

**PART II**

**PART I**

# Annual Review of Goals, Objectives, and Strategies



## **ACTUALIZING THE MASTER PLAN OF SOMERSET COUNTY PUBLIC SCHOOLS**

Even the best of plans can fail if it lacks a clear, reliable, and valid set of procedures for implementation, monitoring, and evaluation. Simultaneous with the development of the 2003-2008 Master Plan for Somerset County Public Schools, a procedure was put in place to assure that:

- 1) The Master Plan is a living document at each site as well as county level;
- 2) Stakeholders monitor the Master Plan's effectiveness and make adjustments as necessary to changing conditions, new information, and stronger understandings; and
- 3) The Master Plan drives the budget

The purpose of this summary is to describe that process. Actualizing the plan involves:

- Step #1: Completing "The Progress Report"
- Step #2: Convening the action teams
- Step #3: Conducting the Annual Master Plan Steering Team Review and Update Conference
- Step #4: Incorporating the Steering Team Recommendations (Revisions, Deletions, and Additions) into the Updated Master Plan
- Step #5: Utilizing the Updated Master Plan to guide budget development
- Step #6: Obtaining Board Approval of the Updated Master Plan
- Step #7: Orienting all stakeholders to the approved and updated plan

### **The Progress Report**

The Master Plan is largely governed by the required subsection entitled Management Plan in which each strategy, action plan, and action step designates the person (s) responsible for that step, the timeline for implementation, the funding source, and the evaluation indicator. In assuring the actualization of the plan, Somerset County has added a third document, "The Progress Report," which designates the level of progress on each action step of each action plan of each strategy as well as a recommendation regarding that step. The levels of progress are:

- "0" Unaddressed
- "1" Initiated
- "2" In Progress
- "3" Completed

This annual Progress Report is completed in January of each year in preparation for the Annual Master Plan Steering Team Review and Update Conference.

This report is updated prior to the opening of the new school year as a working document for each Action Team.

### **Action Team Charge**

Each of the three primary goals of the Somerset County Public Schools Master Plan has two key strategies selected and developed by the Master Plan Steering Team for priority development. Each of the strategies has been developed, monitored, reviewed by its own Action Team comprised of stakeholders drawn from county positions, site positions, community positions and community members. Each Action Team is convened by its facilitators during the first quarter of the school year during which time the team considers the evidence of progress on the plans; current conditions and their impact on the direction of the plans; and new considerations or understanding of group members. Each team is charged with preparing recommendations for the Annual Master Plan Steering Team Review and Update Conference held at the close of the first semester in preparation for the development of the next fiscal year budget.

### **Annual Master Plan Steering Team Review and Update Conference**

The Steering Team is convened at a neutral location in a one to two day work session during which time:

- A generalized overview of the plan and events of the past year are presented
- Representatives from the primary school system divisions that are responsible for the action plans' and strategies' implementation present progress reports
- Action Team representatives present their recommendations for each strategy
- The Steering Team divides into small groups to discuss the recommendations and prepare their input regarding each recommendation
  - ✓ Accept the recommendation
  - ✓ Request modifications of the recommendation
  - ✓ Reject the recommendation
- The Steering Team reaches consensus on each recommendation and other recommendations/directions the Steering Team generates

### **Incorporation of Steering Team Recommendations into Master Plan**

The work of the Action Teams and Steering Team are integrated and embedded in the Updated Master Plan and the document is accessed for budgetary direction and development.

This Updated Master Plan becomes the working document and is posted on the Somerset County Public Schools website, distributed to each school site and placed in places of certain and easy access for all community members—Libraries, County Commissioners' Offices; Economic Development Council Offices, etc....

### **Approval**

The updated Master Plan is presented with the Budget for the Board of Education's approval and endorsement. The Master Plan is presented to the County Commissioners for their fuller understanding of the Board of Education budget.

### **Annual State Master Plan Update Requirements and Reporting**

Upon receipt of the state update requirements, central office master plan facilitators and action team leaders convene and draw upon the monitoring work completed and used to guide budget development.

## **Master Plan Program Oversight**

Communication of the updated strategies and action plans follow the management plan process:

- An overview of the Updated Master Plan is presented to all administrators at the August Administrator and Supervisor Workshop
- A brief overview is presented to all staff on opening day of the school year with building principal follow up at the sites
- A thorough overview is presented to the opening session of the action teams
- Periodic communications are planned for the parents, community members, and others through newsletters, website information, Master Plan Update bulletins, print and technological information, Home and School/PTO Meetings, and informal small group meetings

Beginning with the first update, the coordinator of each action plan is required to prepare quarterly reports of progress for the superintendent in accord with the evaluation indicators as cited within the Master Plan.

### **Summary**

Somerset County Public School's leadership recognizes the value of high quality planning as the vehicle that shapes direction and produces results. This master plan creates the vision of our future; it articulates the standards we value, and sets the parameters for systemic action that will optimize our resources, efforts, and time toward "Success—Nothing Less." It is incumbent upon both the governance and administrative functions of the system to not only implement this Master Plan as the will of its stakeholders, but also to monitor the short and long term attention it commands, the implementation of action steps, and the effects of those actions. We can and will do no less each year of the Somerset County Public Schools Master Plan.

## **PART I – ANNUAL REVIEW OF GOALS, OBJECTIVES, AND STRATEGIES**

The Bridge to Excellence Master Plan is reviewed a least annually and revised as needed. As part of the annual review, local planning teams evaluate the implementation of goals, objectives, and strategies to determine their effect on student performance and classroom practices. This section helps you to revise goals, objectives, strategies/activities, and milestones so that your master plan supports continuous improvement toward improving student achievement and meeting Maryland’s performance goals. In preparing the annual update, the local planning team must respond to the following questions and determine any revisions or updates to the school system’s Five-Year Comprehensive Master Plan.

### **Enhancements to the Master Plan Based on 2003 Peer Review**

- 1. Did the final report of the peer review panel of your school system’s five year comprehensive Master Plan include recommendations for future enhancements to the plan? If so, how have you incorporated these enhancements into the Master Plan as part of this Annual Update? (Refer to the final report attached to the letter to the local superintendent approving the Master Plan.). Please identify the sections, goals, objectives, and/or strategies that are being revised in order to address the enhancements, and attach a copy of the revised sections/pages.**

The Peer Review Panel conducted its on-site visit to Somerset County on October 24, 2003. The Peer Review Panel’s final report was received on December 5, 2003 following the approval of Somerset County’s Five Year Comprehensive Master Plan by the State Board of Education.

The final report of the Peer Review Panel did include recommendations for future enhancements.

They are as follows:

- Data analysis should closely follow the suggestions on page 22 of the Bridge to Excellence in Public Schools Guidance, and pages 7-9 of Appendix C. Continue to use measurable outcomes from previous years in developing ongoing strategies.
- Throughout the five-year focus of the Action Plan section there are many instances where the term “Continuous Practice” is stated without any additional comment. The school system should consider providing specific strategies where “Continuous Practice” is noted.
- Review *The Maryland Career and Technology Education State Plan* to address the four State established measures of performance for student achievement in career and technology education. In planning for instruction, the school system should consider using the *What Works Clearinghouse Website* to identify best practices. Additionally, in future years as the Master Plan is revised.
- Include strategies to institute a process for complying with COMAR 13A.05.02.13.H Accessibility Standards (Title II, Part D).

- Explain the plan for sustainability of the technology leaders in each school for the five-year plan. Technology leaders are identified in year one of the plan, but not referenced in the five-year plan under 1.6.11, Page 36.
- Involve library media specialists in the technology integration of digital tools to engage students in classroom instruction. The library media office is not identified with person(s) responsible in the year one Master Plan (page M 27-29).

A more detailed explanation of those suggested enhancements and their inclusion in the Master Plan Update follows:

1. **Data analysis should closely follow the suggestions on page 22 of the Bridge to Excellence in Public Schools Guidance, and pages 7 – 9 of Appendix C. Continue to use measurable outcomes from previous years in developing ongoing strategies.**

In preparing our Master Plan, the system chose to place its data analysis in the Executive Summary. In doing so, we have combined all the disaggregated data from existing assessment sources to develop strategic points for improving student achievement. Additionally, the Master Plan provided performance targets for each of our schools that are consistent with state measurable objectives in Reading and Math for the five year period 2003 – 2008.

2. **Throughout the five-year focus of the Action Plan section there are many instances where the term “Continuous Practice” is stated without any additional comment. The school system should consider providing specific strategies where “Continuous Practice” is noted.**

The system has chosen to use the term “Continuous Practice” rather than repeating the strategy. That term is used to identify the continuous practice of a specific strategy that has proven effective and has met the satisfaction of the Master Plan Steering Team, Action Teams, and the system. As the plan is revised and updated each year, strategies will be fine tuned, revised and extended as appropriate.

3. **Review *The Maryland Career and Technology Education State Plan* to address the four State established measures of performance for student achievement in career and technology education. In planning for instruction, the school system should consider using the *What Works Clearinghouse Website* to identify best practices.**

The four state established measures of performance for student achievement in Career and Technology Education have been reviewed and incorporated in The Master Plan Update.

These identified measures along with specific strategies to support each of the four measures are listed below.

**Performance Indicator 1 - Student Attainment - Student attainment of challenging State – established academic and career and technology education skills proficiencies.**

Strategy 1.1.13 was enhanced to accomplish this performance indicator.

**Performance Indicator 2** – Completion - Student attainment of a secondary school diploma or its recognized equivalent, proficiency credential in conjunction with a secondary school diploma, or a past secondary degree or credential.

Strategy 1.8.10 was added to accomplish this performance indicator.

**Performance Indicator 3** – Placement and Persistence - Placement in, retention in, and completion of post-secondary education or advanced training, placement in military service, or placement or retention in employment.

Strategy 2.3.4.1 was added to accomplish this performance indicator.

**Performance Indicator 4** – Nontraditional Training and Employment - Student participation in and completion of career and technology programs that lead to non-traditional training and employment.

Strategy 2.3.6 was added to accomplish this performance indicator.

**Include strategies to institute a process for complying with COMAR 13A.05.02.13.H Accessibility Standards (Title II, Part D).**

COMAR 13A.05.02.13H requires that each school system establishes a process for the evaluation, selection and purchase of technology based instructional products that include guidelines for ensuring that students with disabilities have equal access to these products. Somerset County Schools will implement the following plan.

Target Date	Activity
August 2004	Present the regulation and a detailed implementation plan to the Board of Education.
August 2004	Present the regulations and the detailed implementation plan to Supervisors and Principals

August  
2004

at the A&S meeting. Introduce the regulations to special education teachers at their annual beginning of the year meeting.

August  
2004

Introduce the regulations to the school based Technology Leaders at their beginning of the year meeting.

Sept.  
2004

Technology Leaders in each building will present the regulations to the staff at a faculty meeting. Evaluation templates will be distributed to be used for any technology based instructional products that are purchased at the

**Explain the plan for sustainability of the technology leaders in each school for the five-year plan. Technology leaders are identified in year one of the plan, but not referenced in the five-year plan under 1.6.11, Page 36.**

The issue of using Technology Leaders to support teachers in the integration of technology is addressed in 1.6.11 for year one and is listed as a ‘continuous practice’ for years two through five. The use of Technology Leaders will continue to be a part of our support system for our teachers at the building level through the use of funding from the Ed Tech Grant. In the absence of Ed Tech funding the Technology Leader position would be submitted to be included in the extra duty pay scale as part of the teachers’ negotiated agreement. Beginning with the 2004-2005 school year, a survey will be distributed to teachers requesting input on the usefulness of having a Technology Leader in their school for support. The results of this survey will be used to evaluate and reaffirm the importance of the position to support teachers.

**Involve library media specialists in the technology integration of digital tools to engage students in classroom instruction. The library media office is not identified with person(s) responsible in the year one Master Plan (page M 27-29).**

The person(s) responsible for the technology items on page M27-29 in the year one Master Plan is the Supervisor of Technology. In 2003 the positions of Supervisor of Technology and Supervisor of Library Media were combined into one position. The person responsible should have been listed as Supervisor of Technology/Media on those pages. In addition, it should be noted that in all cases except one, our library media specialists serve as a Technology Leader in their schools and therefore are involved in the integration of technology to engage students in classroom instruction.

**Significant Changes in Demographic, Fiscal, and Program Requirements That Have Affected Master Plan Implementation**

**2. In reviewing the implementation of your Master Plan for school year 2003-2004 and planning for the school year 2004-2005, have there been any significant changes in your school system that have affected the goals, objectives, and/or strategies detailed in the Master Plan?**

Significant changes are in place for the 2004 – 2005 school year in Somerset County. Following years of discussion the Somerset County Board of Education in October 2003 adopted a reorganization plan that would maximize the use of current facilities, allow for the closure of facilities in need of major renovation and at the same time:

- Focus on students
- Honor developmental needs through facilities
- Maintain fiscal responsibilities
- Respect the value of community schools
- Maximize state financial support

- Achieve community consensus and support

The reorganization proposal was based on the following considerations.

- The Response to the MGT Report by Somerset County citizens
- The Community Conference raised issues, concerns and preferences by
- History of efforts to consolidate
- Research on Rural Schools and Low Socio-Economics Schools
- Experience with Past School Configurations

This reorganized plan will result in the following school alignment by September 2004.

### **Two 8 – 12 Grade Facilities**

Eighth graders will be moved from Woodson Middle and Greenwood Middle to Crisfield and Washington High Schools respectively, and the system will create 8<sup>th</sup> – 9<sup>th</sup> grade academies at both high schools. This move is effective September, 2004.

### **One 6-7 Facility**

Sixth and seventh graders will be moved from Woodson Middle and Greenwood Middle Schools to a brand new sixth and seventh grade Intermediate School to eventually be located on the property of the JM Tawes Technology and Career Center. Until that facility is completed, students will be housed at the old Westover Elementary School building.

### **Four PreK – 5 Facilities**

Deal Island will remain the same but with an expanded student population.

The existing student population attending Princess Anne Primary and Westover Elementary Schools will be divided into two elementary schools.

- Princess Anne Primary currently housing PreK-2 will open in September 2004 and house PreK-5 students.
- Greenwood Middle School will reopen in September 2004 as Greenwood Elementary School and house K – 5 students.

Woodson Middle School will be closed and renovated as a PreK – 5 facility. Whittington Primary School with grades Pre – 2 and Marion Sarah Peyton School with grades 3 – 5 will in December 2005 move to the renovated Woodson building that will reopen as Woodson Elementary School.

### **One PreK – 7 Facility**

Ewell Elementary School on Smith Island will remain the same.

### **1 Career and Technology Center**

Tawes Career and Technology Center will remain the same.

As a result of this reorganization, Somerset County by 2008 will be able to close Westover Elementary, Marion Sarah Peyton Elementary and Whittington Primary.

Even though this reorganization plan has consumed the time and energy of the Professional Staff within the system throughout the 2003 – 2004 school year, the goals, objectives and or strategies outlined in the Somerset County’s Master Plan have not changed. In fact, the work of master planning helped to guide the reorganization.

**TABLE 2.1 Changes in Demographic, Fiscal, and Program Requirements  
Local School System: Somerset County Public Schools**

**2.1 Using Table 2.1 on page 14, discuss the nature of any demographic, fiscal, and/or program requirements that have caused you to revise the goals, objectives, and/or strategies detailed in the Master Plan.**

**2.2 Describe how you have communicated the types of changes discussed above and their impact on the implementation of your Master Plan to the local Board of Education, local government, central office, school based staff, and members of the community.**

Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size	<ul style="list-style-type: none"> <li>▪ Enrollment decreased from 2,979 in September 2002 to 2,953 in September 2003.</li> <li>▪ We are projecting an enrollment of 2,940 in September 2004.</li> <li>▪ The number of FARMS students decreased from 1,760 or 59.1% in 2002 – 2003 to 1704 or 57.7% in 2003 – 2004.</li> <li>▪ The number of ELL students decreased from sixty (60) students in 2003 – 2004 to fifty (50) students in 2003 – 2004.</li> <li>▪ The number of migrant students increased from 22 in 2002 – 2003 to 43 in 2003 – 2004.</li> </ul>	No revisions are being made in goals, objectives and/ or strategies in the Master Plan Update as a result of this decrease in enrollment.
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)	<ul style="list-style-type: none"> <li>▪ The Number of Special Education students decreased from 369 in 2002 – 2003 to 359 in 2003 – 2004.</li> <li>▪ The total local revenues decreased \$282,742 from FY03 to FY04. The state share increased \$1,862.88 from FY03 to FY04. Federal Revenues increased \$364,000 from FY03 to FY04.</li> </ul>	No revisions are being made in goals, objectives and/or strategies in the Master Plan Update as a result of the enrollment changes in various subgroups.
c. Increases or decreases in state, federal, or local revenue		No revisions are being made in goals, objectives, and/or strategies in the Master Plan Update as a result of the changes in budget figures.
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.	<ul style="list-style-type: none"> <li>▪ Reading First will be implemented K – 3 in five schools</li> </ul>	No revisions are being made in goals, objectives, and/or strategies in the Master Plan as a result of implementing Reading First
e. New state or federal requirements or modifications regarding the assessment of student progress	<ul style="list-style-type: none"> <li>▪ Reading First requires the use of DIBELS for progress monitoring and outcome monitoring.</li> </ul>	No revisions are being made in goals, objectives, and/or strategies in the Master Plan as a result of the additional Reading First Assessments.

The Somerset County Master Plan Steering Team met at the University of Maryland Eastern Shore on January 29, 2004. Steering Committee Team members were provided with an updated copy of the Master Plan. This updated copy contained the current status of each strategy as to whether it was completed, initiated, in progress, or unaddressed. New strategies were also identified that had been gleaned from the suggestions that had been presented by the six sub committees – Student Engagement, Family and Community Involvement, Highly Qualified Teachers, Environment Conducive to Learning, and

Discipline. These committees, composed of community members who represent the subgroups listed above, met several times throughout the fall and early winter. It was their charge to review their section of the Master Plan and make recommendations. The changes recommended by the Master Plan Steering Team have been incorporated into Somerset County's Master Plan.

All of the revisions in the Master Plan document have been shared with the local Board of Education, County Commissioners, central office staff, school based staff, and various stakeholders in the community. The Master Plan has become the document driving our school system and the FY 05 budget. It was made very clear to all staff – school based and central office that if it was not identified in the Master Plan, it would not be part of the FY05 budget.

### **Progress toward Meeting State and Local Performance Targets**

#### **3. Is the school system making significant progress toward meeting the local and state performance targets described in the Master Plan?**

**3.1 Using Table 3.1 on page 15, please indicate if your school system has met the Annual Measurable Objectives (AMO) on the 2003 and the 2004 Maryland School Assessment (MSA) for all students and for students in each subgroup. Enter Y if the AMO has been met. Enter N if the AMO has not been met. (Note: Indicate with an \* if fewer than five students; indicate with an NA if too few students for AYP rules.)**

**Table 3.1 Progress Towards Proficient**  
**Local School System: Somerset County Public Schools**

Student Group	2003 MSA Reading				2004 MSA Reading				2003 MSA Math				2004 MSA Math					
	3	5	8	10	3	5	8	10	3	5	8	Geom	3	5	8	Geom		
Annual Measurable Objective(% proficient)	40	47.5	43	42.9	42.7	49.9	45.6	45.5	47.4	35.4	19	20.9	49.8	38.3	22.7			
All Students	49.8	61.6	49	62.6	66.8	55	45.7	48.1	61	43.8	33.7	39.5	60	53.7	36.2			
American Indian/Native American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			
African American/Black	45.8	57.8	31.8	57.9	57.1	46.2	39	38.3	56.7	36.2	19.2	25	53.7	48.4	29			
White (Not of Hispanic Origin)	54.6	63.2	66	66.3	78.9	60.9	50.8	57.6	67.2	52.1	47	48	66.7	57.9	42.1			
Hispanic	25	83.4	*	*	*	57.1	*	*	25	33.3	*	*	*	42.9	*			
Economically Disadvantaged (FARMS)	44	58	38	58.6	63.8	47.7	38.1	38.4	55.4	37	28	30.2	52.7	47.3	33.1			
Students with Disabilities	33.3	44.8	26.9	10	35.7	26.4	16.7	4.8	29.6	17.2	0.0	0.0	28.6	11.8	0.0			
LEP – English Language Learners	30	83.3	*	*	33.3	*	*	*	40	16.7	*	*	50	*	*			
2003 Attendance AMO (All Students Elementary/Middle)				92.2												2004 Attendance AMO (All Students Elementary/Middle)		92.4
2003 Graduation AMO (All Students Grade 12)				94.5												2004 Graduation AMO (All Students Grade 12)		73.83
<u>Must increase from previous year and reach 90% by 2014</u>																		

**3.2 For each of the areas in which groups met the AMOs performance targets, provide a brief explanation of their success. Discuss strategies in the Master Plan that you think have led to this success.**

**The success of the various subgroups meeting the AMOs' performance targets in reading and math can be attributed to the extensive work that Somerset County has done in those areas over the last several years. All sub groups have been exposed to the same material, textbooks and curriculum. The students in all subgroups have been expected to meet the same standards set for all students.**

- **Extensive work with our PreK - 5 Math program (Strategy 1.1.13, 1.1.43, 1.1.47, 1.1.48, 1.1.49, 1.1.50, 1.1.53, 1.1.55, 1.1.57, 2.1.14, 3.5.1)**

Over the past three years, with the help of our math consultants, Dan Nuzzie and Joe Mills, a new math curriculum aligned with the Maryland Content Standards and the VSC was developed and adopted. A new math textbook series was purchased for 2003 – 2004 school year. A spiral review has been developed as an intervention program for struggling math students. Quarterly milestone assessments have been given for the 2002-2003 and 2003-2004 school years to better determine progress students are making in math. Mr. Mills and Mr. Nuzzie have conducted professional development sessions on topics that have provided elementary teachers with strategies to enhance math achievement.

- **A reorganized Reading programs (Strategy 1.1.13, 1.1.29, 1.1.30, 1.1.31, 1.1.32, 1.1.33, 1.1.35, 1.1.36, 1.1.41, 1.1.43, 2.1.13, 2.2.1, 3.5.1)**

Through extensive work with our Reading Consultant, Dr. Peter Dewitz, a new reading program that was aligned with the Maryland Reading Standards and the VSC was developed and put into place. An extensive intervention program for struggling readers was developed. Other features of this program were small group sizes and consistency of practice from teacher to teacher. Students have made great improvement in reading with accuracy and fluency.

- **Prekindergarten and Kindergarten Program (Strategy-1.1.58, 1.1.59, 1.1.61)**

Somerset County has maintained and developed a strong Prekindergarten Program that serves a majority of the four year olds in the county. Even with recent federal legislation requiring the county to serve economically disadvantaged students first, there is room for other students as well.

Somerset County will implement all day kindergarten for all students beginning in September 2004 as has been planned. As a result of our reorganization plan, there is room for a kindergarten program without extensive capital expense. We believe full day kindergarten is a priority. In previous years, all day kindergarten programs have been made available to students who evidence at-risk learning or social behaviors that might threaten academic success.

- **Small class sizes – first and second grades (Strategy-1.1.60, 5.4.1, 5.4.2)**

Using Title IIA funds, Somerset has been able to put in place and maintain a ratio of one teacher to eighteen students in Kindergarten, first and second grades. Using local funds, Somerset has been able to maintain a ratio of one teacher to twenty-one students in grades three, four, and five.

- **Extensive staff development (Strategy-3.6.1, 3.6.14, 1.3.9, 3.7.2)**

Somerset County understands that the primary path to reaching the goal of increased student achievement and student engagement is professional development. Somerset County has for years taken advantage of every opportunity to provide high quality staff development. The county has been vigilant in its oversight of the professional development program by seeking excellent consultants and establishing meaningful long term relationships with them so that substantive positive change can take place, be maintained and sustained.

Principals in Somerset County have participated in leadership training sessions and workshops offered by MSDE, the Eastern Shore Regional Staff Development Center and Salisbury University.

Somerset County teachers and administrators have also worked with the Dr. Ruby Payne Foundation, “A Framework for Understanding Poverty”. Her company, Aha! Process, teaches the hidden rules of economic class and spreads the message that despite the obstacles poverty can create, there are specific strategies teachers can implement to help students overcome them.

- **Curriculums are aligned with Maryland Content Standards and the Volunteer State Curriculum (Strategy 1.1.3)**

The Somerset County School System has made sure that its’ Reading, Math and HSA Curriculums are properly aligned with the Maryland Content Standard, the VSC and the Core Learning Goals. Somerset’s difficulty lies with having enough staff to make sure that all teachers are consistent with their delivery and addressing the Content Standards and the VSC.

- **Vertical Teaming Structure (Strategy 1.1.8)**

Teams of teachers from each content area grades 6-12 met four times during the school year. Each teacher was asked to collect copies of their teacher developed assessments as well as samples of student work associated with those assessments. The assessments and the student work were then used as a vehicle for the following professional development activities:

- alignment of content standards taught at each grade level
- item writing training

- cognitive demand training
- analysis of student work
- development of common assessments

- **Learning Support Teams (Strategy 1.1.27)**

Initially funded by the Local Management Board, Learning Support teams (LST) were implemented in all schools to address student's academic, emotional, and social needs by providing comprehensive case management. The goal of the team is to bridge the gap between the home, school, and community by creating a hub of multi-faceted, integrated, and comprehensive programs and services which enables teacher to teach and students to function to their full capacity within the school learning environment. The learning support teams include an administrator, learning support specialist (social worker), nurse, school psychologist, special education teacher, parent/guardian, guidance counselor, and other community stakeholders as deemed appropriate.

- **Middle School Math (Strategy 1.1.51)**

Beginning with the 2002-2003, Somerset County began phasing in a more rigorous math program by advancing Pre-Algebra from seventh grade to sixth grade. This process will be completed this year with all sixth graders taking Pre-Algebra. This progression will continue through seventh and eighth grade so that eventually, all middle school students will be completing Algebra I, Part A by the end of eighth grade.

Math at the sixth, seventh, eighth and ninth grade level continues to be offered in a 90 minute block for 180 days.

- **Data Based Decision Making (Strategy 3.3.5, 1.3.5, 1.3.8, 1.3.11, 1.4.7, 3.4.2)**

Principals and School Improvement Teams have had monthly training in Data Based Decision Making for two years. This includes the MSDE course, "Using Data to Improve Instruction" and "Data Based Decision Making" taught by Dr. Michael Hickey and Dr. Ron Thomas. Our principals have also been exposed to this topic at various workshops conducted by MSDE, Salisbury University, and the Eastern Regional Staff Development Center.

- **Gear-Up Programs (Strategy 1.2.3)**

Since Somerset County received the Gear-Up Grant in 1999, we have seen dramatic results in the achievement of the student cohort. The involvement of the higher education partners has been instrumental in this success. Salisbury University, University of Maryland Eastern Shore, and Wor-Wic Community College have all collaborated with the Somerset County Public School System to provide opportunities for these students and their parents. Our cohort has shown improvement in such areas as GPA, the number of AP courses signed up for and

the number of students being recognized for outstanding academic achievement. This grant program has increased the number of students who have plans of continuing their education after graduation.

- **Parent Involvement (Strategy 2.1.9., 2.1.10)**

The following elementary parent involvement strategies have helped in promoting increased student achievement:

- An Open House was held before school opened. This gave parents and school staff an opportunity to make the home-school connection.
- School-Parent Compacts were developed and distributed to all families. 92% to 98% of the compacts were signed and returned in each of the primary /elementary schools. One of the schools celebrated the high return of their signed compacts by holding an activity where parents, staff and students completely circled the school cheering and singing the school's song.
- Weekly newsletters were written by grade level teams and distributed for students to take home. It included weekly events, featured author of the week, topics covered by each class for the week, and any other special information.
- Student planners were used as one of the means of communicating with the home. Each student would write the daily homework assignments to document for personal and parent use to review and sign off on...
- Parent meetings were held on a regular basis to discuss pertinent information such as, MSA, explanation of test scores, Voluntary State Curriculum and the reorganization plan.
- Several parenting activities were held during American Education Week.
- Reading Nights and Math Nights were held to help familiarize parents with the reading and math program. Staff members shared with parents how they could help their students to acquire the reading and math skills necessary for success.

- **Maintain, Support and Recruit Highly Qualified Educators (Strategy 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.10, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.10, 3.4.1)**

Somerset County's commitment to maintain, support and recruit highly qualified, passionate educators who will optimize our student's engagement in school, their academic growth and achievement, and their healthy social/emotional development is enhanced by the family like atmosphere that exists in Somerset County. The small nature of the system is indeed an advantage in this respect. Central Office staff knows every teacher by their first names. The professional staff is aware that the current Board of Education is supportive. This support has been recognized by an enhanced medical package and a more competitive salary package.

The system is able to offer teachers a setting, where technology is valued and upgraded on a regular basis, where professional development is meaningful and offered on a regular basis, where teachers are piloting alternative forms of teacher

evaluations and where newly hired teachers receive outstanding support from their colleagues.

**3.3 For each of the areas in which groups did not meet the AMOs, please discuss the following:**

**3.3.1 What did the disaggregated data show?**

- The reading scores for African American students in grade 5 decreased from 57.8 to 46.2 percent proficient from 2003 to 2004
- The reading scores for African American students in grade 10 decreased from 57.9 to 38.3 percent proficient from 2003 to 2004
- The reading scores for African American students in grade 8 improved from 31.8 to 39 percent proficient from 2003 to 2004.
- The reading scores of Economically Disadvantaged students in grade 5 decreased from 58 to 47.7 percent proficient from 2003 to 2004
- The reading scores of Economically Disadvantaged students in grade 8 increased from 38 to 38.1 percent proficient from 2003 to 2004
- The reading scores of Economically Disadvantaged students in grade 10 decreased from 58.6 to 38.4 percent proficient from 2003 to 2004
- The reading scores of Students with Disabilities in grade 3 increased from 33.3 to 35.7 percent proficient from 2003 to 2004
- The reading scores of Students with Disabilities in grade 5 decreased from 44.8 to 26.4 percent proficient from 2003 to 2004
- The reading scores of Students with Disabilities in grade 8 decreased from 26.9 to 16.7 percent proficient from 2003 to 2004
- The reading scores of Students with Disabilities in grade 10 decreased from 10 to 4.8 percent proficient from 2003 to 2004
- The math scores of Students with Disabilities in grade 3 decreased from 29.6 to 28.6 percent proficient from 2003 to 2004
- The math scores of Students with Disabilities in grade 5 decreased from 17.2 to 11.8 percent from 2003 to 2004
- The math scores of Students with Disabilities in grade 8 remained at 0 percent proficient from 2003 to 2004.

### **3.3.2 What do you think might be some causes that contributed to the performance targets not being met?**

For the past decade, students in the aforementioned subgroups (African American, FARMS, students with disabilities, and ELL) have always performed below state standards. This is not only true in Somerset County, but also throughout the state and the country. Eliminating the achievement gap has been a major focus of educators for years.

The reader's attention is directed to the Executive Summary of the Master Plan pages Ex. 12 – 14 for a much more thorough analysis of these factors as they pertain to Somerset County.

### **3.3.3 What specific actions will you take to narrow the achievement gap by reducing the number or percentage of students scoring at the lowest levels of performance on the MSA?**

The Master Plan addressed the achievement gap when it was developed and updated. All the strategies identified in the Student Achievement section of the Master Plan pages 2-59 are sound scientifically based strategies. As a five year plan these strategies must be given time to work. A major focus of our Master Plan is our vision for an individual learning plan for every child. This strategy will put be implemented at the 8<sup>th</sup> – 9<sup>th</sup> grade academies during the 2004 – 2005 school year (strategy 1.7.4. pg. 40)

The reorganization plan is also focused on enhancing the achievement of the various subgroups. Creating two PreK-5 elementary schools will ensure a more effective learning environment for those students as cross grade level teachers work together on program improvements and individual student initiatives.

The 6<sup>th</sup> and 7<sup>th</sup> grade intermediate school will bring students from all over the county to one learning community where technology is integrated into the curriculum, instruction, and assessment as everyday practice. This initiative begins in 2004 – 2005, with students being provided hand held computers for instruction, goal management, and assessment.

The 8<sup>th</sup>-9<sup>th</sup> Grade Academies will feature individual learning plans for each student, year long courses in English I and Algebra or Geometry ( 90 minutes for 180 days), and team based organization for intense, personalized student support.

The Central Office instructional team is currently studying Curriculum Management System's "50 Essential Characteristics of High Performing Schools" that have closed the achievement gap. This includes a rigorous review of our current practices as a system and as individual sites. Staffs will intensely study and mine MSA data and other assessment data to understand the gap including

patterns by grade or further subgroups such as gender. Action teams will receive relevant reports of this review, consider beneficial additions or revisions to the master plan, and make recommendations to the steering team. These changes would then be incorporated into the Master Plan and budget.

Woodson Middle School in Crisfield has closed the racial achievement gap by developing effective strategies in their School Improvement Plan which target minority achievement through parental contacts and parental communication. The School Improvement Team and the Principal meet on a regular basis with a minority parent focus group. The discussions have included topics such as, “raising expectations for minority students” and “helping minority students avoid failure.” The principal and several staff members also meet with parents and community members at various community locations on a monthly basis. These meetings are well attended and foster a supportive environment for students both at school and at home. In addition, the local “Save Our Children Foundation” implemented a strong after school program to support students at Woodson. This program provides a structured atmosphere for students to complete homework and also nurtures children through what can be difficult adolescent years.

**3.3.4 What specific actions will you take to accelerate the achievement of students who are performing at the basic levels in reading and math to move them to the proficient and advanced levels in reading and math?**

- The implementation of individual learning plans for all students will be accelerated. Students in the 8<sup>th</sup> and 9<sup>th</sup> grade academies and the 6<sup>th</sup> and 7<sup>th</sup> grade intermediate school will be exposed first.
- The teaming concept will be implemented at the 9<sup>th</sup> grade level as well as continued on grades 6, 7, and 8. This will provide more individual attention for 9<sup>th</sup> graders. The teaming concept will be a feature of the 8<sup>th</sup> and 9<sup>th</sup> grade academies.
- 9<sup>th</sup> grade Math (Algebra I Part I, Algebra I Part II, & Geometry) will be a year long course (180 days for 90 minutes – Block Schedule). This will allow for reviews and intervention for struggling math students.
- 9<sup>th</sup> grade English I will be a year long course (180 days x 90 minutes – block schedule). English I will be enriched beyond the Core Learning Goals with reading comprehension strategies.
- Reading First will be implemented at the K – 3 grade level in Somerset County
- The Math program will stay the course and be extended to the intermediate school. More emphasis will be placed on the Spiral Review Process put in place during the 2003 – 2004 school year.

- The system will monitor and coach the development of reading and math strategies across the curriculum by observing, conferencing and establishing action plans with teachers.
- School Improvement Teams have been trained in Data Based Decision Making and will be regularly called upon at the county and site levels to discuss and demonstrate their application of that training.
- Somerset County will implement all day kindergarten for all children beginning with the 2004 -2005 school year.

**3.3.5 What specific actions will you take to accelerate the achievement of students who are performing at the proficient levels in reading and math to move them to the advanced levels in reading in math?**

- The implementation of individual learning plans for all students will be accelerated. Students in the 8<sup>th</sup> and 9<sup>th</sup> grade academies and the 6<sup>th</sup> and 7<sup>th</sup> grade intermediate school will be exposed first.
- The teaming concept will be implemented at the 9<sup>th</sup> grade level as well as continued on grades 6, 7, and 8. This will provide more individual attention for 9<sup>th</sup> graders. The teaming concept will be a feature of the 8<sup>th</sup> and 9<sup>th</sup> grade academies.
- 9<sup>th</sup> grade Math (Algebra I Part I, Algebra I Part II, & Geometry) will be a year long course (180 days for 90 minutes – Block Schedule). This will allow for reviews and intervention for struggling math students.
- 9<sup>th</sup> grade English I will be a year long course (180 days x 90 minutes – block schedule). English I will be enriched beyond the Core Learning Goals with reading strategies.
- Reading First will be implemented at the K – 3 grade level in Somerset County.
- The Math program will stay the course. More emphasis will be placed on the Spiral Review Process put in place during the 2003 – 2004 school year.
- The system will monitor and coach the development of reading and math strategies across the curriculum by observing, conferencing and establishing action plans with teachers.
- School Improvement Teams have been trained in Data Based Decision Making
- Somerset County will be able to implement all day kindergarten for all children for 2004 -2005 school year.

**3.3.6 What changes do you plan to make in the 2004-2005 school year to carry out the actions noted above and achieve the performance targets for each group?**

Critical changes noted in 3.3.4 and 3.3.5 have grown out of the school reorganization plan adopted by the Board of Education in October, 2003. The move to develop an Academy concept for 8<sup>th</sup> & 9<sup>th</sup> graders and 6<sup>th</sup> & 7<sup>th</sup> grade Intermediate school as a technology integrated and career based program are intended to increase the achievement of students at the 6<sup>th</sup> through 10<sup>th</sup> grade levels.

The plan to create two PreK – 5 elementary schools from Princess Anne Primary (grades PreK – 2) and Westover Elementary (grades 3 - 5) is supported by research that indicates students achievement will increase in a setting where students are in the same school for a longer period providing continuity, increased coherence across grades, and opportunities for teacher looping.

Multiple strategies embedded in our original master plan repeatedly focus on moving our students as individuals, subgroups, and school groups. Furthermore, our strategies are interdependent and permeate all phases of our system: policy development and planning, curriculum design and implementation, program delivery and assessment, professional development and support, and productivity of budget and facilities. A major and initial hurdle for Somerset County is articulating, exemplifying, and building high expectations of achievement for each student. This alone is the kick start for optimizing every other strategy. This is a sound plan. Given the necessary time, it will improve our students' achievement.

**3.3.7 How will you monitor the implementation of the changes to determine that the changes are being put into operation according to the actions discussed in 3.3.6?**

The plan itself explicitly identifies monitoring processes and strategies in a comprehensive format (described in the Executive Summary pages Ex-4 to Ex-5) of Design, Delivery, Monitoring and Accountability, and Equity Assurance. The opening year workshop of the Administrators and Supervisors involves identifying Master Plan responsibilities and expectations. Additionally these changes will be monitored through the Superintendent's and the Assistant Superintendent's office in weekly staff meetings, monthly A & S meetings, and through meetings with a newly formed Instructional Council.

Somerset is a small system with a small staff, enabling close monitoring of all developments and initiatives.

**3.4 As a result of your review of the MSA and local performance information, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives, and/or strategies that are being revised, and attach a copy of the revised sections/pages.)**

Currently there are no major revisions of the Master Plan Goals, Objectives and/or Strategies. We feel that the Master Plan is sound and must be given time to work. There has been some tweaking of strategies by the system but significant changes will occur through our annual update action team and steering committee work previously described. If anything our plan is too ambitious, particularly in light of our limited resources and small staff.

We are providing a copy of our master plan that is our current document. It identifies the status of each strategy and action step and underlines changes. The Somerset County Master Plan is a working document, not a “shelf” document designed to meet an external requirement. As such we annually make revisions, additions and deletions.

**3.5 Using the table below, please indicate what percentage of your students has passed the High School Assessments (HSA) for all students and for students in each subgroup.**

<b>Table 3.5 Students Passing the High School Assessments</b>				
<b>Local School System: <u>Somerset County Public Schools 2003</u></b>				
<b>Student Group</b>	<b>HSA Assessments</b>			
	<b>English</b>	<b>Biology</b>	<b>Algebra/Data Analysis</b>	<b>Government</b>
<b>All Students</b>	22.1	50	31.7	44.9
<b>American Indian/ Native American</b>	---	---	---	---
<b>Asian/Pacific Islander</b>	*	*	*	*
<b>African American/Black</b>	9.5	37.5	13.3	28.9
<b>White (Not of Hispanic Origin)</b>	32.6	59.1	46.4	56.9
<b>Hispanic</b>	*	---	---	*
<b>Economically Disadvantaged (FARM)</b>	18.3	38.0	27.8	39.7
<b>Students with Disabilities</b>	0.0	13.3	0.0	10.5
<b>LEP -- English Language Learners</b>	---	*	---	---

**3.6 Describe what you are doing to identify student weaknesses so you can prescribe interventions to assist students and ensure that all students will meet the High School Assessment graduation requirements.**

A major factor in the performance of our students on the HSA has been that the score “does not count.” It is extremely difficult for us to measure any weakness or develop any strategies when students approach the test as meaningless and complete the assessment in a couple of minutes and then put their head down. Many students simply decide to answer the selective response with all “C’s” instead of trying to answer the question. Students also are not willing to take the time to answer the brief constructive responses or the extended constructive responses.

That said the system feels quite strongly that the 8<sup>th</sup> – 9<sup>th</sup> academy concept being implemented for the upcoming school year will emphasize student achievement and give value to the assessment. The teaming concept which has been a major structure in our middle schools for years will be implemented with ninth graders. Eighth graders will continue to take Language Arts and Math for the entire year (180 days x 90 minutes per day). Ninth graders will take English I and Math for the entire year (180 days x 90 minutes per day). In addition to addressing the Core Learning Goals in English I, students will be taught reading comprehension strategies and other enriching activities. Principals and Instructional Facilitators will be required to monitor and coach the development of reading and math strategies across the curriculum by establishing action plans with teachers.

The staff of the 8<sup>th</sup> -9<sup>th</sup> grade academies will be required to develop Individual Learning Plans for all students. This is a major component of our Master Plan and a major strategy we feel will improve student performances in all areas.

**3.7 As a result of your review of the HSA and local performance information, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please identify the sections, goals, objectives, and/or strategies that are being revised, and attach a copy of the revised sections/pages.)**

No changes are planned in goals, objectives or strategies with our Master Plan. The Master Plan is a five year plan and we think it would be premature to make major changes after one year. The plan must be given time to work.

**School Improvement, Corrective Action, and Restructuring (COMAR 13A.01.01.04.07)**

**4. As a result of the 2004 Maryland School Assessment (MSA), does the school system need to revise goals, objectives, and strategies so that the Master Plan supports continuous improvement for schools in the improvement process or at risk of moving into the school improvement process?**

The Master Plan submitted by Somerset County in October 2003 identified goals, objectives and strategies that were designed as continuous school improvement over a five year period.

Since students in Somerset County Schools had performed unsatisfactory on State mandated assessments for over a decade, the system had strong ideas and conviction as to strategies that should be implemented for continuous improvement. Since we still believe that we have a solid plan, there is no need to revise goals, objectives and strategies and/or strategies after one year. This is a long range plan, and we hope improvement will be noted over time. There is no quick fix in Somerset County. That being said, we will thoroughly work with the 2004 scores once they are all received and we can look at the progress of same groups of students as well as different groups at the same point of their education. In our regular cycle of Master Plan Update, action teams and the steering committee will make recommendations for changes.

**4.1 Indicate the number of schools by school level that have been identified for improvement, (2) corrective action, and (3) restructuring.**

No schools have been identified for improvement, corrective action and restructuring.

**4.2 Describe the measures, including timelines, being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring or at risk of moving into the school improvement process.**

As a result of the 2004 Maryland School Assessment performance results Somerset County has had four schools placed on Alert Status. These schools achieved AMO's in 2003 and in all previous years. Two of the schools are primary schools that house grades PreK-2 and two are elementary schools housing grades 3 – 5. These schools are a risk of entering year one of school improvement if they fail to meet AMO's in 2005. This alert status is attributed to special education sub-groups not meeting AYP.

The system will continue to support the special academic initiatives in reading and math that are currently in progress in the county. Somerset County is committed to the Reading First Initiative. Four elementary schools have been selected to participate in the Reading First Program. The program will be using the Dynamic Indicators of Basic Early Learning Literacy Skills (DIBELS) as the screening and progress monitoring assessment. Students will be classified as Established Readers, Emerging Readers, or Non Readers based on results.

An extensive ongoing staff development program is currently underway through MSDE and will continue throughout the summer.

Somerset County schools are engaged in extensive work for development and implementing a standardized mathematics program. The school system has adopted a new math textbook series for grades K – 5 and has developed a new curriculum guide to assist teachers with standards and indicators, assessments, and ideas for teaching, timing, and locating resources. This program will be extended to the 6-7 Intermediate school starting in the 2004-2005 school year.

These initiatives are woven into the Master Plan and strategies, goals and objectives are in place to support the foundation of the program.

**4.3 For each measure to address the achievement problems of schools discussed in 4.2 above, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages that are being revised.)**

No revisions are made to the Master Plan goals, objectives and strategies. Measures to improve achievements are in place in the Five Year Master Plan and must be given time to work.

#### **Local School System Improvement and Corrective Action (COMAR 13A.01.01.04.08)**

**5. Has your school system been identified or has the potential to be identified as a *school system in improvement* or a *school system in corrective action*? If yes, please respond to the following.**

5.1 If your school system was identified or has the potential to be identified as a *school system in improvement* (any school system that for 2 consecutive years fails to make Adequate Yearly Progress (AYP) in reading, in mathematics or as applicable in the attendance rate or in the graduation rate), describe how you have revised the applicable components of the Master Plan to:

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

The Somerset County School System has not been identified as a school system in improvement or a school system in corrective action

**5.2.If your school system has been identified or has the potential to be identified as a school system in corrective action (any school system that for 2 consecutive years fails to make Adequate Yearly Progress (AYP) in reading, in mathematics or as applicable in the attendance rate or in the graduation rate for 2 consecutive years after identification of the school system for school improvement), describe how the school system has revised the applicable components of the Master Plan to execute the corrective actions taken by the State Board of Education.**

Somerset County has not been identified nor has the potential to be identified as a school system in corrective action.

## **Facilities to Support Prekindergarten and Kindergarten Programs**

The purpose of this section is to identify any changes from the previous submission to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and to specifically track the implementation of required pre-kindergarten and full day kindergarten programs.

**6. Provide brief narrative descriptions and/or tables that may be updated annually. Refer to the *Educational Facilities Master Plan* and *Capital Improvement Program Request*, submitted annually to the Public School Construction Program, for detailed project descriptions and schedules.**

The county is in the process of implementing a reorganization plan to better utilize space available in underutilized schools. This means there is no longer a need for two additional classrooms to accommodate the expansion to full day kindergarten as outlined in our *Educational Facilities Master Plan* and *Capital Improvement Program Request*.

**6.1 Overall Facilities Plan: Provide a brief narrative description of any facilities needs, processes, participants, and/or timelines in the Master Plan that have changed since the previous submission given the approved State and local government capital budgets for the current fiscal year.**

Somerset's reorganization plan has provided enough existing space to implement all day for all students by September 2004.

### **6.2 Full day Kindergarten for All Students**

**6.2.1 List all schools by name that will have and have not implemented full day kindergarten programs for all students, on-site or off-site, for the upcoming school year.**

All of our elementary schools in the county will be offering full day kindergarten to all of their students eligible to attend. These schools are:

- Deal Island Elementary
- Ewell Elementary

- Greenwood Elementary
- Princess Anne Elementary
- Whittington Primary

**6.2.2 Identify each school that requires on-site capital improvements prior to implementation of the program.**

There are no schools that require on-site capital improvement to implement all day kindergarten for all students.

**6.2.3 Identify proposed capital funding year for projects as shown in current facilities planning documents.**

There is no proposed funding for all day kindergarten projects since the reorganization plan allows us plenty of rooms for kindergarten.

**6.3 Prekindergarten for Four-Year Old Children from Economically Disadvantaged Families**

**6.3.1 List all schools, or alternative sites provided through a qualified vendor, by name that will provide pre-kindergarten services as required for four-year old children from economically disadvantaged families by school year 2007.**

The following schools will provide pre-kindergarten services as required for four-year old children:

- Deal Island Elementary
- Ewell Elementary
- Princess Anne Elementary
- Whittington Primary

**6.3.2 Identify those schools, or alternative sites, that will have and have not yet implemented the programs for the upcoming school year.**

All of our elementary schools offer a pre-kindergarten program for economically disadvantaged children. The schools are as following:

- Deal Island Elementary
- Ewell Elementary
- Princess Anne Elementary
- Whittington Primary

Princess Anne Elementary school serves children from their attendance area as well as the Greenwood Elementary School attendance area.

**6.3.3 Identify each school that requires on-site capital improvements prior to implementation of the program.**

There are no schools requiring on-site capital improvements to implement Prekindergarten programs

**6.3.4 Identify proposed capital funding year for projects as shown in current facilities planning documents.**

No capital funding is necessary to implement Prekindergarten programs for students in Somerset County.

**Grant Budget Monitoring**

**7. As a result of reviewing your FY 2004 federal ESEA grant budgets (e.g. Title I-A, Title II-A, Title II-D, etc.) and the Fine Arts grant budget, list programs where funds:**

- **Were not spent according to the conditions outlined in the grant award document;**
  - All funds in all programs were spent according to conditions outlined in the grant award documents.
- **Were not spent on the allowable activities or purposes for which funds were initially awarded or amended under the grant; and/or**
  - All funds were spent on allowable activities or purposes for which funds were initially awarded or amended under the grant
- **Were not spent in a timely manner.**
  - All funds were spent in a timely manner.

**Provide a detailed description of why funds were not spent according to any of the reasons described above for a specific ESEA program or for Fine Arts.**

All funds were spent according to established guidelines and timelines.

**MSDE and/or Other Technical Assistance**

**8. Based on the results and/or experiences for the first year of implementation of the Master Plan, describe the nature of the technical assistance needed by the local planning team from MSDE staff or other technical assistance providers (e.g., institutions of higher education, regional technical assistance centers, and educational laboratories).**

As a result of our experiences for the first year of implementation of the Master Plan no specific technical assistance is needed at this time. We will however be meeting with MSDE staff in August, 2004 to “discuss how MSDE can better support Somerset County Public Schools’ effort to increase student achievement in reading and mathematics.” At this meeting we will note the following:

- a) Assistance in matching specific innovations that are scientifically research based to interpreted score profiles of skill deficits.
- b) Formative Assessment Access – funding support as well as tool selection
- c) Item analysis for MSA to enable stronger diagnoses and response to student deficits
- d) Professional Development aligned with specific needs
- e) Training in achievement gap scientifically, research based interventions for the gender gap, special education gap, and racial gap.
- f) State supported and funded intervention programs such as Sylvan, Voyager, etc.

Provide funds for the continuance of the Eastern Shore Regional Staff Development Center.