

SUCSESSES: PROGRESS OF SOMERSET COUNTY PUBLIC SCHOOLS IN 2005-2006 AS ARTICULATED IN THE MASTER PLAN 2005-2006 UPDATE

I. IN STUDENT ACHIEVEMENT

PROGRESS IN ACCELERATING PERFORMANCE AND CLOSING THE ACHIEVEMENT GAP:

- A. Elementary **READING** performance has accelerated at the aggregate level and in all subgroups except one. P31
- B. Elementary **MATH** performance has accelerated at the aggregate level and in all subgroups.
- C. Middle level **READING** performance has accelerated at the aggregate level and in all subgroups except one.
- D. Middle level **MATH** performance has accelerated at the aggregate level and in 4 of the 6 subgroups.
- E. Significant progress is being made in closing the achievement gap between the annual AMO and subgroup performance in reading and mathematics.

II. SYSTEM IMPROVEMENT COMPONENTS

1. PROGRESS IN INCORPORATING SCIENTIFICALLY BASED RESEARCH STRATEGIES:

- A. All elementary schools implement the *Reading First* Program in PK-5.
- B. All elementary schools implement the Focused Mathematics initiative in PK-5.
- C. "Soar to Success" is supplemented by a *Balanced Literacy* initiative at the Middle Level. *PLATO* continues to be used in grades 8-10.
- D. *Cognitive Tutor* continues to be used with high school algebra classes to prepare students for the HSA assessment.

2. PROGRESS IN IDENTIFYING AND IMPLEMENTING ACTIONS TO IMPROVE STUDENT ACHIEVEMENT:

- A. The elementary school day is structured around an uninterrupted 90 minute reading block.
- B. The extended math blocks are a part of the elementary and middle level schedules with some modifications.

3. PROGRESS TOWARD MEETING THE PROFESSIONAL DEVELOPMENT NEEDS OF THE STAFF IN SCHOOLS NOT MAKING AYP:

- A. Data Analysis has become a fundamental part of the School Improvement Team process at all levels.
- B. Classroom Data Analysis includes the use of *Performance Matters*.
- C. Differentiated Instruction is identified as a priority for system and site level professional development.
- D. Sensitivity and Awareness training was a focus area for the school system.
- E. A three level technology certification program is implemented to increase teacher technology skills.
- F. Development of MSA and HSA like assessments has been completed.
- G. The required annual review of the Standards of Social Behavior with staff and students was accomplished.
- H. The use of mastery teaching strategies continues at the elementary level.
- I. The SCPS Master Plan calls for the use of higher level thinking strategies.
- J. Student goal writing training was not provided at all levels.

- K. Professional development on understanding and integrating the Voluntary State Curriculum (VSC) assessment limits into all core subject area has been accomplished.**
 - L. Training in Scoring “MSA Type” questions has been completed.**
 - M. Special education teachers are aligning IEP goals with the VSC.**
 - N. Curriculum development and alignment with the VSC continues.**
5. PROGRESS IN ADDRESSING THE FUNDAMENTAL TEACHING AND LEARNING NEEDS IN SCHOOLS
 - A. Special education teachers continue to develop effective strategies to enhance student learning attitude and achievement.**
 - B. Elementary special education students along with regular education students have received instructional intervention in small group direct instruction led by special education teachers.**
 6. PROGRESS IN INCORPORATING ACTIVITIES BEFORE SCHOOL, AFTER SCHOOL AND DURING THE SUMMER:
 - A. The After School *Voyager* Program completed the first year of operation.**
 - B. Summer Academic and Enrichment Programs were offered.**
 - C. Partnerships are providing after school and extended day opportunities.**
 7. PROGRESS IN ACCELERATING ACHIEVEMENT FOR THE SPECIAL EDUCATION SUBGROUP:
 - A. Special Education subgroup performance increased at the elementary, middle, and high school level in 2006**
 8. PROGRESS ON IMPLEMENTING PARENTAL INVOLVEMENT STRATEGIES:
 - A. Each school site holds membership in the National Network of Partnership Schools and is completing network guided parental action plans through Parent Action Committees.**
 - B. The 05-06 collected data on parental participation has been examined for findings and next step applications for 06-07 are established.**
 - C. Strong efforts are being made to address the need for parent involvement and participation roles versus parent audience roles at all levels.**
 - D. Efforts are being made at every level to communicate important school information in parents’ native languages**
 9. PROGRESS IN FUNDING AND ALIGNING THE BUDGET TO THE MASTER PLAN:
 - A. Fiscal Year 07 Budget is fully aligned to the Master Plan**
 - B. The Budget Process involves all stakeholders.**
 10. PROGRESS ON ANY TECHNICAL ASSISTANCE IMPLEMENTED TO WORK WITH SCHOOLS NEEDING IMPROVEMENT:
 - A. Special education inclusion classrooms are successful.**
 - B. Building Positive School Culture to Increase Student Achievement initiative continues as a target goal.**

III. IN HIGHLY QUALIFIED STAFF

1. PROGRESS TOWARD INCREASING THE PERCENTAGE OF CORE ACADEMIC SUBJECT CLASSES TAUGHT BY HIGHLY QUALIFIED TEACHERS
 - A. The percentage of core academic classes taught by highly qualified teachers has increased over the past three years.**

B. The percentage of core academic classes in High Poverty elementary schools taught by highly qualified teachers has increased over the past three years.

2. PROGRESS TOWARD TEACHERS RECEIVING HIGH QUALITY PROFESSIONAL DEVELOPMENT

A. The *Reading First* Program was successfully implemented under guidance from MSDE and the *Reading First* Regional Coordinator.

B. Students' DIBELS and MSA data indicate accelerated achievement .

C. The Special Education subgroup of students demonstrated pronounced accelerated achievement.

D. Classroom walk through and observation data indicate improved instructional skill delivery and intervention strategies by elementary teachers and aides.

E. Secondary Staff participated in *Balanced Literacy* training during the 2005-2006 school year.

F. Observations of teachers' classes were an important part of teachers' mastery of skills and strategies.

G. Data from observations of teachers' classes show increased attention to state indicators and outcomes.

H. Student proficiency in 6th and 7th grade as measured by the MSA shows growth between the 2005 and 2006 student groups.

I. Student proficiency in 8th grade as measured by the MSA shows diminished growth between the 2005 and 2006 student groups.

J. The Focused Mathematics Initiative has met expectations over the last five years producing accelerated math proficiency and has been expanded from the elementary level through the secondary level.

K. Mathematics achievement on the MSA has steadily risen over the last four years at K-8 levels.

L. The Coalition of Essential Schools' partnership with two elementary schools has yielded the positive outcome of seeding and nurturing a professional learning community.

M. The absence of committed leadership at the third participant school has diminished the impact of the Coalition; new leadership is in place.

N. School Climate, discipline problems and achievement have improved over the last three years at both Greenwood Elementary and Princess Anne Elementary Schools.

3. PROGRESS TOWARD INCREASING THE PERCENTAGE OF QUALIFIED PARAPROFESSIONALS:

A. Ninety-seven percent of the paraprofessionals are highly qualified.

IV. IN ASSURING SAFE SCHOOLS

1. PROGRESS TOWARD ESTABLISHING AND MAINTAINING A SAFE LEARNING ENVIRONMENT:

A. Increased services to students and improvements in the learning environment are beginning to show an impact on the disciplinary data at the elementary level.

2. PROGRESS IN INCREASING ATTENDANCE RATES BY GRADE BAND AND SUBGROUPS:

A. Elementary ATTENDANCE has consistently met the satisfactory standard for the aggregate and in 5 of the 7 subgroups.

B. High School aggregate ATTENDANCE has increased through 4 of 6 represented subgroups moving schools closer to the standard.

3. PROGRESS IN CLOSING PERFORMANCE GAPS AMONG VARIOUS SUBGROUPS:
 - A. **The performance GAP between subgroups for the percentage of CTE Concentrators who have achieved an overall GPA of 2.0 or higher has decreased in 47% of the comparisons.**
 - B. **The performance GAP between subgroups for the percentage of CTE Concentrators who received a MD High School Diploma or Certificate has decreased in several areas.**
 - C. **The performance gap between subgroups for the percentage of CTE Completers who enter post-secondary education, employment or the military has improved for 73% of the comparisons.**
 - D. **The performance gap between subgroups for the number of CTE Concentrators who achieved a technical GPA of 2.0 or higher has improved in 87% of the comparisons.**
4. PROGRESS IN INCREASING THE PERCENTAGE OF CHILDREN FULLY READY TO LEARN:
 - A. **MMSR data indicates that the % of children in Somerset County Public Schools who enter kindergarten fully ready to learn exceeds the state standard.**
5. PROGRESS MADE IN 2005-2006 TOWARD MEETING GIFTED AND TALENTED PROGRAM GOALS:
 - A. **The *Primary Talent Development* program has been fully implemented K-2.**
 - B. **A Gifted & Talented Summer program was offered for students in Gr 3-12.**
6. PROGRESS MADE IN 2005-2006 TOWARD MEETING EDUCATIONAL TECHNOLOGY GOALS:
 - A. **Somerset County Public Schools students and staff have universal access to high performance technology.**
 - B. **Somerset County Public Schools staff has opportunities to become highly knowledgeable and capable of effectively using technology tools and digital content.**
 - C. **Technology tools and digital content that will engage our students is available for all staff and students to use on a regular basis.**
7. PROGRESS TOWARD MEETING THE MAJOR ETM GOALS ADDRESSED BY THE SCHOOL SYSTEM:
 - A. **Staff and students are focused on building and nurturing respect for and among all individuals.**
 - B. **In addition to the climate established in core program classrooms and reinforced by staff throughout the day, elementary and middle level students have classroom instruction and school practice in living, interacting, working, and participating productively in their school community.,**
 - C. **All selected curriculum and resource materials are required to enable students to demonstrate an understanding and appreciation for the contributions of all cultural groups and be aligned to the Voluntary State Curriculum (VSC).**

V. IN LOCAL GOALS

1. PROGRESS IN FACILITIES

- A. **Grade levels and facilities have been realigned to optimize students' academic, social, and emotional growth while reducing operational expenses.**

B. A fully renovated and remodeled elementary school, the Carter G. Woodson Elementary School has been completed and opened for the 06-07 school year.

2. PROGRESS IN MASTER PLAN MANAGEMENT FOR RESULTS

A. The management process of the Master Plan has been redesigned to maximize positive impact and focus the efforts and resources of the county on student results.

B. The redesigned management process of the Master Plan has been fully implemented.

3. PROGRESS IN BUILDING COMMUNITY PRIDE

A. A growing positive attitude of the county regarding its public schools is perceptible.

