexual Harassment | 14 |
| Tardiness | 7 |
| Theft | 27 |
| Tobacco | 6 |
| Trespassing | 1 |
| Truancy | 2 |
| Unauth. Sale and Distribution | 3 |
| Vandalism | 19 |
| Verb./Phys. Threat-Staff | 37 |
| Verb./Phys. Threat-Student | 52 |
| Grand Total | 2421 |

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

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

Fiscal Year 2004

- C. ALLOWABLE ACTIVITIES [Section 4115(b)(2)].** For all allowable Title IV-A activities that will be implemented, (a) provide a brief description of services, (b) how the services will be targeted to schools and students with the greatest need, and (c) timelines or target dates. Provide the amount of funding for Title IV-A services to students and teachers in public schools and in nonpublic schools. *Use separate pages as necessary for descriptions.* **NOTE:** If the *allowable activities, services, and timelines* are described elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).

| (1) Programs and Activities to Promote Drug and Violence Prevention | | | |
|---|--|----------------------------|------------------------|
| Allowable Activities | Brief Description of Specific Services, Targeting of Services, and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
| <input checked="" type="checkbox"/> Age appropriate and developmentally based activities that – <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> | Substance Abuse Program K-12 taught as a component of Comprehensive School Health. August 2003-June 2004 Curriculum Development and Staff Development. September – October 2003 inservicing of new staff conducted by Health Resource teacher. | 40,386 | 5,654 |
| <input checked="" type="checkbox"/> 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)]. | School Health Council Fall and Spring meetings Family Life and Human Development Committee, Spring 2004 | | |
| <input checked="" type="checkbox"/> Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)]. | High School Health Fairs, March 2004 | 1313 | 187 |
| <input checked="" type="checkbox"/> 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)]. | St. Mary's County Alliance for Alcohol and Drug Abuse Monthly meetings | | |

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

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

Fiscal Year 2004

C. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

| (1) Programs and Activities to Promote Drug and Violence Prevention | | | |
|---|---|----------------------------|------------------------|
| Allowable Activities | Brief Description of Specific Services, Targeting of Services, and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
| <input checked="" type="checkbox"/> 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)]. | Inservice training provided to staff by Health Resource Teacher, Annually and ongoing. | 4,000 | |
| <input checked="" type="checkbox"/> 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)]. | Drug Abuse Resistance Education pre and post test. Analysis of MAS data August 2003. | | |
| <input checked="" type="checkbox"/> 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)]. | | | |
| <input checked="" type="checkbox"/> 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)]. | Expansion of peer mediation program from 2 to 7 schools. Fall 2003 and Spring 2004 training. Schools identified by use of suspension data | 8,000 | |
| <input checked="" type="checkbox"/> 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 education setting [section 4115(b)(2)(E)(ix)]. | After school detention in lieu of suspension for middle school students. Implementation August 2003. | 8,000 | |
| <input checked="" type="checkbox"/> Drug and violence prevention activities designed to reduce truancy [section 4115(b)(2)(E)(xii)]. | | | |

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

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

Fiscal Year 2004

C. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

| (1) Programs and Activities to Promote Drug and Violence Prevention | | | |
|---|--|----------------------------|------------------------|
| Allowable Activities | Brief Description of Specific Services, Targeting of Services, and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
| <input checked="" type="checkbox"/> 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)]. | Drug Abuse Resistance Education Program. August 2003 – June 2004 | 7,800 | 5,200 |
| <input checked="" type="checkbox"/> 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)]. | Maryland Student Assistance Program Training for new members, November 5 & 6, 2003. Chairpersons meeting September 12, 2003 | 2,000 | |
| <input checked="" type="checkbox"/> 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)]. | Inservicing of staff in conflict resolution and de-escalation techniques. Fall 2003 | 2,000 | |
| <input checked="" type="checkbox"/> 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)]. | Train additional staff member in crisis prevention. Fall 2003 | 2,000 | |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix)]. | | | |

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

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

Fiscal Year 2004

C. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

| (1) Programs and Activities to Promote Drug and Violence Prevention | | | |
|---|--|----------------------------|------------------------|
| Allowable Activities | Brief Description of Specific Services, Targeting of Services, and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
| <input checked="" type="checkbox"/> 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 in selected schools. Schools identified on suspension data related to violence and includes two schools identified as in need of improvement. | 5,000 | |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)]. | | | |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)]. | | | |
| SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR PROGRAM ACTIVITIES | | \$80,499.00 | \$11,041.00 |

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

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

Fiscal Year 2004

C. 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, Targeting of Services, and Timelines or Target Dates | Public School Costs | Nonpublic Costs |
|---|--|---------------------|--------------------|
| <input type="checkbox"/> *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)]. | | | |
| <input type="checkbox"/> *+Reporting criminal offences committed on school property [section 4115(b)(2)(E)(iii)]. | | | |
| <input type="checkbox"/> *+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)]. | | | |
| <input type="checkbox"/> *+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)]. | | | |
| <input type="checkbox"/> *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)]. | | | |
| SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR SECURITY MEASURES | | \$0 | \$0 |
| TOTAL -- TITLE IV-A FUNDING AMOUNTS | | \$80,499.00 | \$11,041.00 |

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

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

Fiscal Year 2004

- D. SCIENTIFICALLY BASED RESEARCH CURRICULUM AND PROGRAMS.** Using the format in Table 11-2 below, provide a brief description of the research based curricula and programs that will be implemented. *Use separate pages as necessary for descriptions.* (NOTE: Under section 4115(a)(3), MSDE may waive the scientifically based research requirement in instances where a school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition. See Section G, Table 11-3 for the waiver request.)

| TABLE 11-2 | SCIENTIFICALLY BASED RESEARCH CURRICULUM AND PROGRAMS | | |
|------------|---|--------------------|--|
| Grade | Curriculum/Program (i.e., <i>Life Skills, Here's Looking At You, Second Step</i> , etc.) | Number of Hours | Subject in which Taught (i.e., Health, English, etc.) |
| K | A-Growing healthy B-Maryland School Assistance Program (MSAP) C-Postive Behavior Intervention & Supports (PBIS) | 17 | Science |
| 1 | Growing Healthy | 11 | Science |
| 2 | Growing Healthy | 10 | Science |
| 3 | Growing Healthy | 14 | Science |
| 4 | Growing Healthy | 15 | Science |
| 5 | D.A.R.E. | 15 | Science |
| 6 | Project Alert | 6 | Science |
| 7 | Project Alert Project TNT | 5 10 | Science Family & Consumer Science |
| 8 | Project Alert Booster Project TNT Booster | 3 3 | Physical Education Physical Education |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

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

Fiscal Year 2004

- D. SCIENTIFICALLY BASED RESEARCH CURRICULUM AND PROGRAMS.** Using the format in Table 11-2 below, provide a brief description of the research based curricula and programs that will be implemented. *Use separate pages as necessary for descriptions.* (NOTE: Under section 4115(a)(3), MSDE may waive the scientifically based research requirement in instances where a school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition. See Section G, Table 11-3 for the waiver request.)

| TABLE 11-2 | SCIENTIFICALLY BASED RESEARCH CURRICULUM AND PROGRAMS | | |
|------------|---|---------------------------------|--|
| Grade | Curriculum/Program (i.e., <i>Life Skills, Here's Looking At You, Second Step</i> , etc.) | Number of Hours | Subject in which Taught (i.e., Health, English, etc.) |
| K - 12 | Maryland School Assistance Program (MSAP) | As needed | Guidance |
| K - 12 | Positive Behavior Interventions & Supports (PBIS) | School wide discipline program | N/A |
| K - 8 | Steps to respect | 10 hours of curriculum material | Guidance |
| K - 9 | Second Step – Violence Prevention Program | 10 hours of curriculum material | Guidance |
| K – 5 | Bullyproofing Your School: A Comprehensive Approach for Elementary Schools | 10 hours of curriculum material | Guidance |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

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

Fiscal Year 2004

E. 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**
 - a) 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.)**

E. 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 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. 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.**

E: ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS

1. Participating Schools (See Attachment 6-B)
2. 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 Safe and Drug-Free Schools and Communities grant. During this meeting an overview of the proposed programs and associated schedules is provided so that participants may confirm their involvement. Furthermore, requests for additional support are discussed in response to identified needs. Consensus on what programs and services can be provided through the grant is obtained and schedules and programs are finalized accordingly. Details of these programs are then provided to the non-public schools through written 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.

Title IV – Safe and Drug Free Schools and Communities Budget Narrative

Budget narrative developed in accordance with Comprehensive Strategies for Drug and Violence Prevention outlined within Attachment 11, Part A, Item A, *Cross-Program Themes in Bridge To Excellence Master Plan*.

| | | |
|---|----------|------------------------|
| Allocation | | <u>\$91,540</u> |
| Indirect Cost | \$1,795 | \$1,795 |
| Administration | | |
| Salary * | \$35,127 | |
| Benefits* | \$4,873 | |
| Total Administration | | \$40,000 |
| Instruction | | |
| Materials and Supplies | \$17,810 | |
| Contracted Services | \$11,400 | |
| Total Instruction | | \$29,210 |
| Other | | |
| Conferences and Meetings (Staff Development/Subs) | \$13,715 | |
| Transportation (Teachers) | \$460 | |
| Transportation (Students) | \$3,100 | |
| Food | \$3,260 | |
| Total Other | | \$20,535 |

* Safe and Drug Free Schools Project Facilitator

**CURRICULAR PROGRAMS
PROPOSED BUDGET
Instruction
STATE/FEDERAL**

| | |
|-----------------------|----------------------|
| Recipient Agency Name | St. Mary's County PS |
| Revenue Source Name | Title IV Part A |

| | |
|------------------|-----------------|
| Grant Period | 7/01/03-6/30/04 |
| Fund Source Code | 400684 |


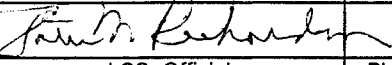
See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

| | |
|---|---------------|
| X | STATE/FEDERAL |
| | LOCAL/MATCH |
| | TOTAL |

| Category/Program/Activity | Object | | | | | | Budget by Category |
|-------------------------------------|--------------------|-----------------------|------------------------|-----------------|-------------|--------------|--------------------|
| | 1-Salaries & Wages | 2-Contracted Services | 3-Supplies & Materials | 4-Other Charges | 5-Equipment | 8-Transfers* | |
| 201 Administration | | | | | | | |
| Program 21 General Support | | | | | | | |
| Program 22 Business Support | | | | | | 1,795.00 | 1,795.00 |
| 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 | | | | | | | 0.00 |
| Program 02 Special Programs | 35,127.00 | 11,400.00 | 17,810.00 | 20,535.00 | | | 84,872.00 |
| Program 03 Career & Tech Prog. | | | | | | | 0.00 |
| Program 08 School Library Prog. | | | | | | | 0.00 |
| Program 09 Instructional Staff Dev. | | | | | | | 0.00 |
| Program 10 Guidance Services | | | | | | | 0.00 |
| Program 11 Psychological Serv. | | | | | | | |
| Program 12 Adult Education | | | | | | | |
| 206 Special Education | | | | | | | |
| Program 04 Public Sch Inst. Prog | | | | | | | |
| Program 09 Instructional Staff Dev. | | | | | | | 0.00 |
| 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 | | | | 4,873.00 | | | 4,873.00 |
| 214 Community Services | | | | | | | 0.00 |
| 215 Capital Outlay | | | | | | | |
| Program 34 Land & Improvements | | | | | | | |
| Program 35 Buildings & Additions | | | | | | | |
| Program 36 Remodeling | | | | | | | |
| TOTAL EXPENDITURES BY OBJECT | 35,127.00 | 11,400.00 | 17,810.00 | 25,408.00 | 0.00 | 1,795.00 | 91,540.00 |


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

| | | | | | | |
|---------------------|---|--------------|----------------------------|------|---------------|------|
| Budget Approved By: |  | 400684 | | | | |
| | LSS Finance Officer | Grant Number | Grant Name (MSDE USE ONLY) | | | |
| Budget Approved By: |  | | | | | |
| | LSS Official | Phone # | Fax # | Date | MSDE Official | Date |

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

G. PROGRAM ACTIVITY WAIVER REQUEST [Section 4115(a)(3)]

| TABLE 11-3 | PROGRAM ACTIVITY WAIVER REQUEST FORM |
|--|--------------------------------------|
| <p>Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with 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.</p> <p>In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by the Maryland State Department of Education (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.</p> <p>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.</p> | |
| <p>Name of program/activity: Brief description of the program/activity and how it demonstrates a substantial likelihood of success:</p> <p>There are two programs that are in use in St. Mary's County Public Schools for which we are requesting a waiver of Principle Three of the Principles of Effectiveness.</p> <p>The first program is Positive Behavioral Interventions and Supports (PBIS). This program has been promoted by the Maryland State Department of Education (MSDE) and has shown positive results within the state and across the nation. This program reduces the occurrences of negative, violent, and illegal behavior on school property as indicated in the research done through the University of Oregon.</p> <p>The second program is the Maryland Student Assistance Program (MSAP). This program is also promoted by MSDE and is designed to utilize education, early intervention and family involvement in preventing drug use among students. In St. Mary's County Public Schools, we have the traditional model of MSAP and a prevention/education model in our elementary schools. This is accomplished through a partnership with the local drug prevention provider, Walden, Inc. Local data over the years have indicated increased achievement, better attendance, and fewer discipline referrals for students who participate in this program at the elementary and middle school levels. The high school model is an assessment and referral model that successfully matches students and families with support for prevention or intervention of drug use.</p> | |

| | |
|---|-----------------|
|  | <u>9/23/03.</u> |
| Signature – Title IV, SDFSC Project Director | Date |

----- MSDE Use Only -----

☐ Waiver Granted ☐ Waiver Denied **Remarks:**

| | |
|--|------|
| Signature – Title IV, SDFSC Project Director | Date |
|--|------|

Attachment 12
Title V, Part A Innovative Programs

**ATTACHMENT 12 TITLE V, PART A
INNOVATIVE PROGRAMS**

Local School System: St. Mary's County Public Schools Fiscal Year 2004

Title V Coordinator: Paula Juhl

Telephone: 301-475-5511, ext 117 E-mail: pjuhl@mail.smcps.k12.md.us

- A. ALLOWABLE ACTIVITIES [Section 5131]:** For all allowable activities that will be implemented, provide a brief description of services that are based on locally identified needs. Discuss in the description how the services will contribute to improving student academic achievement or improving the quality of education for students. Provide the amount of funding for Title V-A services to public schools and nonpublic (private) schools. *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 and How They Will Improve Student Achievement or the Quality of Education | Public School Costs | Nonpublic Costs |
| <input type="checkbox"/> Promising education reform projects, including magnet schools [section 5131 (a)(4)]. | | | |
| <input type="checkbox"/> School improvement programs or activities under sections 1116 and 1117 of the ESEA [section 5131 (a)(9)]. | | | |
| <input type="checkbox"/> Programs to establish smaller learning communities [section 5131(a)(19)]. (For further guidance, see USDE's guidance on the Smaller Learning Communities (SLC) program). | | | |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching [section 5131(a)(22)]. | | | |
| <input type="checkbox"/> 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 2004

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 and How They Will Improve Student Achievement or the Quality of Education | Public School Costs | Nonpublic Costs |
| <input type="checkbox"/> 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.) | | | |
| <input type="checkbox"/> 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 | | | |
| <input type="checkbox"/> 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 |
| <input type="checkbox"/> Activities to promote, implement, or expand public school choice [section 5131(a)(12)]. | | | |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> 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 2004

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 and How They Will Improve Student Achievement or the Quality of Education | Public School Costs | Nonpublic Costs |
| <input checked="" type="checkbox"/> 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 specifically for the media specialists and/or instructional resource teachers designed to strengthen their technology skills and their ability to help teachers integrate technology into the curriculum, including mapping and performance-based learning. | \$7,700.00 | \$2,300.00 |
| <input checked="" type="checkbox"/> 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 for classrooms that will help with the integration of effective technology applications into curriculum. Also, to continue media center acquisitions to strengthen areas of need given reform priorities – literacy, math, and science. | \$28,312.40 | \$7,778.60 |
| (5) Projects and Activities to Promote Literacy, Early Childhood Education, and Adult Education | | | |
| <input checked="" type="checkbox"/> 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)]. | Systemwide and school-based activities intended to strengthen family literacy and student achievement, including, extending media center operation hours to provide access to technology. | \$7,700.00 | \$2,300.00 |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> Activities to establish or enhance prekindergarten programs for children [section 5131(a)(16)]. | | | |

**ATTACHMENT 12 TITLE V, PART A
INNOVATIVE PROGRAMS**

| |
|--|
| Local School System: <u>St. Mary's County Public Schools</u> Fiscal Year <u>2004</u> |
|--|

A. ALLOWABLE ACTIVITIES [Section 5131], Continued:

| (6) Projects and Activities for Students with Special Needs | | | |
|---|---|----------------------------|------------------------|
| Allowable Activities | Brief Description of Specific Services and How They Will Improve Student Achievement or the Quality of Education | Public School Costs | Nonpublic Costs |
| <input checked="" type="checkbox"/> 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)]. | Activities intended to support attendance and avoid drop-outs. Designated activities will include a media campaign regarding school attendance, and individual activities at elementary, middle and high school | \$6,160.00 | \$1,840.00 |
| <input type="checkbox"/> Programs to provide for the educational needs of gifted and talented children [section 5131(a)(7)]. | | | |
| <input type="checkbox"/> 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)]. | | | |
| <input type="checkbox"/> 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 | | | |
| <input type="checkbox"/> 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)]. | | | |
| <input checked="" type="checkbox"/> Initiatives to generate, maintain, and strengthen parental and community involvement [section 5131(a)(21)]. | In line with the plan to be created, to provide support to strengthen parent and community involvement initiatives countywide. | \$4,400.00 | \$600.00 |
| <input type="checkbox"/> Service learning activities [section 5131(a)(24)]. | | | |

**ATTACHMENT 12 TITLE V, PART A
INNOVATIVE PROGRAMS**

| | |
|---|--------------------------------|
| Local School System: <u>St. Mary's County Public Schools</u> | Fiscal Year <u>2004</u> |
|---|--------------------------------|

ALLOWABLE ACTIVITIES [Section 5131], Continued:

| (8) Projects and Activities to Promote Health Services | | | |
|--|---|----------------------------|------------------------|
| Allowable Activities | Brief Description of Specific Services and How They Will Improve Student Achievement or the Quality of Education | Public School Costs | Nonpublic Costs |
| <input type="checkbox"/> Programs to hire and support school nurses [section 5131(a)(13)]. | | | |
| <input type="checkbox"/> 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)] | | | |
| <input type="checkbox"/> Programs for cardiopulmonary resuscitation (CPR) training in schools [section 5131(a)(18)]. | | | |
| TOTAL FUNDING AMOUNTS | | \$54,092.40 | \$14,818.60 |
| [indirect costs] | | \$1,695.00 | |
| | | | \$70,606.00 |

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 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

**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.)**

A. 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 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. 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.**
- b) Demonstrate the extent to which the budget is both reasonable and cost-effective.**

Budget Narrative for Title V, Part A

Instructional staff development of this budget, \$10,000.00, will be spent either for salaries or substitutes to attend training sessions, attend conferences and workshops, and to purchase refreshments for meetings. Professional development will concentrate on helping teachers integrate technology into the curriculum, including mapping the social studies state curriculum correlated with the counties media curriculum. Technology skills for media specialists and/or instructional resource teachers will be developed through training and learning to integrate technology into the curriculum. Non public school personnel will be invited to attend all training sessions. Media specialists and resource teachers will be able to attend workshops dealing with integrating technology into the curriculum.

The amount of \$27,896.40 for public schools and \$7,778.60 for non public schools will be spent to continue to acquire resources for media centers and/or for classrooms to help with the integration of technology applications into the curriculum. This amount may also be spent to strengthen areas of need in literacy, math, and science.

An additional amount of \$10,000 may be spent as stipends to extend the media center operation hours to provide access to technology. This may be done if a school volunteers to pilot the program or at schools that already have an extended day program. Non public schools will be invited to participate.

Designated activities will be provided to support attendance and avoid drop-outs. The activities may include a media campaign regarding school attendance plus individual activities at elementary, middle and high school. A total of \$8,000.00 is designated for this with \$1,840.00 of this for the non public schools.

A total of \$5,000.00 is designated to provide support to strengthen parent and community involvement initiatives countywide.

Title V, Part A
Innovative Programs
Proposed Budget Summary Form

| Category (Itemize as Necessary) | Cost | In-Kind |
|--|--|---------|
| (If additional space is needed under any category, attach a sheet detailing the breakdown and record the total for the category on the subtotal line.) | | |
| Salaries, Wages, and Benefits (e.g. Participant Stipends and Substitutes) Media specialists/resource teachers to attend training sessions or to extend the media center operation hours Subtotal | \$13,935.00 \$13,935.00 | |
| Equipment (Supplies and Equipment) Software and hardware Resources for media centers Attendance and drop-out activities Parent and community involvement initiatives Subtotal | \$48,911.00 \$48,911.00 | |
| Other Charges/Auxiliary Costs (e.g. Food, Facility Use, Internet Fees) Workshop Registration Travel to Workshop Subtotal | \$5,000.00 \$5,000.00 | |
| Fixed Charges | \$1,065.00 | |
| Indirect Cost Recovery | \$1,695.00 | |
| GRAND TOTAL | \$70,606.00 | |

ALLOCATION OF FUNDS TO NONPUBLIC SCHOOLS UNDER SECTION 6402

| School Name and Address | School Enrollment | School Allocation | Program(s) with Program Area | Program(s) Allocation |
|--|-------------------|-------------------|--------------------------------------|-----------------------|
| Father Andrew White School P.O. Box 1756 Leonardtown, MD 20650 | 268 | \$954.08 | Instructional/ Educational Materials | \$954.08 |
| Little Flower School P.O. Box 257 Great Mills, MD 20634 | 310 | \$1,103.60 | Instructional/ Educational Materials | \$1,103.60 |
| Mother Catherine Spalding School 38833 Chaptico Road Helen, MD 20635 | 176 | \$626.56 | Instructional/ Educational Materials | \$626.56 |
| St. John's School P.O. Box 69 Hollywood, MD 20636 | 220 | \$783.20 | Instructional/ Educational Materials | \$783.20 |
| St. Mary's Ryken High School 22600 Camp Calvert Road Leonardtown, MD 20650 | 586 | \$2,086.16 | Instructional/ Educational Materials | \$2,086.16 |
| St. Michael's School P.O. Box 259 Ridge, MD 20680 | 158 | \$562.48 | Instructional/ Educational Materials | \$562.48 |
| King's Christian Academy 46855 South Shangri-La Dr. Lexington Park, MD 20653 | 269 | \$957.64 | Instructional/ Educational Materials | \$957.64 |
| Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619 | 90 | \$320.40 | Instructional/ Educational Materials | \$320.40 |
| Holy Angels-Sacred Heart School 21335 Coltons Point Road Avenue, MD 20609 | 108 | \$384.48 | Instructional/ Educational Materials | \$384.48 |

**CURRICULAR PROGRAMS
PROPOSED BUDGET
Instruction
STATE/FEDERAL**

| | |
|-----------------------|----------------------|
| Recipient Agency Name | St. Mary's County PS |
| Revenue Source Name | Title V Part A |

| | |
|------------------|-----------------|
| Grant Period | 7/01/03-9/30/04 |
| Fund Source Code | 6,034.00 |


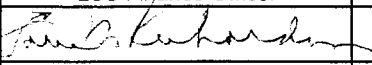
See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

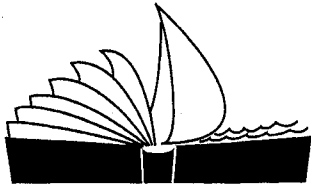
Check and complete a page for each funding source & TOTAL

| | |
|---|---------------|
| X | STATE/FEDERAL |
| | LOCAL/MATCH |
| | TOTAL |

| Category/Program/Activity | Object | | | | | | Budget by Category |
|-------------------------------------|--------------------|-----------------------|------------------------|-----------------|-------------|-----------------|--------------------|
| | 1-Salaries & Wages | 2-Contracted Services | 3-Supplies & Materials | 4-Other Charges | 5-Equipment | 8-Transfers* | |
| 201 Administration | | | | | | | |
| Program 21 General Support | | | | | | | |
| Program 22 Business Support | | | | | | 1,695.00 | 1,695.00 |
| 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 | | | | | | | 0.00 |
| Program 02 Special Programs | | | | | | | 0.00 |
| Program 03 Career & Tech Prog. | | | | | | | 0.00 |
| Program 08 School Library Prog. | 9,290.00 | | 35,911.00 | | | | 45,201.00 |
| Program 09 Instructional Staff Dev. | 4,645.00 | | | 5,000.00 | | | 9,645.00 |
| Program 10 Guidance Services | | | 8,000.00 | | | | 8,000.00 |
| Program 11 Psychological Serv. | | | | | | | |
| Program 12 Adult Education | | | | | | | |
| 206 Special Education | | | | | | | |
| Program 04 Public Sch Inst. Prog | | | | | | | |
| Program 09 Instructional Staff Dev. | | | | | | | 0.00 |
| 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 | | | | 1,065.00 | | | 1,065.00 |
| 214 Community Services | | | 5,000.00 | | | | 5,000.00 |
| 215 Capital Outlay | | | | | | | |
| Program 34 Land & Improvements | | | | | | | |
| Program 35 Buildings & Additions | | | | | | | |
| Program 36 Remodeling | | | | | | | |
| TOTAL EXPENDITURES BY OBJECT | 13,935.00 | 0.00 | 48,911.00 | 6,065.00 | 0.00 | 1,695.00 | 70,606.00 |

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

| | | | | | | |
|---------------------|---|--------------|----------------------------|------|---------------|------|
| Budget Approved By: |  | 400685 | | | | |
| Budget Approved By: | LSS Finance Officer | Grant Number | Grant Name (MSDE USE ONLY) | | | |
| Budget Approved By: |  | Phone # | Fax # | Date | MSDE Official | Date |
| | LSS Official | | | | | |



Fulfilling the Promise in Every Child

DR. PATRICIA M. RICHARDSON
Superintendent of Schools

St. Mary's County Public Schools

DEPARTMENT OF PUPIL SERVICES
23160 Moakley Street, P.O. Box 1410
Leonardtown, Maryland 20650

Phone:
301-475-5511, ext. 2
Fax:
301-475-2469

Kathleen M. Lyon, M.Ed., LCPC, Director of Pupil Services

Attachment 13 Title I, Part D

Prevention and Intervention Programs for Children and Youth
Who are Neglected, Delinquent, or At-Risk

Not applicable to St. Mary's County.

Attachment A
IDEA – Local Application

**VIII. PROPOSED BUDGET
DIVISION OF SPECIAL EDUCATION EARLY INTERVENTION SERVICES**

Recipient Agency Name St. Mary's County Public Schools
Revenue Source Name IDEA Part B

Grant Period 07/01/03-06/30/04
Fund Source Code 84-027

CHECK FUNDING SOURCE:

☒ State Grant Passthrough (P)
☐ State Grant Supplemental (S)

☐ State Grant Discretionary (D)
☐ Preschool Discretionary (PD)
☐ Least Restrictive Environment Allocation (LRE)

☐ Preschool Passthrough (PP)
☐ State Improvement Grant (SIG)

| Category/Program/Activity | 1 Salaries & Wages | 2 Contracted Services | 3 Supplies & Materials | 4 Other Charges | 5 Equipment | 8 Transfers | Total Budget by Category/Program/ Activity |
|--|--------------------------|-----------------------------|------------------------------|--------------------|----------------|----------------|--|
| 210 Administration | | | | | | | |
| Program 21 General Support | | | | | | | 0 |
| Program 22 Business Support | | | | | | 56,979 | 56,979 |
| Program 23 Centralized Support | | | | | | | 0 |
| Total Administration | | 0 | | | | | 0 |
| 203 Instruction | | | | | | | |
| Program 10 Guidance Services | | | | | | | 0 |
| Program 11 Psychological Services | 160430 | | | | | | 160,430 |
| Total Instruction | 160430 | 0 | 0 | 0 | 0 | | 160,430 |
| 206 Special Education | | | | | | | |
| Program 04 Classroom Instruction | 1,388,877 | 0 | 25,532 | | | | 1,414,409 |
| Program 06 State Institutions | | | | | | | 0 |
| Program 07 Nonpublic Schools | | | | | | | 0 |
| Program 09 Instructional Staff Development | | 13650 | 845 | | | | 14,495 |
| Program 15 Office of the Principal | | | | | | | 0 |
| Program 16 School Instructional Support | 8,000 | 77,351 | | | | | 85,351 |
| Total Special Education | 1,396,877 | 91,001 | 26,377 | 0 | 0 | 0 | 1,514,255 |
| 207 Student Personnel Services | | | | | | | 0 |
| 208 Health Services | 63,716 | | | | | | 63,716 |
| 209 Student Transportation | | | | | | | 0 |
| 212 Fixed Charges | | | | 577,813 | | | 577,813 |
| TOTAL EXPENDITURES BY OBJECT | \$1,621,023 | \$91,001 | \$26,377 | \$577,813 | \$0 | \$56,979 | 2,373,193 |

MSDE USE

Approved by:

MSDE Official

Grantee Finance Officer

Grant Number

VIII. PROPOSED BUDGET DIVISION OF SPECIAL EDUCATION EARLY INTERVENTION SERVICES

| | |
|-----------------------|----------------------------------|
| Recipient Agency Name | St. Mary's County Public Schools |
| Revenue Source Name | IDEA Part B |

| | |
|------------------|-------------------|
| Grant Period | 07/01/03-06/30/04 |
| Fund Source Code | 84-173 |

CHECK FUNDING SOURCE:

☐ State Grant Passthrough (P)
☒ State Grant Discretionary (D)
☐ State Grant Supplemental (S)
☐ Preschool Passthrough (PP)
☐ Preschool Discretionary (PD)
☐ State Improvement Grant (SIG)
☐ Least Restrictive Environment Allocation (LRE)

| Category/Program/Activity | 1 Salaries & Wages | 2 Contracted Services | 3 Supplies & Materials | 4 Other Charges | 5 Equipment | 8 Transfers | Total Budget by Category/Program/ Activity |
|--|--------------------------|-----------------------------|------------------------------|--------------------|----------------|----------------|--|
| 210 Administration | | | | | | | |
| Program 21 General Support | | | | | | | 0 |
| Program 22 Business Support | | | | | | 2,843 | 2,843 |
| Program 23 Centralized Support | | | | | | | 0 |
| Total Administration | 0 | 0 | | | | | 0 |
| 203 Instruction | | | | | | | |
| Program 10 Guidance Services | | | | | | | 0 |
| Program 11 Psychological Services | | | | | | | 0 |
| Total Instruction | 0 | 0 | 0 | 0 | | | 0 |
| 206 Special Education | | | | | | | |
| Program 04 Classroom Instruction | 83,972 | | 4,535 | | | | 88,507 |
| Program 06 State Institutions | | | | | | | 0 |
| Program 07 Nonpublic Schools | | | | | | | 0 |
| Program 09 Instructional Staff Development | | | | | | | 0 |
| Program 15 Office of the Principal | | | | | | | 0 |
| Program 16 School Instructional Support | | | | | | | 0 |
| Total Special Education | 83,972 | 0 | 4,535 | 0 | 0 | 0 | 88,507 |
| 207 Student Personnel Services | | | | | | | 0 |
| 208 Health Services | | | | | | | 0 |
| 209 Student Transportation | | | | | | | 0 |
| 212 Fixed Charges | | | | 27,057 | | | 27,057 |
| TOTAL EXPENDITURES BY OBJECT | \$83,972 | \$0 | \$4,535 | \$27,057 | \$0 | \$2,843 | \$118,407 |

| | |
|--|----------------------------------|
|  Grantee Finance Officer | MSDE USE |
| | Approved by: _____ MSDE Official |

| |
|--------------|
| Grant Number |
|--------------|

DIVISION OF SPECIAL EDUCATION, EARLY INTERVENTION SERVICES

Recipient Agency Name St. Mary's County Public Schools
 Revenue Source Name IDEA Part B

Grant Period 07/01/03-06/30/04
 Fund Source Code _____

CHECK FUNDING SOURCE:

___ State Grant Passthrough (P)
 ___ State Grant Supplemental (S)

___ Preschool Passthrough (PP)
 ___ State Improvement Grant (SIG)

X State Grant Discretionary (D)
 ___ Preschool Discretionary (PD)
 ___ Least Restrictive Environment Allocation (LRE)

| Category/Program/Activity | 1 Salaries & Wages | 2 Contracted Services | 3 Supplies & Materials | 4 Other Charges | 5 Equipment | 8 Transfers | Total Budget by Category/Program/ Activity |
|--|--------------------------|-----------------------------|------------------------------|--------------------|----------------|----------------|--|
| 210 Administration | | | | | | | |
| Program 21 General Support | | | | | | | 0 |
| Program 22 Business Support | | | | | | 803 | 803 |
| Program 23 Centralized Support | | | | | | | 0 |
| Total Administration | 0 | 0 | | | | | 0 |
| 203 Instruction | | | | | | | |
| Program 10 Guidance Services | | | | | | | 0 |
| Program 11 Psychological Services | | | | | | | 0 |
| Total Instruction | 0 | 0 | 0 | 0 | 0 | | 0 |
| 206 Special Education | | | | | | | |
| Program 04 Classroom Instruction | | | 250 | | | | 250 |
| Program 06 State Institutions | | | | | | | 0 |
| Program 07 Nonpublic Schools | | | | | | | 0 |
| Program 09 Instructional Staff Development | 11,500 | | 1,703 | 3,476 | | | 16,679 |
| Program 15 Office of the Principal | | | | | | | 0 |
| Program 16 School Instructional Support | 10,800 | 100 | 2,495 | 600 | | | 13,995 |
| Total Special Education | 22,300 | 100 | 4,448 | 4,076 | 0 | 0 | 30,924 |
| 207 Student Personnel Services | | | | | | | 0 |
| 208 Health Services | | | | | | | 0 |
| 209 Student Transportation | | | | | | | 0 |
| 212 Fixed Charges | | | | | | | 0 |
| TOTAL EXPENDITURES BY OBJECT | \$22,300 | \$100 | \$4,448 | \$5,781 | \$0 | \$803 | 33,432 |

MSDE USE
 Approved by: _____ MSDE Official

[Signature]
 Grantee Finance Officer

Grant Number

**V. INSTRUCTIONAL MATERIALS AND SUPPLIES - OBJECT 3
(SEE INSTRUCTIONS)**

| BUDGET CATEGORY | DESCRIPTION | FUNDING SOURCE | TOTAL COST |
|--|--|---|---------------------|
| 20604 | Updated assessment materials | P | \$ 5,183.00 |
| 20604 | Software license for Excent | P | \$ 8,500.00 |
| 20604 | Materials for transitioning * | D * | \$ 250.00 |
| 20616 | Materials for Partners for Success - postage, resource materials, printing, office materials ** | D ** | \$ 2,495.00 |
| 20609 | Materials for training in differentiation | D | \$ 1,184.00 |
| 20609 | Materials for training in autism and Hanen language development | P | \$ 845.00 |
| 20609 | Materials for training for new teachers | D | \$ 519.00 |
| 20604 | Printer, laptops, computer systems | P | \$ 8,004.00 |
| 20604 | Software for speech pathologists | P | \$ 3,000.00 |
| 20604 | Materials for preschool classes | PP | \$ 4,535.00 |
| | | | |
| | | | |
| | | | |
| TOTAL | | | \$ 34,515.00 |
| COMMENTS: | | | |
| Please footnote with asterisk: Governor's Transition Initiative =*GTI Parent Training Grant =**PTG | | | |
| FUNDING | State Grant Passthrough = P State Grant Supplemental Passthrough = S State Discretionary = D Least Restrictive Environment Allocation = LRE | Preschool Passthrough = PP Preschool Discretionary = PD State Improvement Grant = SIG | |

VII. CONTRACTED SERVICES/CSPD/MISCELLANEOUS CHARGES

| SERVICE/ACTIVITY | | | PROVIDER | |
|------------------|-----|--|--|--------|
| Counseling | | | LSS and community mental health provider | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20616 | 2 | Therapeutic counseling for students with emotional disturbance | P | 70,000 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 70,000 |

| SERVICE/ACTIVITY | | | PROVIDER | |
|--------------------------|-----|---|----------------|-------|
| Teacher trainings (CSPD) | | | | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20609 | 1 | Stipends for teachers and therapists to attend trainings after duty day at 23.00 per hour | D | 7,000 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 7,000 |

| SERVICE/ACTIVITY | | | PROVIDER | |
|--|-----|--|---|-------|
| Training in behavior management, reading, legal issues, best practices (CSPD) | | | | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20609 | 4 | Registrations, accommodations, travel for staff to attend conferences | D | 3,476 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 3,476 |
| FUNDING SOURCE CODES: | | State Grant Passthrough = P State Grant Supplemental Passthrough = S State Discretionary = D Least Restrictive Environment Allocation = LRE | Preschool Passthrough = PP Preschool Discretionary = PD State Improvement Grant = SIG | |
| Please footnote with asterisk: Governor's Transition Initiative = *GTI Parent Training Grant = **PTG | | | | |

VII. CONTRACTED SERVICES/CSPD/MISCELLANEOUS CHARGES

| SERVICE/ACTIVITY | | | PROVIDER | |
|-----------------------------------|-----|---|----------------|-------|
| Trainings for New Teachers (CSPD) | | | | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20609 | 1 | Stipends for staff to attend trainings after work hours | D | 4,500 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 4,500 |

| SERVICE/ACTIVITY | | | PROVIDER | |
|--|-----|---|----------------|-------|
| Training in Excent IEP management system | | | LSS | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20616 | 1 | Stipends for teachers to attend sessions after work hours | P | 3,500 |
| 20604 | 1 | Substitutes for teachers | P | 800 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 4,300 |

| | | | | |
|--|-----|--|---|--------|
| | | | | |
| Training in Autism | | | | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20609 | 2 | Consultant fees | P | 12,900 |
| 20609 | 2 | Travel, accommodations | P | 750 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 13,650 |
| FUNDING SOURCE CODES: | | State Grant Passthrough = P State Grant Supplemental Passthrough = S State Discretionary = D Least Restrictive Environment Allocation = LRE | Preschool Passthrough = PP Preschool Discretionary = PD State Improvement Grant = SIG | |
| Please footnote with asterisk: Governor's Transition Initiative = *GTI Parent Training Grant = **PTG | | | | |

VII. CONTRACTED SERVICES/CSPD/MISCELLANEOUS CHARGES

| SERVICE/ACTIVITY | | | PROVIDER | |
|--------------------------------|-----|----------------------|----------------|-------|
| Partners for Success Center ** | | | LSS | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20616 | 1 | Stipend for parent | D | 6,000 |
| 20616 | 1 | Stipend for educator | D | 600 |
| 20616 | 2 | Consultants | D | 100 |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 6,700 |

| SERVICE/ACTIVITY | | | PROVIDER | |
|-------------------------------|-----|--|----------------|-------|
| Transitioning Activities *GTI | | | | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20616 | 1 | Stipends for job coaches at 9.55/hr. | D | 4,200 |
| 20616 | 4 | Transportation for students to job sites | D | 600 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 4,800 |

| SERVICE/ACTIVITY | | | PROVIDER | |
|--|-----|--|---|-------|
| Hanan speech language trainings | | | | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20616 | 1 | Stipends for staff to present to parents and teachers after duty days | P | 4,500 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 4,500 |
| FUNDING SOURCE CODES: | | State Grant Passthrough = P State Grant Supplemental Passthrough = S State Discretionary = D Least Restrictive Environment Allocation = LRE | Preschool Passthrough = PP Preschool Discretionary = PD State Improvement Grant = SIG | |
| Please footnote with asterisk: Governor's Transition Initiative = *GTI Parent Training Grant = **PTG | | | | |

VII. CONTRACTED SERVICES/CSPD/MISCELLANEOUS CHARGES

| SERVICE/ACTIVITY | | | PROVIDER | |
|---|-----|---|----------------|-------|
| Early intervention services to children | | | | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20616 | 2 | Contractual services for therapists to provide discreet trial training and speech therapy | P | 7,351 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 7,351 |

| SERVICE/ACTIVITY | | | PROVIDER | |
|------------------|-----|-----------------------------|----------------|---------|
| Fixed Charges | | | | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 212 | 4 | Fixed charges - salaries | P | 577,079 |
| 212 | 4 | Fixed charges - salaries | PP | 27,904 |
| 212 | 4 | Fixed charges - training | P | 329 |
| | | Fixed charges - substitutes | P | 61 |
| | | Fixed charges - Hanen | P | 344 |
| | | | | |
| TOTAL | | | | |

| SERVICE/ACTIVITY | | | PROVIDER | |
|--|-----|--|---|------|
| Fixed Charges | | | | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 212 | 4 | Fixed charges – job coaches | D | 321 |
| 212 | 4 | Fixed charges – Partner for Success | D | 505 |
| 212 | 4 | Fixed charges – New Teachers | D | 344 |
| 212 | 4 | Fixed charges – after work hour meetings | D | 535 |
| | | | | |
| | | | | |
| TOTAL | | | | |
| FUNDING SOURCE CODES: | | State Grant Passthrough = P State Grant Supplemental Passthrough = S State Discretionary = D Least Restrictive Environment Allocation = LRE | Preschool Passthrough = PP Preschool Discretionary = PD State Improvement Grant = SIG | |
| Please footnote with asterisk: Governor's Transition Initiative = *GTI Parent Training Grant = **PTG | | | | |

—

- Surveys completed by school administrators at the request of the Division of Instruction, evaluations from staff development activities, input from the Citizens Advisory Committee, input from School Improvement Plans, analysis of the performance data of students with disabilities, SMCPs draft Master Plan, review of literature of best practices.

[illegible]

X. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

List below specific training needs (federally-funded) completed during the year just ending.

-
- Training was conducted for all special education staff in the use of technology and its integration with curriculum. Teachers attended sessions on Saturdays and after school hours. Software presented included Writing with Symbols and Earobics. Hardware included Alpha Smarts and Kurzweil Screen Readers.
 - Teachers received training in working with children with autism spectrum disorders.
 - Teachers received training in the administration and interpretation of IMAP.
 - Parents and staff received training in the transition process.
 - Training in behavior management was provided to regular and special education staff.
 - Administrators and central office staff received training in IEP meeting facilitation.
 - Administrators and special education staff received training in IEP management.

If activities completed during the year just ending do not match those approved for funding in your previous application (Section VIII), explain the discrepancies below.

WILMINGTON PROPOSED BUDGET

| | |
|------------------|-------------------|
| Grant Period | 07/01/03-06/30/04 |
| Fund Source Code | |

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

See "Financial reporting Manual for Maryland Public Schools" for accounting descriptions

| CATEGORY/PROGRAM/ACTIVITY | 1 Salaries and Wages | 2 Contracted Services | 3 Supplies & Materials | 4 Other Charges | 5 Equipment | 6 Transfers* | Total Budget by |
|---|-------------------------|--------------------------|---------------------------|--------------------|----------------|-----------------|-----------------|
| 201 Administration | | | | | | | 0 |
| Program 21 General Support | | | | | | | 0 |
| Program 22 Business Support | | \$ 10,000.00 | | | | 19,243.00 | 29,243.00 |
| Program 23 Centralized Support | | | | | | | 0 |
| Program 24 Special Education Administration | | | | | | | 0 |
| Program 15 Office of Principal | | | | | | | 0 |
| Program 16 Inst. Adm. & Supv. | | | | | | | 0 |
| Program 01 Regular Classroom | | | | | | | 0 |
| Program 02 Special Programs | | | | | | | 0 |
| Program 03 Career & Tech Prog | | | | | | | 0 |
| Program 08 School Library Prog | | | | | | | 0 |
| Program 09 Inst. Staff Devel. | | | | | | | 0 |
| Program 10 Guidance | | | | | | | 0 |
| Program 11 Psychological Serv. | | | | | | | 0 |
| Program 12 Adult education | | | | | | | 0 |
| Program 04 Public Sch. Inst. Prog. | \$ 496,279.00 | | | | | | \$ 496,279.00 |
| Program 09 Instructional Staff Dev. | | | | | | | \$ - |
| Program 15 Office of Principal | | | | | | | \$ - |
| Program 16 Inst. Admin. & Serv. | | | | | | | \$ - |
| 207 Student Personnel Services | | | | | | | \$ - |
| 208 Health Services | \$ 89,460.00 | | | | | | \$ 89,460.00 |
| 209 Student Transportation | | | | | | | 0 |
| 214 Community Services | | | | 186506 | | | 186,506.00 |
| TOTAL EXPENDITURES BY OBJECT | \$ 585,739.00 | \$ 10,000.00 | 0 | 186506 | 0 | 19243 | \$ 801,488.00 |

*Includes the following: Payments to another LSS, nonpublic school, or state institution; and Indirect Cost Recovery

Grantee/Finance Officer David Jones MSDE Official _____
 Approved by: _____ Grant Number _____

MEDICAID FUNDS
NUMBER OF POSITIONS AND TOTAL SALARIES

| Staff by Budget Category | | Number Of Positions | Total Salaries |
|---|---|---------------------------|-------------------|
| 201 | Administration – Other | | |
| 202 | Mid-Level Administration | | |
| 203 | Instructional Salaries | | |
| | Classroom Teachers | | |
| | Aides | | |
| | Guidance Services | | |
| | Psychologists | | |
| | Other (please specify below in comment section) | | |
| 206 | Special Education Instructional Programs | | |
| | Classroom Teachers | 7.1 | 317,593 |
| | Speech Pathologists | | |
| | Aides | 3 | 69,995 |
| | Physical Therapists | | |
| | Occupational Therapists | 1 | 37,819 |
| | Audiologists | | |
| | Recreational Therapists | | |
| | Principals, Vice Principals | | |
| | Directors, Coordinators, Supervisors | | |
| | Other (please specify below in comment section) | 0.6 | 40,872 |
| 207 | Student Personnel Services | | |
| | Pupil Personnel Workers | | |
| | School Social Workers | | |
| 208 | Health Services – Nurses | 2 | 89,460 |
| | Other (please specify below in comment section) | | - |
| 209 | Student Transportation | | |
| | Bus Drivers | | |
| | Aides | | |
| 214 | Community Services | | |
| | Interagency Specialists | | |
| | Other (please specify below in comment section) | | |
| COLUMN TOTALS: | | 13.7 | 555739 |
| COMMENTS: .6 Assisstive Technology Resource Teacher | | | |

IX. PROJECTED CHIL COUNT FY 2003

| DIRECTIONS: List the projected <u>unduplicated</u> count of students who are eligible for special education and related services during the coming school year. | | | | | |
|---|-------------|--------------|---------------|-----------|-----------------|
| Number of eligible students, by age and disability served in public schools | 3 - 5 years | 6 - 11 years | 12 - 17 years | 18-21 | TOTAL 3 - 21 |
| 1. AUTISM | 1 | 22 | 9 | 0 | 32 |
| 2. DEAF-BLINDNESS | 0 | 0 | 0 | 0 | 0 |
| 3. DEAFNESS | 0 | 2 | 1 | 0 | 3 |
| 4. DEVELOPMENTAL DELAY | 13 | | | | 13 |
| 5. EMOTIONAL DISTURBANCE | 0 | 26 | 75 | 3 | 104 |
| 6. HEARING IMPAIRED | 1 | 5 | 8 | 1 | 15 |
| 7. MENTAL RETARDATION | 0 | 23 | 55 | 21 | 99 |
| 8. MULTIPLE DISABILITIES | 3 | 5 | 15 | 6 | 29 |
| 9. ORTHOPEDIC IMPAIRMENT | 1 | 3 | 7 | 1 | 12 |
| 10. OTHER HEALTH IMPAIRED | 7 | 52 | 56 | 2 | 117 |
| 11. SPECIFIC LEARNING DISABILITY | 0 | 402 | 575 | 34 | 1011 |
| 12. SPEECH OR LANGUAGE IMPAIRED | 208 | 455 | 33 | 0 | 696 |
| 13. TRAUMATIC BRAIN INJURY | 1 | 3 | 2 | 0 | 6 |
| 14. VISUAL IMPAIRMENT | 1 | 3 | 4 | 2 | 10 |
| 15. NUMBER OF ELIGIBLE STUDENTS PLACED BY THE LOCAL SCHOOL SYSTEM IN NONPUBLIC SCHOOLS | 0 | 3 | 19 | 4 | 26 |
| SUBTOTAL (SUM OF 1-15 ABOVE) | 236 | 1004 | 859 | 74 | 2173 |
| 16. NUMBER OF ELIGIBLE STUDENTS PLACED IN PRIVATE/PAROCIAL SCHOOLS BY PARENTS | 3 | 19 | 3 | 0 | 25 |
| TOTAL NUMBER OF ELIGIBLE STUDENTS (SUM OF 1-16) | 239 | 1023 | 862 | 74 | 2198 |

EARLY INTERVENTION SERVICES

| | |
|------------------|-------------------|
| Grant Period | 07/01/03-06/30/04 |
| Fund Source Code | |

_____ State Grant Discretionary (D)
 _____ Preschool Discretionary (PD)
 _____ x _____ Least Restrictive Environment Allocation (LRE)

Preschool Passthrough (PP)
State Improvement Grant (SIG)

MSDE USE
Approved by: _____
MSDE Official

Grantee Finance Officer

MSDE 0246 Rev 05/97
N ; FORM J-2

VII. CONTRACTED SERVICES/CSPD/MISCELLANEOUS CHARGES

| SERVICE/ACTIVITY | | | PROVIDER | |
|---|-----|--|----------------|----------|
| Training in the teaching of mathematics | | | LSS | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| 20609 | 2 | Fees for presenter in Marilyn Burns model of instruction | LRE | 14,000 ✓ |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | 14,000 |

| SERVICE/ACTIVITY | | | PROVIDER | |
|------------------|-----|------|----------------|------|
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | | |

| SERVICE/ACTIVITY | | | PROVIDER | |
|--|-----|--|---|------|
| | | | | |
| CAT | OBJ | ITEM | FUNDING SOURCE | COST |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | TOTAL | |
| FUNDING SOURCE CODES: | | State Grant Passthrough = P State Grant Supplemental Passthrough = S State Discretionary = D Least Restrictive Environment Allocation = LRE | Preschool Passthrough = PP Preschool Discretionary = PD State Improvement Grant = SIG | |
| Please footnote with asterisk: Governor's Transition Initiative = *GTI Parent Training Grant = **PTG | | | | |

**V. INSTRUCTIONAL MATERIALS AND SUPPLIES – OBJECT 3
(SEE INSTRUCTIONS)**

| BUDGET CATEGORY | DESCRIPTION | FUNDING SOURCE | TOTAL COST |
|---|--|-------------------------------|------------|
| 20604 | Reading materials for use with students with | LRE | 15,000 |
| 20609 | Materials for training in differentiation | LRE | 2,746 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL | | | 17,746 |
| COMMENTS: | | | |
| | | | |
| Please footnote with asterisk: Governor's Transition Initiative = *GTI Parent Training Grant = **PTG | | | |
| FUNDING SOURCE CODES: | State Grant Passthrough = P | Preschool Passthrough = PP | |
| | State Grant Supplemental Passthrough = S | Preschool Discretionary = PD | |
| | State Discretionary = D | State Improvement Grant = SIG | |
| | Least Restrictive Environment Allocation = LRE | | |

PROJECT ABSTRACT

Year V will enhance and augment the current Fine Arts Program by completing the realigned curriculum in music and begin the development of the dance curriculum to the Maryland State Department of Education (MSDE) Essential Learner Outcomes (ELOs). The goals and objectives for Year V proposal support the integration of MSDE ELOs, St. Mary's County Public School System's (SMCPS) initiatives, formation of community partnerships, establish a fine arts program at the Alternative Learning Center, establishment of a middle school summer enrichment program, integrate the Dr. James A. Forrest Technology & Career Center into components of the visual arts program, and locating alternative sources of outside funding.

Currently there is no dance program in SMCPS. The Fine Arts Initiative - Year V proposal will establish a dance curriculum through partnerships with existing dance studios in the community. The curricula throughout fine arts will echo Dr. Howard Gardner's theory of "multiple intelligences," which was found to be an essential component of the most successful curricula in the nation. By the end of Year V, the database inventory of fine arts equipment will facilitate the procurement of necessary new equipment.

The single most critical factor in sustaining arts education found in "Gaining the Arts Advantage," a study of the most successful school districts in the nation that value arts education, was the active involvement of influential segments of the community in arts, and arts education activities inside and outside of the school. Year V will continue to develop fine arts partnerships between the SMCPS and the community, the procurement of outside funding for special projects, scholarship opportunities for students entering related fields in fine arts in post high school education, and the continuation of the Fine Arts Project Partners to provide input for the Fine Arts Initiative project.

Fine arts education in SMCPS positively influences student achievement by creating a solid foundation for excellence in the arts, completed realigned curricula, multiple intelligences approach, and integrated instruction.

PROJECT DESCRIPTION IN NARRATIVE

St. Mary's County Public Schools is committed to full inclusion of fine arts in its school improvement initiatives. Currently there are thriving systemwide elementary and secondary programs in general, instrumental, and choral music; theatre; and visual arts. Dance is only offered as enrichment after school program and not as part of the school day curriculum.

Every elementary school student in all-day kindergarten through grade 5 receives visual arts instruction for a forty-five minute period, once a week in St. Mary's County Public Schools. All half-day sessions of kindergarten are scheduled for visual arts within the individual school schedule. Students taking visual arts in the middle school may also elect visual arts as a focus of study in Art Special Topics Mixed Media in grade eight. In the high schools after taking Visual Arts 1, students may select from a variety of courses including Visual Arts 2, 3, 4, Commercial Art, Sculpture, Photography, Advanced Placement Art History, Advanced Placement Studio Art (Drawing Portfolio), Advanced Placement Studio Art (Two-Dimensional Design Portfolio), Advanced Placement Studio Art (Three-Dimensional Design Portfolio), and Independent Study Visual Arts. Students with special needs are able to fulfill the fine arts graduation requirement through the successful completion of Crafts 1, Crafts 2, and/or Fine Arts. In 2003-2004, visual arts will be providing the students enrolled at the Alternative Learning Center an elective to fulfill the Maryland State fine arts graduation requirement. St. Mary's County's visual arts students are represented locally and throughout the state in exhibits and contests. During Youth Art Month, student work from all schools is exhibited in local libraries and government facilities, St. Mary's County Public Schools' offices, Southern Maryland Higher Education Center, North End Gallery, and numerous local businesses. Plans to establish community partnerships for the erection of the "Blue Heron" at the 2005 superintendent's gallery are in place. This event is a bi-annual exhibit, established in 2001, which includes the performing arts during the gala opening. The visual arts curriculum was expanded in the 2002-2004 High School Program of Studies to include Advanced Placement Art History, Advanced Placement Studio Art (Two-Dimensional Design Portfolio), and Advanced Placement Studio Art (Three-Dimensional Design Portfolio). Currently supportive instructional activities in grades kindergarten through twelve are incorporating reading and writing into each visual arts project. The visual arts curriculum has

been realigned to reflect the Maryland Essential Learner Outcomes and the distribution of the St. Mary's County Public Schools' Essential Curriculum Notebooks has been completed.

The general music curriculum meets the needs of all students from kindergarten through grade twelve. The choral and instrumental music program is designed to meet the needs of the choral, band, and orchestra students at the local and state levels. Elementary school choral, band, and orchestra students participate in concerts given in their home school and have the opportunity to participate in the All-County Elementary School Honor Band, Chorus, and Orchestra. The Elementary Instrumental Solo and Ensemble Festival give elementary students the opportunity for an individual performance assessment tool. At the middle and high school levels, students participate in various school and community programs. The All-County Middle School Honor Band, Chorus, and Orchestra are available to students who qualify for these performing groups. The 2003-2004 All-County High School Honor Jazz Band will give the three high schools an individual, as well as a combined performance venue. Additional opportunities and service participation in the Tri-County Honor Band, Chorus, and Orchestra and All-State Junior and Senior Band, Chorus, and Orchestra are available to students who meet the qualification and audition process. St. Mary's County Public Schools is also committed to supporting all District IV activities, which include band, choral, and orchestra festivals and the solo and ensemble festival. The continued commitment to the expansion of the string program into the high schools has allowed students through graduation to enjoy the orchestral experience. The music curriculum has been realigned to reflect the Maryland Essential Learner Outcomes in kindergarten through grade 8, with the distribution of the St. Mary's County Public Schools' Essential Curriculum Notebooks completed. The high school music curriculum realignment is in progress, with projected completion in fall of 2003.

St. Mary's County Public Schools also strongly supports a theatre program in kindergarten through grade 12. The 2002-2004 High School Program of Studies offering has Theatre Arts 1, 2, 3, and 4; Advanced Studies in Technical Theatre; and Independent Study Theatre Arts. Each of the three high schools has a full-time theatre arts teacher. The theatre curriculum has been realigned to reflect the Maryland Essential Learner Outcomes. The distribution of the St. Mary's County's Essential Curriculum Notebooks has been completed.

St. Mary's County Public Schools' multi-year plan emphasizes the inclusion of reading and writing into the fine arts curriculum, as a way to bring about changes in instruction and in

student achievement. Supportive curriculum instructional activities in grades one through twelve have been created to incorporate reading and writing into activities in the fine arts and to teach teachers to use feedback to change instructional practices.

The creation of an Elementary Summer Fine Arts Enrichment Program in the summer of 2003 and the expansion of that program to the middle school level in the summer of 2004 will give students in grades three through eight the opportunity to work with professional educators and performers in the fields of dance, music, theatre, and visual arts. Students will participate in four blocks: two major concentration blocks, one movement/theory block, and a fine arts reading/writing block. The program will include two evening for the arts in which parents and the community can share the enrichment activities with the students.

BUDGET NARRATIVE

The following budget reflects costs associated with the activities found within the St. Mary's County Public Schools Year V Fine Arts proposal. Each item is reasonable, cost effective, in accordance with the over-all Fine Arts budget and integrated with other sources of funding including in-kind sources.

| Line Item | Calculation | Requested | In-Kind | Total |
|---|---|-----------|---------|--------|
| Salaries & Wages | | | | |
| Project Director | 20% of time @ \$74,000/yr x 1 yr | | 14,800 | 14,800 |
| Project Secretary | 20% of \$30,000 | | 6,000 | 6,000 |
| Teacher Salaries | 12 teachers @ \$105 per day x 5 days | 6,300 | | 6,300 |
| Substitutes | 17 x 2 days x \$50 per day | 1,700 | | 1,700 |
| Part-time Salaries | \$10 per hour | 15,680 | | 15,680 |
| | | | | |
| Total Salaries & Wages: | | 23,680 | 20,800 | 44,480 |
| Contracted Services | | | | |
| Educational Consultants | Fees & travel for 6 - 10 consultants | 2,000 | | 2,000 |
| | | | | |
| | | | | |
| Total Contracted Services: | | 2,000 | | 2,000 |
| Supplies & Materials | | | | |
| Staff Development | Educational materials and supplies, food, food products | 2,290 | | 2,290 |
| Curriculum Dev. | Binders, food and paper products | 1,517 | 500 | 2,017 |
| Printing Services | Paper, Printing Services | | 4,500 | 4,500 |
| Music Program | Enrichment program supplies | 4,000 | | 4,000 |
| Visual Arts Program | Enrichment program supplies | 4,000 | | 4,000 |
| Theatre Program | Enrichment program supplies | 2,000 | | 2,000 |
| Total Supplies & Materials: | | 13,807 | 5,000 | 18,807 |
| Other Charges, Equipment & Transfers | | | | |
| Conferences | Art, Music, Theatre | 2,000 | | 2,000 |
| Fixed Charges | 20,100 x .0765 | 1,812 | | 1,812 |
| Indirect Cost Recovery | 44,165 x .02 | 866 | | 866 |
| | | | | |
| | | | | |
| Total Other Charges, Equip. & Transfers: | | 4,678 | | 4,678 |
| | | | | |
| | | 44,165 | 25,800 | 69,965 |

**BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS
PROPOSED FY - 2004 FINE ARTS BUDGET**

| | |
|-----------------------|----------------------------|
| Recipient Agency Name | St. Mary's Co. P.S. |
| Revenue Source Name | Fine Arts Initiative Grant |

| | |
|------------------|-------------------|
| Grant Period | 9/30/03 - 9/30/04 |
| 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 |
| | TOTAL |

| Category/Program | Object | | | | | | Budget by Cat./Prog. |
|---------------------------------------|--------------------|-----------------------|------------------------|-----------------|--------------|--------------|----------------------|
| | 1-Salaries & Wages | 2-Contracted Services | 3-Supplies & Materials | 4-Other Charges | 5-Equip-ment | 8-Transfers* | |
| 201 Administration | | | | | | | |
| Program 21 General Support | | | | | | | - |
| Program 22 Business Support | | | | | | 866.00 | 866.00 |
| Program 23 Centralized Support | | | | | | | - |
| 202 Mid-level Administration | | | | | | | |
| Program 15 Office of Principal | | | | | | | - |
| Program 16 Inst. Admin. & Superv. | | | | | | | - |
| 203-205 Instruction categories | | | | | | | |
| Prog 01 Regular Programs | | | 11,517.00 | | | | 11,517.00 |
| Prog 02 Special Programs | | | | | | | - |
| Prog 03 Career & Tech Prog | | | | | | | - |
| Prog 08 Sch. Library Media | | | | | | | - |
| Prog 09 Instr. Staff Devel. | 23,680.00 | 2,000.00 | 2,290.00 | 2,000.00 | | | 29,970.00 |
| Prog 10 Guidance Services | | | | | | | - |
| Prog 11 Psychological Serv. | | | | | | | - |
| Prog 12 Adult Education | | | | | | | - |
| 206 Special Education | | | | | | | |
| Prog 04 Public School Instr. Prog. | | | | | | | - |
| Prog 09 Inst. Staff Devel. | | | | | | | - |
| Prog 15 Office of the Principal | | | | | | | - |
| Prog 16 Inst. Admin. & Superv. | | | | | | | - |
| 207 Student Personnel Serv. | | | | | | | - |
| 208 Student Health Services | | | | | | | - |
| 209 Student Transportation | | | | | | | - |
| 210 Operation of Plant | | | | | | | |
| Program 30 Warehousing and Distr. | | | | | | | - |
| Program 31 Operating Services | | | | | | | - |
| 211 Maintenance of Plant | | | | | | | |
| 212 Fixed Charges | | | | 1,812.00 | | | 1,812.00 |
| 214 Community Services | | | | | | | - |
| 215 Capital Outlay | | | | | | | |
| Program 34 Land & Improvements | | | | | | | - |
| Program 35 Buildings & Additions | | | | | | | - |
| Program 36 Remodeling | | | | | | | - |
| Total Expenditures By Object | 23,680.00 | 2,000.00 | 13,807.00 | 3,812.00 | - | 866.00 | 44,165.00 |

*Includes the following: Payments to another LSS, nonpublic school, or state institution; and Indirect Cost Recovery

| |
|--------------|
| Grant Number |
|--------------|

| |
|----------------------------|
| Fine Arts Initiative Grant |
| Grant Name |

**Budget Reviewed and
Approved: LSS Finance Officer:**

Robert W. Bridges
Signature

301-475-5511, ext.185 9/9/03
Phone Number Date

| | | | | | | |
|---------------------|--------------------------|---------|-------|------|---------------|------|
| MSDE USE ONLY | | | | | | |
| Budget Approved By: | <i>James R. Robinson</i> | | | | | |
| | LSS Official | Phone # | Fax # | Date | MSDE Official | Date |

St. Mary's County Public Schools Master Plan Glossary

| | |
|-------------------------------------|--|
| Academic Intervention | Interventions designed to help students who are not succeeding in the regular school program |
| Achievement Gap | Persistent differences in achievement among different types of students as indicated by scores on standardized tests, teacher grades, and other data |
| Aggregated | Combined data from all subgroups |
| ALC | Alternative Learning Center - A school based at the Dr. James A. Forrest Career and Technology Center. The learning environment is characterized by individual and small group learning with a focus on positive behavior intervention and family support. |
| All Students | Includes all students in aggregated and disaggregated groups |
| All Teachers | General education and special education teachers |
| Alpha system | School system data base for financial and student records |
| ALT | Activity Learning Time |
| AP | Advanced Placement - Program of introductory college level courses available to students during their high school years |
| ASAS | Administrative and Supervisory Assessment System |
| AYP | Adequate Yearly Progress |
| Balanced Literacy | Reading program that includes guided reading, writing, vocabulary development, and self-selected reading |
| Balanced Mathematics Program | In a balanced mathematics program, students become proficient in basic skills and conceptual understanding, and become adept at problem solving. |
| BIMS/IMS | Baldrige Integrated Management System - A framework for improving organizational effectiveness |
| BMC/SDC | Behavior Management Center/Student Discipline Center - In school classroom that provides an educational alternative to suspending students from school |
| CAO | Chief Administrative Officer |
| Certiport | Provides certification in <u>Microsoft Office Suite</u> |

St. Mary's County Public Schools Master Plan Glossary

| | |
|-----------------------------------|--|
| CEU | Continuing Education Units |
| CI | Curriculum and Instruction |
| Coach | A process in which teachers visit each other's classes to observe instruction and offer feedback |
| CPAS | Counselor Performance Assessment System |
| CTE | Career and Technology Education |
| DAS | Department of Academic Support |
| DECA | Distributive Education Clubs of America |
| DIBELS | Dynamic Indicators of Basic Early Literacy Skills - Measures early literacy development |
| Differentiated Instruction | Instruction that provides students with multiple options for taking in information, making sense of ideas, and expressing what they learn |
| Disaggregate | Categorizing test scores or other data so that various subgroups may be compared |
| DOI | Division of Instruction |
| Dropout Rate | The percentage of students dropping out of school in grades 9 through 12 in a single year. The number and percentage of students who leave school for any reason, except death, before graduation or completion of a Maryland approved educational program and who are not known to enroll in another school or state-approved program during the current school year. |
| Early Success | Reading intervention program for students reading below grade level, in Grades 1 and 2 |
| Ed | Education |
| ESOL | English for Speakers of Other Languages |
| ET | Executive Team |
| ETM | Education That is Multicultural - Instruction that offers insights and sensitivity to all cultures so that instruction embraces diversity |

St. Mary's County Public Schools Master Plan Glossary

| | |
|---------------------------------|--|
| FBLA | Future Business Leaders of America |
| FEA | Future Educators of America |
| Formative Assessment | A test to determine what students have learned in order to plan further instruction |
| Fountas & Pinnell | Authors of various books and resources for the teaching of reading including research-based system for the grade leveling of text |
| FTE | Full Time Employee |
| FY | Fiscal Year |
| GEN-Y | Teachers and students learn <u>Office Suite</u> and then become trainers of other teachers and students |
| Gifted and Talented | "The term 'gifted and talented,' when used with respect to students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities" (Title IX, General Provisions, Part A, Section 9101, No Child Left Behind) |
| GPA | Grade Point Average |
| Graduation Rate | The percentage of students who entered grade 9 and received a Maryland high school diploma four years later for the reported school year. This is an estimated cohort group. It is calculated by dividing the number of high school graduates by the sum of students in that class who dropped out in each of the previous four years plus the number of high school graduates. |
| Highly Qualified Teacher | Public elementary and secondary teachers must be fully certified by the state and must not have had any certification requirements waived on an emergency, temporary or provisional basis. |
| HSA | High School Assessment - State mandated assessments in Algebra I, biology, English 9, and government administered to measure student achievement |
| HR | Human Resources |
| HSTW | High Schools That Work |

St. Mary's County Public Schools Master Plan Glossary

| | |
|----------------------------|--|
| IC | Instructional Consultation – A collaborative model that focuses on problem solving, teacher support, curriculum-based assessment and data-based decision making to improve student achievement |
| ICSA | Technology information security system |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individualized Education Program – A written statement for a child with a disability that is developed, reviewed, and revised in order to meet the child's educational needs |
| ILS | Integrated Learning System - Computer-based system that provides interactive instruction to individual students and maintains records of student progress |
| IMAP | Independent Mastery Assessment Program - A portfolio assessment for students with disabilities |
| Internet | Worldwide network of computers using Transmission Control Protocol – Internet Protocol (TCP-IP) |
| Intranet | Localized network of computers that share information |
| IPT | IDEA Proficiency Test - Assessment for students who speak little or no English |
| IRI | Individual Reading Inventory |
| IRT | Instructional Resource Teacher |
| ISSLC | Interstate School Leaders Licensure Consortium |
| IT | Information Technology - Technology, including software that supports the instructional program |
| Joyce Epstein Model | Six types of parent involvement: Parenting, communicating, volunteering, learning at home, decision making and collaborating with the community |
| Judy Hoyer Grant | Provides for a continuum of early development support needed for at-risk children birth to five years of age to succeed in kindergarten and beyond through collaborative partnerships with community programs. |

St. Mary's County Public Schools Master Plan Glossary

| | |
|-----------------------------------|--|
| LEP | Limited English Proficient Students - students who are reasonably fluent in another language but who have not yet achieved comparable mastery in reading, writing, listening, or speaking English |
| Leveled Texts | Classroom titles that have been leveled by grade or age using an approved research-based literacy measure |
| Lexile level | Measure to assess the level of the reader and the level of the text |
| Local Management Board | Maximizes the efficient and effective delivery of government and private resources to families and children in need |
| LPN | Licensed Practical Nurse |
| LRE | Least Restrictive Environment |
| Mapping/ sequencing | Curriculum mapping is a procedure for collecting data about the actual curriculum in a school district using the school calendar as an organizer. |
| Marilyn Burns Education | In-service programs help teachers improve how they teach mathematics in kindergarten through grade 5, emphasis on reading and writing in mathematics |
| Maryland Best Practices | An improvement guide for School-Based Service-Learning |
| Master Plan Advisory Group | Includes central office administrators and program managers, parent representatives, teachers, principals and assistant principals, community and business leaders, and local board members |
| Master Plan Work Group | Includes members of the Division of Instruction (Departments of Academic Support, Curriculum and Instruction, Pupil Services and Special Education) and the Superintendent's Executive Team, which includes Facilities, Finance, Human Resources, and Technology |
| Math Central | Mathematics program used to develop students' computation skills |
| MDK-12 | Maryland State Department of Education web site |
| MESA | Mathematics, Engineering, and Science Association |
| MFMT | Maryland Functional Mathematics Test |

St. Mary's County Public Schools Master Plan Glossary

| | |
|------------------------|---|
| MFRT | Maryland Functional Reading Test |
| MMSR | Maryland Model of School Readiness |
| MOU | Memorandums of Understanding |
| MSA | Maryland State Assessment |
| MSAP | Maryland School Assessment Program |
| MSDE | Maryland State Department of Education |
| MSW | Making Schools Work |
| MTTS | Maryland Teacher Technology Standards |
| MVERS | Maryland Virtual Emergency Response System |
| MWT | Maryland Writing Test |
| NAGC | National Association for Gifted Children |
| NASA | National Aeronautic and Space Administration |
| Nation's Choice | Houghton Mifflin Reading Series for K-6 |
| NCLB | No Child Left Behind |
| NEP | Non-English Proficient students |
| NPAS | Nursing Performance Assessment System |
| PAC | Parent Advocacy Center |
| PBIS | Positive Behavior Intervention and Support |
| PDS | Professional Development School |
| PDSA | Plan, Do, Study, Act: From the Baldrige Management System |
| PE | Physical Education |

St. Mary's County Public Schools Master Plan Glossary

| | |
|----------------------------|---|
| Physics First Model | High school science curriculum structure: 9 th Grade: Conceptual Physics: Physics taught using limited mathematics with a focus on the understanding of atoms. 10 th Grade: Chemistry, building on top of the atomic structure of elements. 11 th Grade: Biology. 12 th Grade: Physics revisited and expanded with mathematical concepts. |
| POS | Point of Service |
| PPW | Pupil Personnel Worker |
| Praxis I and II | A set of rigorous and carefully validated assessments that provides accurate, reliable information for use by state education agencies in making licensing decisions. Praxis I is an academic skills assessment for beginning teachers and Praxis II is a subjects assessment. |
| PST | Pupil Services Team |
| PTA | Parent Teachers Association |
| Pull-out | Small group of students pulled from the whole class grouping for specific instruction or reinforcement |
| Reading First | The <i>Reading First</i> program, funded with federal dollars, will focus on students in kindergarten through third grade in eligible local school systems. Launched by the No Child Left Behind legislation, <i>Reading First</i> is a national initiative aimed at helping every child become a successful reader. |
| Scaffolding | Tiered activities that lead to the same key ideas and skills while addressing the different learning needs of the students |
| Service-Learning | Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. |
| SIT | School Improvement Team |
| SMCM | St. Mary's College of Maryland |
| SMCPS | St. Mary's County Public Schools |
| Soar to Success | Reading intervention program |

St. Mary's County Public Schools Master Plan Glossary

| | |
|---|--|
| SRI | Scholastic Reading Inventory |
| Summative Assessment | A formal cumulative assessment that measures achievement in meeting state standards |
| TAT | Technical Assistance Teams for Title I Schools |
| TERC | TERC is a not-for-profit education research and development organization dedicated to improving mathematics, science, and technology teaching and learning. The Scott Foresman math series, "Investigations," is based on this research. |
| The Nation's Choice (Legacy of Literature) | Houghton Mifflin reading series for kindergarten, first, second, and third grade |
| Title 1 | The largest federal aid program for elementary, middle, and high schools. Through Title I, the federal government gives money to school districts around the country based on the number of low-income families in each district. Each district uses its Title I money for extra educational services for children who are behind in school. |
| TPAS | Teacher Performance Assessment System |
| TSA | Technology Student Association |
| Twenty-first Century Grant Program | The program is designed to provide opportunities for academic enrichment, including providing tutorial service to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics. |
| UbD | Understanding by Design - An instructional planning framework |
| USA/VICA | Vocational Industrial Clubs of America – A national organization of high school and college students and professional members who are enrolled in training programs in technical, skilled, and service occupations, including health occupations |
| USDE | United States Department of Education |
| Voluntary State Curriculum | New MSDE Curriculum |
| VSST | Vocational Services Support Team |

St. Mary's County Public Schools Master Plan Glossary

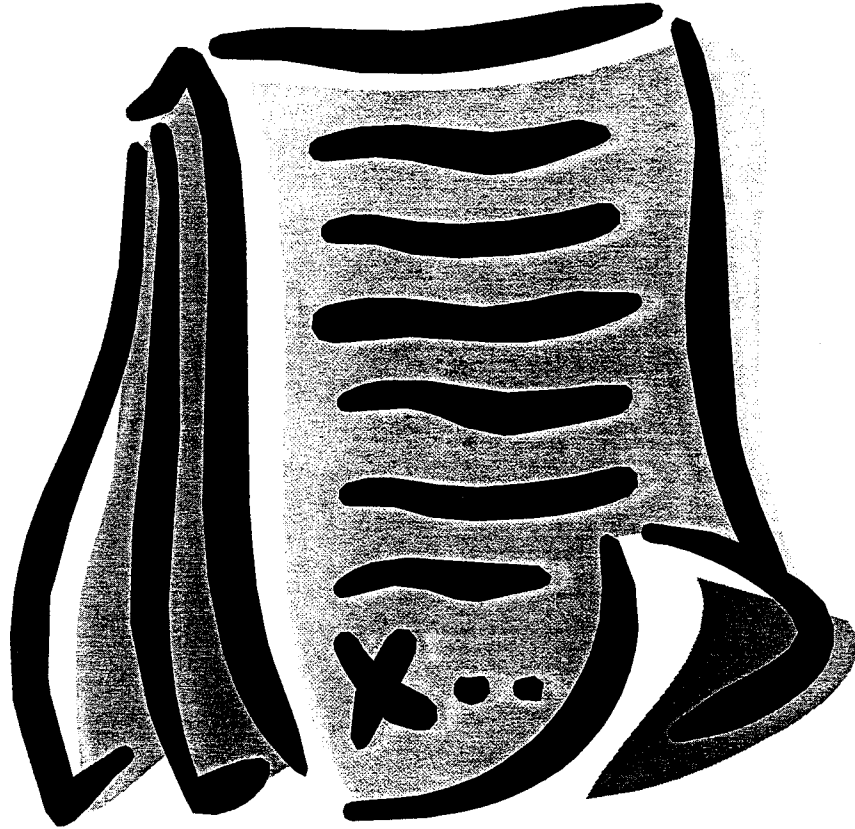
5-E Model

A lesson/unit format including the components of Engagement, Exploration, and Explanation followed by an Extension. Evaluation occurs throughout the lesson or unit.

504 Services

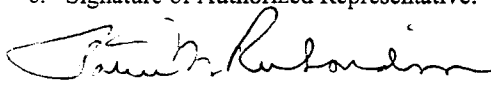
Accommodations designed to assure that no qualified disabled person shall, on the basis of their disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.

Part IX



Master Plan Certifications and Assurances

**FIVE-YEAR COMPREHENSIVE
BRIDGE TO EXCELLENCE MASTER PLAN (2003 – 2008)
SIGNATURE PAGE**

| | |
|--|--|
| <p>1. Name and Address of Local School System:</p> <p>St. Mary's County Public Schools P. O. Box 641 23160 Moakley Street Leonardtown, Maryland 20650</p> | <p>2. Contact Person for Master Plan:</p> <p>Name: Dr. R. Lorraine Fulton Title: Deputy Superintendent Telephone: 301-474-5511, extension 174 Fax: 301-475-4262 E-Mail: lfulton@mail.smcps.k12.md.us</p> |
| <p>3. Assurance Certification</p> <p>I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this Master Plan is correct and complete. The local school system will comply with all requirements under the Bridge to Excellence in Public Schools Act (Senate Bill 856) and all State laws and regulations. Through the general assurances in section 9306 of ESEA, the local school system agrees to comply with all requirements of the ESEA programs included in this master plan and other applicable federal statutes.</p> <p>By signing this Assurance Certification, the local school system certifies the following:</p> <ul style="list-style-type: none"> a. A copy of the five-year comprehensive Bridge to Excellence Master Plan was submitted to local government at least 60 days prior to submitting the plan to the Maryland State Department of Education. b. The master plan was developed in consultation with teachers, principals, pupil services personnel, administrators, other program managers and staff, parents, and community members. c. Services to private school students and teachers <i>for the federal ESEA programs</i> included in the master plan have been developed and designed in consultation with private school officials. d. The master plan coordinates with other programs under ESEA, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, and, where appropriate, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act. e. The following assurances and certifications covering ESEA programs have been filed with MSDE as part of this master plan: <ul style="list-style-type: none"> • <u>Section 14306 and EDGAR</u>. The assurances in Section 9306(a) of ESEA and Section 76.104 of the U. S. Education Department General Administrative Regulations (EDGAR). • <u>ESEA Program Assurances</u>: Any assurances or certifications included in the statutes governing any program included in the master plan. • <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certifications in ED Form 80-0013, relating to lobbying, debarment/suspension, and drug free workplace. • <u>Section 9524 of ESEA</u>. The assurance that no policy of the local school system prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. | |
| <p>4. To the best of my knowledge and belief, all data are true and correct. The local school system will comply with the assurances and certifications provided in the <i>Bridge to Excellence Master Plan Guidelines</i>.</p> | |
| <p>a. Printed Name and Title of Authorized Local School System Representative</p> <p>Patricia M. Richardson, Ph.D., Superintendent</p> | <p>b. Telephone: 301-475-5511, extension 178 Fax: 301-475-4262 E-Mail: prichardson@mail.smcps.k12.md.us</p> |
| <p>c. Signature of Authorized Representative:</p> <p></p> | <p>d. Date:</p> <p style="text-align: center; font-size: 1.2em;">9-23-03</p> |

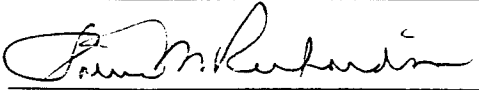
**FIVE-YEAR COMPREHENSIVE
BRIDGE TO EXCELLENCE MASTER PLAN
(2003 - 2008)**

General Assurances

By receiving funds for the federal and State programs included in the five-year comprehensive Bridge to Excellence Master Plan, I hereby agree, as the grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through grants under this master plan will operate in compliance with State and federal laws and regulations, including but not limited to the 1964 Civil Rights Act and amendments, and the Americans with Disabilities Act.
2. The Maryland State Department of Education may, as it deems necessary, supervise, evaluate, and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failure of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth at 34 CFR Part 76 & 80 and in applicable State law and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of progress reports.
5. Grantee shall retain all records of its financial transactions and accounts relating to each restricted program included in this master plan for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit by authorized representatives of MSDE.
6. For each restricted program, grantee must receive prior approval from the MSDE Program Manager before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
7. For each restricted program, grantee must receive prior approval from the MSDE Program Manager for any budgetary realignment of \$1,000 or 15% of object, program, or category of expenditure, whichever is greater. Grantee must support the request with reasons for the change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
8. For each restricted program, requests for grant extensions must be submitted at least 45 days prior to the end of the grant period.
9. Grantee shall repay any funds which have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the Federal and/or State government.
10. If the grantee fails to fulfill its obligation under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due grantee.

I further certify that all of the facts, figures, and representations made with respect to this master plan, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

| | |
|---|--------------------------|
|  _____ Superintendent of Schools | 9-23-03 _____ Date |
|---|--------------------------|

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

OVERVIEW

In submitting the five-year *Bridge to Excellence Master Plan*, each local school system must provide an assurance that it will comply with all requirements of the ESEA programs included in the master plan, whether or not the program statute identifies the requirements as a description or assurance that the school system would address, absent the consolidated master plan, in a program-specific plan or application. Local school systems are required to maintain records of their compliance with all requirements of each ESEA program.

Section 9306 of ESEA requires each local school system to have on file with the Maryland State Department of Education a single set of assurances, applicable to each ESEA program included in the consolidated master plan. Through the General Statement of Assurances listed below, the local school system agrees to comply with all requirements of the ESEA and other applicable program statutes. Key requirements for each ESEA program are noted in the ESEA Program Specific Assurances. While all requirements are important, the list of program-specific requirements the local school system is assuring is not exhaustive. The local school system is accountable for meeting all program requirements. Additionally, the school system must file as part of the master plan U. S. Education Department Form 80-0013 -- "Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; And Drug-Free Workplace Requirements."

The *Bridge to Excellence Master Plan Signature Page*, signed by the Local Superintendent of Schools or the Chief Executive Officer, certifies the local school system's agreement to the following sets of assurances and cross-cutting certifications:

GENERAL AND CROSS-CUTTING ASSURANCES

Description: Section 9306 of ESEA requires local school systems to have on file with the Maryland State Department of Education a single set of assurances, applicable to each ESEA program that has been consolidated in the *Bridge to Excellence Master Plan*, that provide that:

1. Each ESEA program described in the *Bridge to Excellence Master Plan* will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The local school system will control funds provided under each ESEA program and will have title to property acquired with programs.
3. The local school system will administer the funds and property to the extent required by the authorizing statutes.
4. The local school system will adopt and use proper methods of administering these programs including:
 - a. the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - b. the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation.
5. The local school system will use funds to supplement and not supplant those from other sources otherwise available to continue current or past efforts for activities authorized by the ESEA programs in this plan.

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

6. The local school system will cooperate in carrying out any evaluation of each such program conducted by or for the Maryland State Department of Education (MSDE), the United States Department of Education (USDE), or other federal officials.
7. The local school system will use such fiscal control and fund accounting procedures as will ensure proper disbursement of and accounting for federal funds paid to such applicant under each such program.
8. The local school system –
 - a. will submit such reports to MSDE (which shall make the reports available to the Governor) and USDE as may be necessary to enable both agencies to perform their duties under each such program.
 - b. will maintain such records, provide such information, and afford access to the records as MSDE and USDE find necessary to carry out MSDE's or USDE's duties.
9. The local school system will ensure that equitable participation of nonpublic participants (if any) will be provided. The applicant will consult with officials of nonpublic schools in a meaningful and timely manner, provide nonpublic participants genuine access to equitable services and equal expenditure of funds.
10. Before the *Bridge to Excellence Master Plan* was submitted, the local school system afforded a reasonable opportunity for public comment on the plan and considered such comment.
11. The *Bridge to Excellence Master Plan* is available for review by the public.
12. The local school system will comply with all requirements of the ESEA programs included in the *Bridge to Excellence Master Plan*, whether or not the program statute identifies these requirements as a description or assurance that applicant would have addressed, absent this consolidated application, in a program-specific plan, or application, and maintains records of their compliance with each of those requirements.
13. Any printed (or other media) description of ESEA programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the ESEA program which are involved.

ESEA PROGRAM SPECIFIC ASSURANCES

1. Title I, Part A -- Improving Basic Programs Operated by Local Educational Agencies

Assurance that the local school system --

- a. Will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics.
- b. Will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources.
- c. Provide technical assistance and support to schoolwide programs.
- d. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State's student academic achievement standards.
- e. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- f. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

- g. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- h. In the case that the school system chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- i. Work in consultation with schools as they develop and implement their plans and activities for parental involvement and professional development under sections 1118 and 1119.
- j. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
- k. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and to obtain Maryland Ed-Flex waivers under the Education Flexibility Partnership Act of 1999.
- l. Coordinate and collaborate, to the extent feasible and necessary as determined by the local school system, with MSDE, and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local school system in addressing major factors that have significantly affected student achievement at the school.
- m. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- n. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency to review annually the progress of each school served by the agency, and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year.
- o. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- p. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

Title I, Part D -- Children and Youth Who Are Neglected, Delinquent, or At-Risk

Assurance that the local school system --

- a. Will ensure that programs will be carried out in accordance with the programs and activities described in the Bridge to Excellence Master Plan.
- b. Will evaluate the program once every three years and use the results of the evaluation to revise the program plan.
- c. Will integrate programs and services for neglected, delinquent, and at-risk children and youth with other ESEA programs and with other federal and state programs.

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

Title II, Part A -- Preparing, Training and Recruiting High-Quality Teachers and Principals

Assurance that the local school system --

- a. Will target funds to schools that:
 - i. have the lowest proportion of highly qualified teachers;
 - ii. have the largest class size; or
 - iii. are identified for Title I school improvement.
- b. Will ensure that all funded activities will be developed collaboratively and based on input of teachers, principals, administrators, paraprofessionals, and other school personnel.

Title II, Part D, Subpart 1 -- Formula Funding Educational Technology States Grants Program (ED Tech)

Assurance that the local school system --

- a. Will comply with section 2441, INTERNET SAFETY as it applies to availability and use of funds.
- b. Has developed a new or updated long-range strategic educational technology plan that is consistent with the objectives of the Maryland Plan for Technology Education 2002-2005 and that addresses the statutory requirements for local plan requirements found in section 2414 - LOCAL APPLICATIONS.
- c. Will use 25 percent of its formula funds for ongoing, sustained, and intensive, high-quality professional development as required in section 2424 -- LOCAL APPLICATIONS.
- d. Will use 3 percent of its formula funds for evaluation activities.
- e. Will comply with COMAR 13A.05.02.13.H Accessibility of Technology-Based Instructional Products.

5. Title III, Part A -- English Language Acquisition, Language Enhancement, and Academic Achievement

Assurance that the local school system --

Certifies that all teachers in any language instruction educational program for limited English proficient children will be fluent in English and any other language used for instruction, including having written and oral communication skills.

Will provide the following information to parents of limited English proficient children selected for participation in language instruction educational programs, as required under section 3302

- - i. how the program will meet the educational needs of their children;
 - ii. the options to decline to enroll their children in that program or to choose another program, if available;
 - iii. if applicable, the failure of the local school system to make progress on the annual measurable achievement objectives for their children.
- c. Will annually assess the English proficiency of all limited English proficient children participating in a program funded under Title III, Part A, consistent with section 1111(b)(7).

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

- d. Will comply with the requirement in section 1111(b)(7) to provide an annual reading or language arts assessment in English to children who have been in the United States for three or more consecutive years.
- e. Will use curriculum and instructional approaches and methodologies based on scientifically based research on teaching limited English proficient children and youth and that has been demonstrated to be effective.
- f. Will conduct professional development activities that are of sufficient intensity and duration (which shall not include activities such as one-day or short term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.

6. Title IV, Part A -- Safe and Drug-Free Schools and Communities

Assurance that the local school system --

- a. Will design programs and/or activities that comply with the Principles of Effectiveness described in section 4115(a) of Public Law 107-110 and foster a safe and drug-free learning environment that supports academic achievement.
- b. Will use Title IV, Part A funds to increase the level of state, local and other non-federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such state, local, and other non-federal funds.
- c. Will develop and carry out drug and violence prevention programs that convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
- d. Has a plan for keeping schools safe and drug-free that includes –
 - i. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
 - ii. security procedures at school and while students are on the way to and from school;
 - iii. prevention activities that are designed to create and maintain safe, disciplined, and drug free environments;
 - iv. a crisis management plan for responding to violent or traumatic incidents on school grounds; and
 - v. a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - allows a teacher to communicate effectively with all students in the class;
 - allows all students in the class to learn;
 - has consequences that are fair and developmentally appropriate;
 - considers the student and the circumstances of the situation; and
 - is enforced accordingly.

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

- e. Has or will establish a system to collect -
 - i. truancy rates;
 - ii. the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary and secondary schools;
 - iii. the types of curricula, programs, and services provided by the local school system; and
 - iv. the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities.
- f. This information will be reported to the public and the data referenced in i and ii above will be reported to MSDE on a school-by-school basis.
- g. After submitting the Title IV, Part A program plan, will make available for public review any waiver request under section 4115(a)(3) of Public Law 107-110.
- h. Has developed the Title IV programs and activities through timely and meaningful consultation with state and local government representatives, representatives of schools to be served (including private school teachers and other staff), parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
- i. Will, on an ongoing basis, consult with the representatives and organizations listed in Assurance h (above) to seek advice regarding how best to coordinate the activities of the LSS under this subpart with other related strategies, programs, and activities being conducted in the community.
- j. At the initial stages of design or development of a program or activity, will consult with appropriate entities and persons on issues regarding the design and development of the program or activity, including efforts to meet the principles of effectiveness described in section 4115(a) of Public Law 107-110.
- k. Will provide information to the Maryland State Department of Education as requested in order to complete State reports required by Public Law 107-110 to include a description of how parents were informed of, and participated in, violence and drug prevention efforts. This information will also be made readily available to the public.
- l. In compliance with the Pro-Children Act of 2001, will not permit smoking in any indoor facility, or in some cases a portion of a facility, used routinely or regularly for the provision of certain types of "children's services" to persons under age 18, if the services are funded by specified federal programs either directly or through state or local governments.
- m. Will participate in the Maryland Adolescent Survey.

7. Title V, Part A -- Innovative Programs

Assurance that the local school system --

- a. Will annually evaluate all programs carried out under Title V-A.
 - i. the annual evaluation will be used to make decisions about appropriate changes in programs for the subsequent year;
 - ii. the evaluation will describe how the use of Title V-A funds affected student achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and
 - iii. the evaluation will be submitted to MSDE annually by October 1 as part of its annual update to the *Bridge to Excellence Master Plan*.

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

- b. Will keep records, and provide information to MSDE, as may be reasonably required for fiscal audits and program evaluations.
- c. Will, in allocating funds and in the planning, design, and implementation of Title V-A innovative programs, consult with parents, teachers, and administrators, and with such groups involved in the implementation of Title V-A programs (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate.

8) Section 4141 of ESEA -Gun Free Schools Requirements

Assurance that the local school system –

- a. Is in compliance with the state law that requires the school system to expel from school, for a period of not less than one year, a student who is determined to have brought a firearm to school, or to have possessed a firearm at a school, under the jurisdiction of the local school system.
- b. Will provide a description of the circumstances surrounding any expulsions imposed under the State law to include: the name of the school concerned; the number of students expelled from such school; and the type of firearms concerned.
- c. Acknowledges that no funds will be made available under NCLB unless the agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by the agency.

9) Section 9534 of ESEA -- Civil Rights

Assurance that the local school system will comply with the Civil Rights provisions as stated below:

- a. IN GENERAL—Nothing in this Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under this Act.
- b. RULE OF CONSTRUCTION—Nothing in this Act shall be construed to require the disruption of services to a child or the displacement of a child enrolled in or participating in a program administered by an eligible entity, as defined in section 1116 of Title I and Part B of Title V, at the commencement of the entity's participation in a grant under section 1116 of Title I or Part B of Title V.

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

Certification

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the certifications noted below

| | |
|---|------|
| Name of Local School System St. Mary's County Public Schools | |
| Name and Title of Authorized Representative R. Lorraine Fulton, Ed.D., Deputy Superintendent | |
| Signature | Date |

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

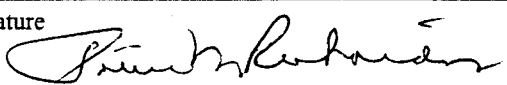
(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

Certification

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the certifications noted below

| | |
|--|-----------------|
| Name of Local School System St. Mary's County Public Schools | |
| Name and Title of Authorized Representative Patricia M. Richardson, Ph.D., Superintendent | |
| Signature  | Date 9-23-03 |

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--