

## PART III

# Additional Reporting Requirements

## **Narrative on Professional Development**

Somerset County Public Schools envisions a comprehensive model of professional development where leadership and staff continuously improve all aspects of the education experience by responding innovatively to identified needs and proactively to a cohesive vision of schools without failure. The guiding principles of Somerset's professional development activities are:

1. Students have a right to a knowledgeable, skilled, learned, and learning staff.
2. Staff have a duty to expand their knowledge of their field of expertise, to strengthen their skills as instructors, and to embrace the system's efforts to improve student learning
3. Leaders have a responsibility to develop and engage a staff committed to student learning and achievement, able to face change, and willing to take risks for the sake of their students.
4. The system has an obligation to develop, support, and monitor coherent, continuous, and collaborative initiatives for improvement. High quality professional development is not a single event.

These guiding principles lead Somerset to recognize and promote a wide range of formats for professional growth including: workshops, course work, consultation, visitation, study groups, observation, coaching, action research teaming, large group in service, and individual learning activities. Although Somerset County Public Schools has designed and delivered high quality professional development opportunities linked to priority initiatives over the last decade, they have been isolated experiences rather than a part of a larger, long range plan. The vast majority of professional development has been the function of both competitive and entitlement grants developed on an annual rather than multi year basis. The absence of a plan diminishes impact and slows the progress of the Master Plan.

As Somerset moves forward to create a Professional Development Plan fully embedded in the Master Plan, MSDE's five categories of professional development will be used. Somerset approaches professional growth as a developmental opportunity for participants, not a response to a deficiency and has developed a Teacher Appraisal System in which teachers replace, with principal endorsement, the traditional observation and evaluation process with a contracted agreement to engage in peer coaching, peer review, portfolio development, or action team research and review. Professional development through the Teacher Appraisal process is coordinated by the Central Office but facilitated by the building principals. Somerset recognizes three levels of professional development:

- Level I-Awareness and Understanding;
- Level II-Modeling and Practice;
- Level III: Mastery, Reflection, and Extension.

The professional development initiatives of Somerset County Public Schools are tied directly to the Master Plan and the six Master Plan goals. A matrix of the activities identifying the specific objective of each activity is included in the Management Document of the Master Plan. Professional development delivered as in service for large groups is organized by Central Office and community partnership agencies. Consultant on-going observation, dialogue, and assessment is arranged and monitored by supervisory staff. Building principals and instructional facilitators deliver site based professional development for full staff, new teachers, and faculty study groups. An additional vehicle for individualized professional development is Flex Day. Two in-service days during the year are designated as "Flex days," for which staff may substitute pre-approved professional development activities/experiences completed at an earlier time in the year on their own time.

Effective professional development for every teacher, administrator, and staff member on a continuous and personally meaningful level is Somerset County's ticket for student success – nothing less.

**KEY PROFESSIONAL DEVELOPMENT ACTIVITIES OF 2004-2005**

<b>READING FIRST</b>	
<p><b>1. Planned Goals and Objectives</b></p>	<p><b>Teacher Outcomes</b></p> <ol style="list-style-type: none"> <li>1. To understand scientifically based reading research (SBRR) and its implications for achieving reading success for every student.</li> <li>2. To understand the five components of beginning reading—phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension</li> <li>3. To use valid and reliable assessments that are aligned with the five components of beginning reading</li> <li>4. To learn the appropriate use of core, supplemental and intervention materials designed to address the instructional needs of all children</li> <li>5. To understand how to differentiate instruction to meet the identified needs of all students</li> </ol> <p><b>Student Outcomes</b></p> <ol style="list-style-type: none"> <li>1. To hear, identify and manipulate the individual sounds-phonemes in spoken words</li> <li>2. To recognize familiar words accurately and automatically and to decode unfamiliar words</li> <li>3. To read accurately and quickly</li> <li>4. To learn meanings and pronunciations of words necessary for communication</li> <li>5. To develop strategies for understanding, remembering, and communicating with others about what has been read</li> </ol>
<p><b>2. Intended Participants</b></p>	<p>Reading First Coordinator            Reading First Principals            Reading First Coaches            Regular Education and Special Education Teachers            Instructional Assistants</p>
<p><b>3. Description of Actual Activities</b></p>	<p>The Reading First Initiative involved activities for elementary staff in all five categories of Professional Development.</p> <ol style="list-style-type: none"> <li>1. DIBELS Training through workshops, coaching, and job embedded professional development activities—on-going training in large group, small group and one on one settings for Reading Coaches</li> <li>2. The Maryland Institute of Beginning Reading (MIBR) Office of Reading First—3 Day Institute with follow Up in Individual Schools for Reading Coaches and Regional Specialist</li> <li>3. Implementing CORE Reading Program Workshop—Macmillan Reading Program Consultants; large group with follow up in individual schools for Regional Reading Specialists and Reading Coaches</li> <li>4. Reading First Leadership Conference: Research to Practice, MSDE Sponsored 1 day institute for Reading Coaches and Principals</li> <li>5. Differentiating Instruction in Reading Class—Workshop for Regional Reading Specialist and Reading Coaches</li> </ol>

**READING FIRST (Continued)**

**4. Evidence that Activities Achieved Intended Outcomes**

1. All Reading First staff demonstrated learned skills through assisting in the administration of DIBLES.
2. Under the leadership of the School Principal and the Reading Coach, staff worked in grade level teams and demonstrated their skills in analyzing data and planning for instructional changes.
3. Classroom walk throughs and observations by the Regional Reading Specialist, Reading First Coordinators, Reading Coaches, and School Principals indicated that:
  - the program was being implemented with fidelity
  - instruction was being delivered in a systematic and explicit manner
  - flex groups were being used to differentiate instruction
  - students had many opportunities to develop vocabulary and practice fluency
  - students had many opportunities to read independently
4. Student Performance markers:
  - 82% of our kindergarteners met the benchmark for end of year testing in DIBLES
  - 71% of our first grade students met the benchmark for end of year testing for DIBLES

**5. Comments on Activities that Did Not Achieve Intended Outcomes and Plans**

Training may not have been as successful with upper grade level teachers since student results on the DIBLES were not as strong as the younger students' results:

- 54% of our second grade students met the benchmark for end of year testing in DIBLES
- 37% of our third grade students met the benchmark for end of year testing for DIBLES

**PLANS**

1. We will purchase and train teachers to use programs from the state approved *Reading First Intervention and Supplemental Materials* list.
2. The School Principals and Reading Coaches will monitor implementation of the new intervention programs.
3. Grade Level Meetings will include regular dialogue and discussion on what is working and what seems not to be working.
4. On going training will be provided on an as needed basis in:
  - data analysis
  - systematic and explicit instruction
  - core implementation
  - differentiating instruction

<b>FOCUSED MATHEMATICS INSTRUCTION</b>	
<b>1. Planned Goals and Objectives</b>	<p>Teacher Outcomes</p> <ol style="list-style-type: none"> <li>1. To know and use a revised math curriculum aligned with the VSC</li> <li>2. To apply quarterly benchmark results to planned instruction</li> <li>3. To increase ability to differentiate instruction</li> <li>4. To provide intervention and promote student mastery through the use of spiral reviews</li> </ol> <p>Student Outcomes</p> <ol style="list-style-type: none"> <li>1. To demonstrate mastery of taught units through math quarterly assessments</li> <li>2. To demonstrate mastery of taught concepts on the MSA by achieving a proficient or advanced score</li> <li>3. To demonstrate mastery of taught concepts on the HSA by achieving a passing or excelling score.</li> </ol>
<b>2. Intended Participants</b>	<p>K-7 Mathematics Teachers Instructional Facilitators School Principals</p>
<b>3. Description of Actual Activities</b>	<p>The Focused Mathematics Instruction and Assessment involved a variety of Job Embedded Professional Development Activities including:</p> <ol style="list-style-type: none"> <li>1. Aligning the SCPS curriculum fully with the VSC</li> <li>2. Aligning Core Learning Goals</li> <li>3. Developing and revising instruction to include spiral review strategies</li> <li>4. Developing explicit quarterly milestones</li> <li>5. Reviewing, analyzing, and discussing the data from the quarterly assessments</li> <li>6. Developing and discussing math portfolios</li> </ol> <p>The Focused Mathematics Instruction and Assessment involved the on going use of two consultants to serve as coaches and contracted to periodically</p> <ol style="list-style-type: none"> <li>1. Visit classrooms to observe math lessons</li> <li>2. Visit classrooms to talk with students about their work</li> <li>3. Visit classrooms to conduct model lessons</li> <li>4. Meet with teachers to process observations of the classroom visits</li> <li>5. Meet with the Supervisors of Elementary Education and Secondary Education to review and analyze quarterly assessment data</li> </ol> <p>The Supervisor of Secondary Education conducted periodic vertical teaming meetings and workshops throughout the year of all secondary math teachers.</p>

**FOCUSED MATHEMATICS INSTRUCTION (Continued)**

<p><b>4. Evidence that Activities Achieved Intended Outcomes</b></p>	<ol style="list-style-type: none"><li>1. Quarterly assessments of students' progress have revealed instructional "holes" among some classes and refocused teachers</li><li>2. Teachers at the elementary level report a greater confidence in math instructional strategies</li><li>3. After three years at the elementary level, student performance has dramatically increased on the MSA in Grades 3 through 8.</li></ol>
<p><b>5. Comments on Activities that Did Not Achieve Intended Outcomes and Plans</b></p>	<ol style="list-style-type: none"><li>1. After one year at the Intermediate School Level, students overall math performance decreased. However, this may have been the result of multiple factors of change in location, staff, and county reorganization.</li><li>2. A brief walk through audit of MSDE revealed that alignment was not tight.</li><li>3. Although performance at each grade level has increased, a trend of decreasing numbers of students at proficient and advanced levels from Grade 3 through 8 is continuing.</li><li>4. Analysis of the same groups of students' performance of three years shows maintained percentages rather than increasing percentages.</li></ol> <p>PLANS</p> <ol style="list-style-type: none"><li>1. Review math alignment as a result of questions raised in Special Education walk through and implement adjustments.</li><li>2. Continue consultant work at elementary and middle levels.</li><li>3. Implement principal and teacher use of Performance Matters data warehouse for individualizing student remediation plans and differentiating classroom instruction.</li><li>4. Renew emphasis on Math Portfolios and student goal setting.</li></ol>

**Building a Culture of Respect—Consultant Dr. Larry Bell**

<b>1. Planned Goals and Objectives</b>	<p>System Goals:</p> <ul style="list-style-type: none"><li>• To build positive, trusting relationships among students, staff and community that promote student success</li><li>• To enable principals and key leaders to reinforce and monitor best practice sensitivity and response to diversity that enhances academic, social, and emotional student success.</li></ul> <p>Teacher Outcomes</p> <ul style="list-style-type: none"><li>• Teachers will learn, internalize, and apply strategies to build respect with students.</li><li>• Teachers will have opportunities for guided practice and feedback with these strategies.</li><li>• Teachers will coordinate and discuss their strategies with their colleagues.</li></ul> <p>Student Outcomes</p> <ul style="list-style-type: none"><li>• Students will experience increased instructional focus in their classes.</li><li>• Students will report feeling respected by their teachers.</li><li>• Students will demonstrate respect of themselves, of their teachers, and of school staff</li></ul>
<b>2. Intended Participants</b>	<p>All staff in SCPS All students Parents who chose to participate</p>
<b>3. Description of Actual Activities</b>	<p>Building a Culture of Respect involved (and involves*) both Workshops and Job Embedded Professional Development Activities.</p> <ol style="list-style-type: none"><li>1. Workshop Presentation to Staff by Level—One County Elementary Presentation; One Intermediate Presentation, and One Secondary Presentation with Pre-Assessment – This workshop was purposed at providing key concepts and knowledge. Staff were asked for feedback and response on their experience.</li><li>2. Walk throughs and team observation/discussions were facilitated by building principals to observe current practices.</li><li>3. Team Based Work Session with Consultant—Each site named and sent a team comprised of a principal, Dean or VP, teachers, classified staff and support staff to attend Workshop IUI with Dr. Bell and develop an implementation plan for 2005-2006.</li></ol>

**Building a Culture of Respect—Consultant Dr. Larry Bell**

<p><b>4. Evidence that Activities Achieved Intended Outcomes</b></p>	<p>Systemic:</p> <ol style="list-style-type: none"><li>1. Survey of teacher and staff responses to level workshops was positive and enthusiastic.</li><li>2. Review of survey responses by principals and supervisors revealed a commitment to a year long association and initiative with Dr. Bell.</li><li>3. Principals and teachers report a stronger handle on actions that can send positive messages of respect and a greater sensitivity to actions that imply a lack of respect.</li></ol> <p>Teacher Outcomes</p> <ul style="list-style-type: none"><li>• Teachers in site teams developed and submitted action plans for 2005-2006 implementation.</li><li>• Participating team teachers and staff have coordinated and discuss their strategies with their full school staff</li></ul>
<p><b>5. Comments on Activities that Did Not Achieve Intended Outcomes and Plans</b></p>	<p>This is a two year initiative with Dr. Bell; all activities have not concluded.</p> <ul style="list-style-type: none"><li>• Coaching will occur through Dr. Bell visit to sites throughout the year, looking for the strategies that the site has adopted, and reporting his findings to the staff. Teachers will then have opportunities for guided practice and feedback with these strategies.</li><li>• Dr. Bell will be meeting with groups of students to listen and to be heard regarding respect and building one's culture.</li><li>• Dr. Bell will be meeting with groups of parents to listen and to be heard regarding respect and building one's culture.</li><li>• A post survey will be conducted among staff, students and parents at the close of the 05-06 year and provide comparative data of perceptions of respect within each site.</li></ul>

## TEACHER PARTICIPATION IN HIGH QUALITY PROFESSIONAL DEVELOPMENT

A randomly administered survey of 58 professional teachers and administrators was conducted on the involvement and impact of three Professional Development Initiatives of 2004-2005 using the 17 indicators of high quality as identified by MSDE. These are good measures of the quality of the experience of teachers since these were full staff initiatives.

<b>EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITY FOR QUALITY</b>			
<b>FOCUSED MATHEMATICS</b>	<b>Involved</b>	<b>Influenced</b>	<b>Not Involved</b>
<b>I. Planning and Decision Making</b>			
Content Input	14%	20%	46%
Learning Activity Input	17%	17%	46%
Expectation Input	14%	29%	57%
Evaluation Input	22%	11%	67%
<b>II. Learning Opportunities</b>			
Learned Key Concepts and Theories	<b>Definitely</b> 46%	<b>Somewhat</b> 30%	<b>Not At All</b> 24%
Had Demonstrations of Skills and Strategies	46%	11%	43%
Had Opportunities to Practice Skills and Strategies	43%	7%	50%
Was Asked for Feedback and Assessment on My Learning	46%	15%	39%
Was Asked for Feedback and Assessment on My Skill and Strategy Acquisition	46%	15%	39%
<b>III. Follow Up</b>			
Had Opportunities for Conversations	43%	22%	35%
Had Additional Explanations and Presentations	30%	20%	50%
Had Demonstrations of Skills and Strategies	33%	26%	41%
Was asked for Feedback and Assessment on My Mastery of Skills and Strategies	22%	17%	61%
<b>IV. Benefits</b>			
Increased My Knowledge in this Area	46%	25%	29%
Increased Academic Rigor in my Classes or Expectations of my Students	44%	30%	26%
Differentiate my Instruction More Often or More Fully	50%	27%	23%
Increased My Ability to Contribute to Planned Improvement Efforts	59%	19%	22%

<b>EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITY FOR QUALITY</b>			
<b>READING FIRST</b>	<b>Involved</b>	<b>Influenced</b>	<b>Not Involved</b>
<b>I. Planning and Decision Making</b>			
Content Input	10%	20%	70%
Learning Activity Input	11%	21%	68%
Expectation Input	10%	20%	70%
Evaluation Input	30%	10%	60%
<b>II. Learning Opportunities</b>			
	<b>Definitely</b>	<b>Somewhat</b>	<b>Not At All</b>
Learned Key Concepts and Theories	66%	24%	10%
Had Demonstrations of Skills and Strategies	70%	20%	10%
Had Opportunities to Practice Skills and Strategies	57%	19%	24%
Was Asked for Feedback and Assessment on My Learning	43%	38%	19%
Was Asked for Feedback and Assessment on My Skill and Strategy Acquisition	33%	43%	24%
<b>III. Follow Up</b>			
	<b>Definitely</b>	<b>Somewhat</b>	<b>Not At All</b>
Had Opportunities for Conversations	48%	28%	24%
Had Additional Explanations and Presentations	50%	30%	20%
Had Demonstrations of Skills and Strategies	45%	25%	30%
Was asked for Feedback and Assessment on My Mastery of Skills and Strategies	26%	26%	40%
<b>IV. Benefits</b>			
	<b>Definitely</b>	<b>Somewhat</b>	<b>Not At All</b>
Increased My Knowledge in this Area	43%	38%	19%
Increased Academic Rigor in my Classes or Expectations of my Students	50%	20%	30%
Differentiate my Instruction More Often or More Fully	58%	21%	21%
Increased My Ability to Contribute to Planned Improvement Efforts	55%	25%	20%

<b>EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITY FOR QUALITY</b>			
<b>BUILDING A CULTURE OF RESPECT</b>	<b>Involved</b>	<b>Influenced</b>	<b>Not Involved</b>
<b>I. Planning and Decision Making</b>			
Content Input	28%	16%	56%
Learning Activity Input	40%	8%	52%
Expectation Input	42%	8%	50%
Evaluation Input	60%	8%	32%
<b>II. Learning Opportunities</b>			
	<b>Definitely</b>	<b>Somewhat</b>	<b>Not At All</b>
Learned Key Concepts and Theories	62%	19%	19%
Had Demonstrations of Skills and Strategies	59%	15%	26%
Had Opportunities to Practice Skills and Strategies	52%	15%	33%
Was Asked for Feedback and Assessment on My Learning	58%	8%	35%
Was Asked for Feedback and Assessment on My Skill and Strategy Acquisition	56%	12%	32%
<b>III. Follow Up</b>			
	<b>Definitely</b>	<b>Somewhat</b>	<b>Not At All</b>
Had Opportunities for Conversations	56%	16%	28%
Had Additional Explanations and Presentations	46%	21%	33%
Had Demonstrations of Skills and Strategies	54%	13%	33%
Was asked for Feedback and Assessment on My Mastery of Skills and Strategies	50%	0%	50%
<b>IV. Benefits</b>			
	<b>Definitely</b>	<b>Somewhat</b>	<b>Not At All</b>
Increased My Knowledge in this Area	59%	19%	22%
Increased Academic Rigor in my Classes or Expectations of my Students	55%	25%	45%
Differentiate my Instruction More Often or More Fully	55%	20%	50%
Increased My Ability to Contribute to Planned Improvement Efforts	65%	25%	35%

A review and surface analysis of this review of three professional development initiatives according to the 17 indicators of High Quality Professional Development reveals weaknesses in the planning and decision making component and strengths in learning opportunities and benefits components. This tool will prove very useful to Somerset as we launch our Professional Development Planning Initiative for 2006-2009.

Estimate from 2003-2004 Survey Data:

**58%**

2004-2005 School Year (Estimated Percentage of Teachers Participating in High-Quality Professional Development)	2005-2006 School Year (Target for Percentage of Teachers Participating in High Quality Professional Development)
<b>65%</b>	<b>75%</b>

**Rationale for Differences:** All reported professional development activities for 2004-2005 were entered into an excel spreadsheet with the participant, number of participants and a brief description. The listing included district initiatives, elementary initiatives, secondary initiatives, student service initiatives, special education initiatives, and site initiatives. Those purported to be of High Quality (from an administrative perspective) were so labeled and the percentage calculated. Although this is a rough estimate as each activity was not put through the 17 indicators, it is accurate in reflecting the additional emphasis that the county has put on professional development and the intensive involvement of two sites as Coalition Schools.

**Rationale for any increase in 2005-2006 Target**

Several of Somerset County's Professional Development Initiatives are multi year in design and will naturally present many of the indicators in year two and year three of their roll out. Our awareness of the indicators will impact our design and delivery of professional development from the central level and at sites. Somerset has a program of Flex Days which promote individual and small group design of professional development in accord with the goals and strategies of the Master Plan. This is meaningful, relevant, and from our teachers and our perspective, of high quality. We will continue to track and evaluate these initiatives.

**Victims of Violent Criminal Offenses in Schools (VVCO)  
Report for School Year 2004-2005**

<b>TABLE 11-5</b>	<b>Local School System (LSS): <u>Somerset County Public Schools</u> Fiscal Year 2006</b>			
<b>LSS Point of Contact : <u>Renee U. McLaughlin</u></b>				
<b>Violent Criminal Offenses</b>	<b>(1) Total # of VVCO</b>	<b>(2) # of VVCO Requesting Transfers</b>	<b>(3) # of VVCO Not Requesting Transfers</b>	<b>(4) # of Transfers Granted by the LSS Without a Final Case Disposition</b>
Abduction & attempted abduction	0	0	0	0
Arson & attempted arson in the first degree	0	0	0	0
Kidnapping & attempted kidnapping	0	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0	0
Mayhem & attempted mayhem	0	0	0	0
Murder & attempted murder	0	0	0	0
Rape & attempted rape	0	0	0	0
Robbery & attempted robbery	0	0	0	0
Carjacking & attempted carjacking	0	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0	0
Assault in the first degree	0	0	0	0
Assault with intent to murder	0	0	0	0
Assault with intent to rape	0	0	0	0
Assault with intent to rob	0	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**NOTE:** See attached guidance for completion of the VVCO in Schools Report.

# Gun-Free Schools Act Report

School Year 2004-2005

Local School System (LSS): Somerset County Public Schools Point of Contact: Renee U. McLaughlin

Telephone: (410) 651-1616 FAX: (410) 651-3566 Email: [rmclaughlin@somerset.k12.md.us](mailto:rmclaughlin@somerset.k12.md.us)

Full Name of School (Include elementary, middle, or high school)	Student ID	Date of Incident	Type of Firearm (Be specific)	Was the student receiving services under IDEA? (Yes/No)	Was the student expelled for a minimum of one calendar year? (Yes/No)	Was the expulsion modified? (Yes/No)	Were services provided in an alternative educational setting? (Yes/No)	Was the student referred to the criminal justice or juvenile delinquency system? (Yes/No)
Somerset 6/7 Intermediate	218258152	10-06-2004	Handgun (Non Functional)	Yes	No*	NA	NA	Yes

\* Disposition was not determined because the student was immediately taken into custody and eventually placed out of the county by the Department of Juvenile Justice.

I certify that the LSS is in compliance with the Gun-Free Schools Act of 2001 and Code of Maryland Regulations 13A.08.01.12-1 and that the LSS has a policy that:

- Requires the expulsion from school, for a period of not less than one calendar year, of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity;
- Requires referral to the criminal justice or juvenile delinquency system of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity; and
- Permits the local superintendent to modify the one year expulsion on a case-by-case basis and requires the LSS to maintain a written record of all such modifications.

\_\_\_\_\_  
Signature - Local Superintendent of Schools

\_\_\_\_\_  
Date

## Facilities to Support Prekindergarten and Kindergarten Programs

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

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

The Public School Construction Program received requests from six school systems to purchase relocatable classrooms at 20 schools in the capital budget request for fiscal year 2006. Requests were for both kindergarten/prekindergarten and general capacity needs. The Interagency Committee on School Construction has recommended that the Governor fund \$894,000 for 17 classrooms at six schools in four school systems. All of the recommended locations are to meet kindergarten/prekindergarten needs.

### Instructions:

The purpose of this section is to track the implementation of mandated prekindergarten (PK) and full-day kindergarten (FDK) programs and to identify any major changes to each school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies. Capital projects should be the same as those identified in the *Educational Facilities Master Plan*, dated July 1, 2005, and the *FY 2007-12, Capital Improvement Program Request*, dated October 7, 2005. Detailed project descriptions and schedules are **not** required in this update.

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

N/A

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



