

I.D.iv Adequate Yearly Progress

The cornerstone of Maryland's accountability system is Adequate Yearly Progress. It is the method by which Maryland tracks academic progress and makes accountability decisions. Schools and school systems must show that students are making Adequate Yearly Progress in reading, mathematics, and another measure.

- In elementary and middle schools, the additional measure is attendance.
- In high schools, the additional measure is the graduation rate.
- In addition to student achievement in the aggregate, Adequate Yearly Progress must be made among eight subgroups of students: five racial/ethnic groups (African American, American Indian, Asian/Pacific Islander, Hispanic, and White), students with limited English proficiency, students receiving special education services, and economically disadvantaged students.

Under No Child Left Behind, school performance based on Adequate Yearly Progress is evaluated annually. This section requires that school systems report the percentages of schools making Adequate Yearly Progress.

Instructions:

1. In the tables below, report the percentage of schools making Adequate Yearly Progress each year by content area.
 - The elementary school level should include elementary, elementary/middle, and elementary/middle/high schools;
 - The middle school level should include grades 6-8; and
 - The high school level should include high schools and middle/high schools.

Note: At the time the Annual Update is due, 2007 AYP data for high schools will not be available.

Table 4.1 Number and Percentage of Schools Making Adequate Yearly Progress in Reading

Schools	2003			2004			2005			2006			2007		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%		#	%		#	%
Elementary	6	6	100	6	4	67%	6	6	100%	5	5	100%	5	4	80%
Middle	2	2	100	2	2	100%	1	0	0%	1	0	0%	1	0	0%
High	2	2	100	2	1	50%	2	2	100%	2	1	50%	2	2	100%
Special Placement	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA

Adequate Yearly Progress (continued)

Table 4.2 Number and Percentage of Schools Making Adequate Yearly Progress in Mathematics

Schools	2003			2004			2005			2006			2007		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%		#	%		#	%
Elementary	6	6	100	6	2	33%	6	6	100%	5	5	100%	5	5	100%
Middle	2	2	100	2	2	100%	1	0	0%	1	1	100%	1	0	0%
High	2	2	100	2	2	100%	2	1	50%	2	1	100%			
Special Placement	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA			

Title I Schools Making Adequate Yearly Progress

No Child Left Behind Indicator 1.3: The percentage of Title I schools that make adequate yearly progress.

Under No Child Left Behind, local school systems must review the progress of Title I schools primarily to determine (1) if each school has made adequate progress toward all students meeting or exceeding the standards by 2013-2014, and (2) if a school has narrowed the achievement gap. In conjunction with the local school system, the State also reviews the effectiveness of each school's actions and activities that are supported by Title I, Part A funds,⁵ including parental involvement and professional development.

Instructions:

In the tables below, report the percentage of Title I schools making adequate yearly progress each year by content area.

Table 4.3 Number and Percentage of Title I Schools Making Adequate Yearly Progress in Reading

Schools	2003			2004			2005			2006			2007		
	Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP s		Total # of Title I Schools	Title I Schools Making AYP	
		#	%		#	%		#	%		#	%		#	%
Elementary	6	6	100	6	4	67%	6	6	100%	5	5	100%	5	4	80%
Middle	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA
High	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA			
Special Placement	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA			

⁵ This information is included in Attachment 7 of this document.

Title I Schools Making Adequate Yearly Progress (continued)

Table 4.4 Number and Percentage of Title I Schools Making Adequate Yearly Progress in Mathematics

Schools	2003			2004			2005			2006			2007		
	Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP	
		#	%		#	%		#	%		#	%		#	%
Elementary	6	6	100	6	2	33%	6	6	100%	5	5	100%	5	5	100%
Middle	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA
High	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA			
Special Placement	0	NA	NA	0	NA	NA	0	NA	NA	0	NA	NA			

A. CHALLENGES IN MOVING SCHOOLS TOWARD MAKING ADEQUATE YEARLY PROGRESS:

1. One Elementary School has failed to make AYP in Reading—the first such occurrence at the elementary level in 5 years.

Although the particular school which did not meet site proficiency (AYP) in Reading vows to surge forward in 2008 and 2009, its shortfall is a red flag to the system and led to a closer look at elementary performance to determine if there were additional points of vulnerability. The review determined that:

a. Reading and Math scores at the elementary grades have stopped rising.

In grades 3-5 reading and math scores showed a steady rise from 2003-2006. The 2007 scores however showed the first signs of leveling and in some cases falling. To move students forward to the next level of proficiency, it is necessary to strengthen conceptual understanding and problem solving, a function of higher order thinking.

We are challenged to develop higher order thinking skills of students in order to enhance their mathematics and reading proficiency.

b. Reading proficiency falls dramatically at the 5th grade level.

Reading scores drop almost 20% from 4th grade to 5th grade. We are a *Reading First* System and follow with fidelity the strategies required through 3rd grade. We have attempted to duplicate the program for our 4th and 5th graders. Our attempt has not been as successful in the 5th grade.

We are challenged to improve the reading skills for our 5th grade students.

c. Elementary Math scores in 2007 leveled and dropped in some grades.

Mathematics scores leveled or dropped for the first time since 2004. Our “Focused Math” program which drives a VSC matched curriculum and instruction, quarterly benchmarks and spiral reviews, has promoted steady growth since 2004. Research is necessary to determine the break in this positive trend.

We are challenged to improve the math skills of our elementary students.

2. Somerset Intermediate School, Grades 6 and 7, failed to achieve AYP in both reading and math.

Somerset Intermediate School is the single middle level facility in the county housing Grades 6 and 7 (Grade 8 is a part of each High School’s 8-9 Academy). Although the site has led its students to increased numbers achieving proficiency over previous years, the target remains unmet. A review of their performances reveals:

a. Middle Level Reading proficiency has failed to reach AMO 3 years in a row.

Middle Level Reading has struggled for three years not meeting AMO. This has included most of the subgroups as well as the aggregate. A two year “Balanced Literacy” initiative requires the coaching and monitoring of a reading specialist and the trained application of explicit instruction. The transfer of the Reading Coach in the Fall of 2006 and the lack of a replacement throughout the year, left the site in a failure to thrive position regarding the imbedding of reading instruction in content.

We are challenged to motivate and prepare teachers to increase the reading proficiency of their students through reading skill building in their content areas.

b. Middle Level Math scores in 2007 leveled and dropped in some grades.

Middle level math scores rose in 2007 at the 6th and 7th grade level, but dropped in 8th grade level. The aggregate group failed to make AMO at the 7th and 8th grade levels. Middle level math teachers have been participating in the Focused Math program along with the elementary teachers for several years. However in 2005, school realignment took the 8th grade teachers to the 8th and 9th grade academy and discontinued their participation in the program. During the summer of 2006 all secondary math teachers began working with the consultants in the Focused Math program.

We are challenged to increase the coordination of math instruction and assessment across the PK-12 grade levels in order to increase the math skills and strategies of our middle level students

3. Somerset County High Schools are at continued risk of failing to meet AYP targets.

Both high schools failed to make AYP in 2006. Washington High School did not make AYP as a result of low reading scores. Crisfield High School failed to make AYP due to a low graduation rate.

This year, 2007, Washington High School made AYP in 2007 by successfully raising reading scores of the African American subgroup enough to fall within the confidence band. Crisfield High School did not make AYP based upon its declining graduation rate.

The system and site leadership believe that the following challenges must be addressed during 2007-2008 and forward, if there is to be a powerful and sustained impact on secondary progress:

- 1) We are challenged to identify and develop the potential in each and every student.
- 2) We are challenged to move beyond our sympathy for the burdens carried by many of our students of poverty and demand their personal best learning.
- 3) We are challenged to personalize our work.
- 4) We are challenged to provide content expertise to our teachers.
- 5) We are challenged to motivate excellent attendance.
- 6) We are challenged to sustain our staff from one year to the next.

B. CHANGES OR ADJUSTMENTS AND THE CORRESPONDING RESOURCE ALLOCATIONS AND A TIMELINE:

1. We are challenged to improve the higher order thinking skills of students.

To successfully improve higher order thinking skills of student, the staff must become more skilled at the questioning techniques they use during instruction. Preliminary data taken from walk throughs indicates a low level of questioning is taking place in elementary classrooms. To raise that level of questioning four of the elementary schools will partner with the *Coalition of Essential Schools* to provide training to staffs in the area of questioning. Questioning strategies will come from the book Quality Questioning by Jackie Walsh. Professional Development will occur in 3 schools during the Fall of 2007; the other two elementary schools will continue to concentrate on differentiation

PROGRAMS, PRACTICES, & STRATEGIES TO MEET CHALLENGE	
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> • Study and apply learning from “<i>Quality Questioning</i>” by Jackie Walsh. 	Amount Budgeted: \$1,637 Source: Title V Timeline: Fall, 2007
Professional Development	
<ul style="list-style-type: none"> • Facilitate elementary school teacher learning on the role of “Questioning” in developing higher order thinking skills within students. (<i>Coalition of Essential Schools</i>) 	Amount Budgeted: \$6,000 Source: Title V Timeline: 2007-2008

2. We are challenged to improve the reading skills of our 5th grade students

We have found weaknesses in the intervention programs for 5th graders. Broad intervention efforts have been based mainly on comprehension without regard to other student weakness. Reading intervention will be implemented with a more targeted approach integrating strategies aimed at

improving all reading weaknesses with the expansion of the SIPPS intervention program in the 5th grade. An additional intervention assistant will work with targeted subgroup needs and administrators will assure the placement of special education teachers in the appropriate classrooms co-teaching in the areas of need.

PROGRAMS, PRACTICES, & STRATEGIES TO MEET CHALLENGE	
Staffing	
<ul style="list-style-type: none"> Place Special Education teachers in all core areas regular classrooms for co-teaching 	Amount Budgeted: \$367,180 Source: Local (\$ 320,464) Federal (\$ 46,716) Timeline: Fall, 2007
<ul style="list-style-type: none"> Hire an additional intervention assistant to work with specific subgroup needs. 	Amount Budgeted: \$24,000 Source: <i>Reading First</i> Timeline: 2007-2008 <i>Duplicated Reference</i>
Intervention	
<ul style="list-style-type: none"> Provide teachers with flexibility to intervene with needed strategies and programs targeted to the student's specific reading deficiencies regardless of the student's grade level. 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008
<ul style="list-style-type: none"> Expand SIPPS through elementary level 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> Purchase 4 sets of SIPPS materials for use with 4th & 5th grade. 	Amount Budgeted: \$2,600 Source: <i>Reading First</i> Timeline: 2007-2008

3. We are challenged to improve the math skills of our elementary students.

The Focused Math program has contributed to the rise in achievement from 2004-06 by utilizing key components of a VSC aligned curriculum, providing a scope and sequence for all grade level teachers to follow, and using quarterly math benchmarks to measure student progress and daily spiral reviews to help with intervention. One weakness of the program is the lack of targeted intervention for students falling well below proficiency. One school last year began using the facilitator to deliver targeted math intervention. Another identified weakness concerned the benchmark assessments; the elementary grades have been using the same benchmark for several years. A new one was needed to delivery quality data on student achievement. "Turn around" time was also a problem. Our local assessment staff was understaffed and unable to turn around benchmark assessment results to teachers in sufficient time to help guide instruction. Added during the 2006-07 school year was *Success Maker*, a computer aided "smart" instruction program that assesses student mastery then individualizes and programs remedial and enrichment math needs for each student.

PROGRAMS, PRACTICES, & STRATEGIES TO MEET CHALLENGE	
Staffing	
<ul style="list-style-type: none"> Added .5 staff member to work with the Local Benchmark Assessment staff to increase efficiency in providing student achievement data. 	Amount Budgeted: \$53,819 Source: Thornton Timeline: August 2007 <i>*Duplicated Reference</i>
Core Program	
<ul style="list-style-type: none"> Created new benchmark assessments Pre-K to 5 in mathematics. 	Amount Budgeted: \$17,220 Source: Thornton Timeline: August 2007
Intervention	
<ul style="list-style-type: none"> Use facilitators to deliver targeted math intervention to identified struggling students for a portion of their day 	Amount Budgeted: \$292,596 Source: Local (\$ 271,105) Thornton: (\$ 21,491 Timeline: 2007-2008
Professional Development	
<ul style="list-style-type: none"> Facilitate a 5 Day summer workshop developing more benchmark assessments, aligning curriculum and covering instructional strategies. 	Amount Budgeted: \$8,400 Source: Thornton Timeline: Summer, 2007
<ul style="list-style-type: none"> Provide consultant monitoring, coaching and observing math teachers three times during the year. 	Amount Budgeted: \$7,500 Source: Title I (\$3,750) Local (\$3,750) Timeline: 2007-2008

4. We are challenged to improve the reading proficiency of middle students.

The middle level reading program has struggled over the last 3 years with few subgroups, including the aggregate able to meet AMO. A two year partnership MHEC grant with Salisbury University, "Balanced Literacy" concluded this year. Its impact is questioned: achievement has not improved. An additional Reading series, Holt's *Elements of Literature*, was introduced in the middle of the 2006-07 year.

During the summer of 2007, a Language Arts workshop was held to develop a scope and sequence with the reading series as well as align activities to the VSC. Benchmark assessments will be developed using the test generator of the series and will be given at the middle level beginning in October, 2007.

The middle level Language Arts teachers will also participate in a Professional Development in the fall of 2007 on Explicit Instruction in Language Arts, provided by Kathy Volk of MSDE. At the intermediate school which houses 6th and 7th graders, a new reading coach has been hired. This position was budgeted and filled last year; however with the transfer of the highly qualified individual, it was not refilled until September, 2007.

PROGRAMS, PRACTICES, & STRATEGIES TO MEET CHALLENGE	
Staffing	
<ul style="list-style-type: none"> Hire a Reading Coach at Somerset Intermediate School. 	Amount Budgeted: \$47,610 Source: Thornton Timeline: August 2007 <i>*Duplicated Reference</i>
Core Program	
<ul style="list-style-type: none"> Develop a scope and sequence matched to VSC and new reading program. 	Amount Budgeted: \$2,618 Source: Thornton Timeline: Summer 07
<ul style="list-style-type: none"> Develop benchmark assessments for implementation with middle level reading students. 	Amount Budgeted: \$4,200 Source: Thornton Timeline: Fall 2007
Intervention	
<ul style="list-style-type: none"> Continue the “<i>Soar to Success</i>” program to assist teachers in delivering reading intervention. 	Amount Budgeted: \$0 Source: Staff Time Timeline: Fall 2007
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> Implement Holt’s “<i>Elements of Literature</i>” 	Amount Budgeted: \$26,000 Source: School Improvement Grant Timeline: 2006-2008
Professional Development	
<ul style="list-style-type: none"> Conduct summer workshop to align new reading program to the VSC, develop benchmark assessments, and complete a revised scope and sequence. 	Amount Budgeted: \$8,400 Source: Local Timeline: July 2007 <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Initiate “Explicit Instruction in Language Arts” through Kathy Volk of MSDE for Language Arts teachers in grades 6-8 	Amount Budgeted: \$0 Source: State Provided Timeline: September 2007

5. We are challenged to improve the math skills of our middle level students.

In 2006, the secondary math teachers began working with our math consultants, Joe Mills and Dan Nuzzi, utilizing the same program which has been successful in the elementary grades. Curriculum in Grade 6-Algebra I was revised for alignment with the VSC; benchmark assessments were developed for all courses; spiral reviews were developed; and consultants began working with individual teachers, by modeling, coaching and monitoring. A summer workshop and during-the-year follow up was used to accomplish this. During the summer of 2007 another workshop was held to revise curriculum as well as benchmark assessments. The 8th grade curriculum was revised significantly to better integrate the algebra and geometry concepts that students need to know for MSA. Instructional strategies and lesson planning were also covered for new teachers.

PROGRAMS, PRACTICES, & STRATEGIES TO MEET CHALLENGE	
Staffing	
<ul style="list-style-type: none"> Added .5 staff member to work with the staff on benchmarks to increase efficiency in providing student achievement data. 	Amount Budgeted: \$53,819 Source: Thornton Timeline: August 2007 <i>*Duplicated Reference</i>
Professional Development	
<ul style="list-style-type: none"> Conduct summer workshop to align math program to the VSC, develop benchmark assessments, and complete a revised scope and sequence 	Amount Budgeted: \$8,400 Source: Local Timeline: Summer 2007 <i>*Duplicated Reference</i>

6. We are challenged to raise the graduation rate of high schools.

The final challenge is the raising of the graduation rate of all high schools, with particular attention the school which failed to make AYP. The aggregate graduation rate for SCPS increased for 2007. However, Crisfield High School's graduation rate of 63.61% has been steadily declining since 2005 and is significantly below the Maryland AMO Graduation Standard of 83.24%. The male subgroup is graduating at a rate of 66.02%, 18.05 points below the female subgroup rate.

PROGRAMS, PRACTICES, & STRATEGIES TO MEET CHALLENGE	
Staffing	
<ul style="list-style-type: none"> Added attendance clerks at both High Schools 	Amount Budgeted: \$40,000 Source: Thornton Timeline: August 2007 <i>Duplicated Reference</i>
PROGRAMS, PRACTICES, & STRATEGIES TO MEET CHALLENGE	
Intervention	
<ul style="list-style-type: none"> Maintain developing individual goal setting and monitoring plans for students at risk of graduation upon entry to Grade 8 through School Counselors 	Amount Budgeted: \$0 Source: Local Staff Timeline: 2007-2008
<ul style="list-style-type: none"> Assign Learning Support Personnel, Deans, Advisors, and counselors to monitor and consistently intervene in student issues of attendance, achievement, discipline 	Amount Budgeted: \$0 Source: Local Staff Timeline: 2007-2008
<ul style="list-style-type: none"> Develop individual HSA Plans for all students who fail to pass any HSA 	Amount Budgeted: \$0 Source: Staff Time Timeline: September, December; March; August

B. SYSTEM STRATEGIES DIRECTED TOWARD SITE SPECIFIC AYP DEFICIENCIES

1. We as a system are challenged to promote success for our largest elementary school in making AYP.

Somerset County’s largest elementary school is in its second full year as a PreK-5 school. The school system reorganization combined a primary school (grades PK-2) and an elementary school (grades 3-5) beginning in 2006-2007. The resulting consolidation is a school that is much larger than either of the previous schools or other elementary schools in the system. To offset possible depersonalizing of the learning experience due to the size, the school is structured as a school within a school composed of two families, called Bayside and Seaside. Students proceed through one of the families as if it were an individual school. Each family’s enrollment is approximately 280 students which make it similar to the enrollment of the other two elementary schools thus bringing the advantages of a small, familiar setting for students and fostering personalization.

Opening in the fall of 2006, the school went through several principals before a permanent assignment was made in November. Having experienced, consistent leadership in place was one of the top priorities for the school system administration last year. Another system initiative was to improve Reading achievement as evidenced by the 2007 MSA scores for this school. A reading intervention teacher was hired in 2006, and an additional reading intervention assistant was hired in 2007 to help with the reading deficiencies of students. The 4th and 5th grade reading program will be examined for effectiveness during this school year. For the last four years, SCPS has followed the same program for grades 4 and 5 as the K-3 program in *Reading First*. As grades 4 and 5 are not a part of *Reading First*, an assessment of current practices may result in a revised program in grades 4 and 5 for the 2008-2009.

SYSTEM PROGRAMS, PRACTICES, & STRATEGIES TO MOVE THE LARGEST ELEMENTARY SCHOOL TO MAKING AYP.	
Staffing	
<ul style="list-style-type: none"> Place an experienced Principal and Vice Principal at the school. 	<p>Amount Budgeted: \$168,513 Source: Local Timeline: Nov. 2006</p>
<ul style="list-style-type: none"> Hire a Itinerant Core Teacher to reduce upper elementary class size. 	<p>Amount Budgeted: \$40,000 Source: Local Timeline: 2006-2007</p>
<ul style="list-style-type: none"> Hire a Reading Intervention Assistant to assist the Intervention Teacher in helping students with Reading Difficulties. 	<p>Amount Budgeted: \$24,000 Source: <i>Reading First</i> Timeline: 2007-2008 <i>*Duplicated Reference</i></p>

SYSTEM PROGRAMS, PRACTICES, & STRATEGIES TO MOVE THE LARGEST ELEMENTARY SCHOOL TO MAKING AYP.	
Core Program	
<ul style="list-style-type: none"> Organize the school into two smaller learning communities, or families, to foster personalization. 	Amount Budgeted: \$0 Source: Staff Time Timeline: Beginning 2006-07
<ul style="list-style-type: none"> Reexamine the 4th & 5th Grade Reading Program and make recommendations for changes in 2008. 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008

2. We are challenged to Support the Intermediate School in Making AYP.

Somerset County's intermediate school was opened in September 2005, combining the 6th and 7th grades of the two previous middle schools. It is currently housed in an old elementary building which is too small and lacks the proper facilities for a middle school program. SCPS is building a new state of the art building to support the intermediate school program. The staff and students will be moving into the new facility in December 2007. In an effort to support the program at the intermediate school, SCPS has also added staff to the school. A new reading facilitator was hired to direct the reading program and a technology facilitator was added to improve the integration of technology into instruction. With the addition of these two facilitators, a third facilitator will be able to concentrate on working with the mathematics program. The school system and the school Leadership Team will provide professional development on Explicit instruction for Reading, Focused Mathematics, building Technology into Instruction and Building a Learning Community with the *Coalition of Essential Schools*. Professional Development is funded locally.

PROGRAMS, PRACTICES, & STRATEGIES TO MOVE THE INTERMEDIATE SCHOOL TO MAKING AYP.	
Staffing	
<ul style="list-style-type: none"> Hire a Reading Coach to direct the reading program. 	Amount Budgeted: \$48,542 Source: Thornton Timeline: August 2007 <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Hire an Instructional Technology Facilitator to work with teacher on integrating technology into instruction. 	Amount Budgeted: \$54,209 Source: Thornton Timeline: July, 2007
<ul style="list-style-type: none"> Assign the current facilitator the responsibility of directing the math program 	Amount Budgeted: \$61,392 Source: Local Timeline: July, 2007
Professional Development	
<ul style="list-style-type: none"> Provide a professional development through activities in Explicit Instruction for Reading, Focused Mathematics, Infusing Technology into Instruction 	Amount Budgeted: \$ 71,615 Source: Thornton Timeline: 2007-2008 <i>Duplicated Reference</i>

3. We are challenged to Support the High Schools in Making AYP.

SCPS is committed to making sure the high performing students from working families get the support and attention needed to graduate from high school and go on to college. To this end, SCPS will support the broadening of curricular and co curricular activities to engage students. Extra Duty pay will be provided for sponsors of student activities. The school system put a system of using Individual Graduation Plans for students at-risk in place in the fall of 2006. School counselors at each high school began writing individual plans for the identified students who were at risk for graduation. These plans were monitored throughout the year by the counselors and the Supervisor of Workforce Development. Monthly progress reports were provided to students, parents and administrators. The use of Individual Graduation Plans will be extended to at-risk students in grades 10-12 this year. In addition to the students with Graduation Plans, school counselors meet with any student who expresses a desire to dropout of school or are experiencing extreme academic difficulty. They will work with the student to review the Graduation Plan and create an additional Intervention Plan if necessary. Through this process students and parents are offered tutoring, counseling, program changes.

PROGRAMS, PRACTICES, & STRATEGIES TO MOVE THE HIGH SCHOOLS TO MAKING AYP.	
Staffing	
<ul style="list-style-type: none"> • Create and fund additional extracurricular student activities to increase engagement and personalization of school experience 	<p>Amount Budgeted: \$4,500 Source: Local Timeline: 2007-2008</p>
Intervention	
<ul style="list-style-type: none"> • Monitor individual graduation plans, action plans for preventing drop out, and HSA Intervention Plans for students at risk through regular bi weekly sessions • Develop intervention plans for students considering dropping out of school. 	<p>Amount Budgeted: \$0 Source: Counselor Time Timeline: 2007-2008</p> <p>Amount Budgeted: \$0 Source: Counselor Time Timeline: 2007-2008</p>

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

Schools in Improvement

This section must be completed by local school systems to satisfy the requirement that schools in improvement, corrective action, and restructuring be addressed in the Master Plan.⁶

Instructions:

Using Table 4.5 on the next page, indicate the number of schools that have been identified for Improvement (Year 1), Improvement (Year 2), Corrective Action, Restructuring (Planning), and Restructuring (Implementation) by grade band level. Also include the number of schools exiting improvement status, and indicate the total number of schools for each status.

⁶ Section 13A.01.04.07 of the Code of Maryland Regulations.

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

Table 4.5 Number of All Schools in Improvement

	Level of Improvement 2003-2004 (based on 2003 AYP)					Exiting in 2003	Level of Improvement 2004-2005 (based on 2004 AYP)					Exiting in 2004	Level of Improvement 2005-2006 (based on 2005 AYP)					Exiting in 2005	Level of Improvement 2006-2007 (based on 2006 AYP)					Exiting in 2006	Level of Improvement 2007-2008 (based on 2007 AYP)					Exiting in 2007
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools																														
Middle Schools																														
High Schools																														
Special Placement Schools																														
Total																														

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

Schools in Improvement (continued)

Title I Schools in Improvement

The No Child Left Behind Act mandates local school systems to carry out school improvement activities for Title I schools that fail to make Adequate Yearly Progress for two or more consecutive years as follows:

- If a Title I school fails to make Adequate Yearly Progress for two consecutive years, it must be identified as in need of improvement. The state and school system must provide technical assistance to help identified schools improve, allow students in these schools to transfer to schools that are higher achieving, and provide no cost transportation to the new schools.
- If a Title I school fails to make Adequate Yearly Progress for three consecutive years, in addition to the school transfer option, students from eligible families in these schools must be given the option to obtain supplemental educational services from the public or private sector provider of their choice that has qualified for state approval.

Instructions:

Using Table 4.6 on the next page, indicate the number of Title I schools that have been identified for Improvement (Year 1), Improvement (Year 2), Corrective Action, Restructuring (Planning), and Restructuring (Implementation) by grade band level. Also include the number of schools exiting improvement status, and indicate the total number of Title I schools for each status.

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

Table 4.6 Number of Title I Schools in Improvement

	Level of Improvement 2003-2004 (based on 2003 AYP)					Exiting in 2003	Level of Improvement 2004-2005 (based on 2004 AYP)					Exiting in 2004	Level of Improvement 2005-2006 (based on 2005 AYP)					Exiting in 2005	Level of Improvement 2006-2007 (based on 2006 AYP)					Exiting in 2006	Level of Improvement 2007-2008 (based on 2007 AYP)					Exiting in 2007	
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		
Elementary Schools																															
Middle Schools																															
High Schools																															
Special Placement Schools																															
Total																															

**SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS**

Schools in Improvement (continued)

Identification of Schools in Improvement for 2007:

1. **Somerset Intermediate School**-(Grades 6-7) is identified as a school in Need of Improvement Year 2
 - The African American Subgroup reading performance did not meet AYP for the 3rd year in Reading performance.
 - All subgroups but one did not meet AYP in Reading.
 - The FARMS and Special Education subgroups did not make AYP in Math.
2. **Washington High School** (Grades 8-12) remains identified as a school In Need of Improvement for the second year but has the possibility of exiting in 2008
 - After 2 years of not meeting AYP in reading, the African American subgroup met AYP in 2007.
 - All subgroups and the aggregate made AYP for 2007
3. **Crisfield High School** (Grades 8-12) enters Year 1 of School Improvement.
 - Crisfield High School failed to meet AYP for graduation rate for the third year.
 - The Crisfield High School graduation rate for 2007 was 63.51%.

A. ACTIONS THE SCHOOL SYSTEM TOOK DURING THE 2006-2007 SCHOOL YEAR TO ENSURE REQUIREMENTS ARE BEING MET:

1. Measures to Support Communication

To assure clear, two way supportive communications, Somerset County Public Schools system:

Action	Lead Person	Status
Clarified requirements for each site	Assistant Superintendent	Secondary principals met with central office personnel to plan for meeting the required elements of the reporting and school improvement planning process as required by NCLB.
Clarified requirements for system	Assistant Superintendent	System support and responsibilities identified in SINIP(School In Need of Improvement Plan) meetings
Identified the role of the central office in assisting each site	Assistant Superintendent	System role, support and responsibilities were articulated and discussed in SINIP meetings
Assigned Assistant Superintendent to each School Improvement Team	Assistant Superintendent	The Assistant Superintendent met monthly with all secondary principals guiding the SIT plan process.

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

Action	Lead Person	Status
Communicated to parents the status of each school in improvement	Principals	Washington High School and Somerset Intermediate sent letters home to parents following NCLB guidelines

2. Measures to Provide Curricular Support

In order to assure the provision, orientation, training, and monitoring of the implementation of highly quality curriculum aligned with the Voluntary State Curriculum, Somerset County Public Schools system:

Action	Lead Person	Status
Provided Learning Guides for all VSC in all core areas	Assistant Superintendent	Secondary Learning Guides were compiled onto an electronic disk for ease of use by teachers. These were distributed to each secondary core area teacher in August, 2006.
Provided professional development for the staff on the Learning Guides	Supervisor of Secondary Education	Secondary core area teachers met in August, 2006, for training on the learning guides. Training was provided by the secondary supervisor and facilitators.
Added additional Reading Instructional materials for grades 6-8, Holt's "Elements of Literature".	Assistant Superintendent	The Holt series, aligns to the VSC, was added mid year in an effort to increase the use of instructional strategies learned in the <i>Balanced Literacy Initiative</i> of 05-06.

3. Measures to Support Intervention

Schools in Need of Improvement require "systemic intervention" in their site intervention initiatives and additional resources in order to provide equity of opportunity for learning. Therefore Somerset County Public Schools:

Action	Lead Person	Status
Increased the number of instructional tutors	Assistant Superintendent	Two instructional tutors were added at Washington High School, one in math and one in English/Language Arts.
Expanded the Gifted and Talented Program	Supervisor of Student Services	Advanced Placement courses comprise most of the GT activities at the secondary level. The Gear Up grant provided opportunities for their cohort to participate in the STEM classes at UMES during the summer 2006.

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

Action	Lead Person	Status
Expanded "After Hours" intervention opportunities and participation.	Assistant Superintendent	After school tutoring sessions were implemented at both Washington and Crisfield High.
Embedded and monitored Reading and Math instruction in all core areas.	Assistant Superintendent	Weekly professional development training and collaboration opportunities within content areas were provided at each site.
Added a middle level Reading Coach	Supervisor of Secondary Education	Position was budgeted and filled for 4 months when the individual sought and obtained an administrative assignment
Required ILP (Individual Learning Plans) for each student at risk for HSA success	Supervisor of Secondary Education	Student assessment data, local and HSA, was used to identify students in need of remediation. Sections and classes were formed at all 3 secondary schools. A formal HSA Individualized Plan will be written in January for each student in the Class of 2009 who has failed an HSA
Provided professional development on intervention for the staff	Supervisor of Secondary Education	This is ongoing and at different levels at each site. The implementation of sound instructional strategies is still in progress, leaving limited opportunity to provide PD on intervention.
Required scheduled in school intervention with distinct difference according to the students' needs	Supervisor of Secondary Education	Intervention and assistance classes were scheduled. Progress still needs to be made to implement intervention based on student needs.
Utilized <i>Performance Matters</i> to identify individual student as well as instructional weaknesses	Assistant Superintendent	The increased numbers of local benchmarks greatly reduced the capacity to provide staff with data identifying student weaknesses in a timely manner and to enable teachers to implement effective intervention.
Provided training in the use of additional Reading Materials for teachers in grades 6-8.	Supervisor of Secondary Education	Holt "Company Representatives" met with all middle level English/LA teachers for training in use of instructional materials that came with the reading series.

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

4. Measures to Support Assessment

Schools in Need of Improvement require clear standards of performance, consistent formative measures, and on going access to performance data for instructional decision making. This course of action has been mastered by the elementary schools in the last three years but has not been in place at the secondary levels. Therefore the system:

Action	Lead Person	Status
Established countywide reading and math quarterly benchmarks	Supervisor of Secondary Education	Quarterly benchmarks were in place for all math courses, grades 6-Algebra I. Benchmarks were in place for English I, but are lacking for reading in grades 6-8. Reading performance was measured locally using SRI measurements in gr 6-8.
Continued building the capacity of teachers for full cycle instruction: curricular fidelity, instructional best practices, and diagnostic assessment.	Supervisor of Secondary Education	The full cycle of instruction is in different stages of implementation at different sites and content areas. Staff turnovers and shortages, contribute to this. Diagnostic assessment is implemented on a limited basis because of slow turn around with local data.
Increased the technological capacity of staff to fully utilize tracking and diagnostic data.	Director of Planning & technology	Staff began to utilize the data warehouse. The demands of implementing the local assessment initiative exceeded the capacity of our existing staff.

5. Measures to Support Collaboration

Schools in Need of Improvement require on going, learning conversations among teachers of the same core areas, staff from feeder schools, site based and countywide specialists and support persons. Schools in Need of Improvement must brutally face their weaknesses and shore up their strengths with systemic support. Therefore the system:

Action	Lead Person	Status
Required School Improvement Plans to be aligned with the BTE (Bridge to Excellence) priorities and modeled after the elementary Title I School Improvement Plans	Assistant Superintendent	Secondary Principals met with Central Office staff, including the Title 1 coordinator, for assistance in how to use the Title 1 SIT plans. School teams then developed plans following this format.

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

Action	Lead Person	Status
Monitored the progress of each site through the completion of Master Plan Quarterly Tasks and progress on the benchmarks	Assistant Superintendent	Each principal submits quarterly progress reports which are used to track progress toward meeting master plan benchmarks which are set by the SCPS system.
Provided technical support and coordinated MSDE Technical Support	Supervisor of Secondary Education	Technical support was provided by consultants from other counties in English and Government, company representatives in English and the county Math Consultants for Mathematics teachers.
Facilitated Peer Review of Progress with each site's Leadership Team	Supervisor of Secondary Education	Principals met monthly with Central Office staff during the development of the SIT Plans.

6. Measures to Provide Resources

While exiting a site from School Improvement Status requires much more than funding, the need for adequate funding to meet the needs of students is an ongoing issue. In order to close the educational opportunity gap, the system must provide equitable resources recognizing and meeting greater needs where they exist. Therefore the system:

Action	Lead Person	Status
Provided necessary funds for School Improvement Plans to improve school achievement	Assistant Superintendent	Funds are provided for individual schools through School Improvement grants and professional development allotments.
Built the capacity of the staff through hiring HQ staff and making assignments within certified areas	Supervisor of Human Resources	Staff turnover allows for the chance of improving our HQ figures by better matching personnel to needs.
Built the capacity of staff through regular professional development (APD) aligned with student achievement results	Assistant Superintendent	SCPS negotiated a 75 minute weekly Professional Development period for all secondary teaches.
Built the capacity of students through parental involvement in the system and site initiatives	Coordinator of Family and Community Involvement	SCPS is increasing parental involvement at all sites through planned efforts coordinated by the Family and Community Coordinator.

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

Action	Lead Person	Status
Provided funds and support for the partnership of Washington High School, Somerset Intermediate and the <i>Coalition of Essential Schools</i> . (School reform organization)	Assistant Superintendent	The partnership between Washington High and Somerset Intermediate was funded in 06-07 by Title II grant funds as well as local professional development funds. Costs were \$12,000 for each school. Local funds will continue this partnership this year.

B. ACTIONS THE SCHOOL SYSTEM WILL TAKE FOR THE 2007-2008 SCHOOL YEAR TO ENSURE REQUIREMENTS ARE BEING MET:

Action	Lead Person	Schools	Date for Completion
The system will assure clear, two way supportive communication individually and collectively with each School In Need of Improvement. In so doing, the system will:			
Identify schools and their status in regard to Schools in Improvement.	Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	9/1/07
Complete the required parental notification requirements	Principals and Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	11/8/07
Review and approve School Improvement Plans	Peer Review/ Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	1/30/08
The system will assure the provision, orientation, training, implementation and monitoring of user friendly, highly quality curriculum aligned with the Maryland Voluntary State Curriculum. In so doing, the system will:			
Provide summer workshop to Revise 8 th grade math curriculum to better align VSC, and revise math benchmark assessments.	Supervisor of Secondary Education	Somerset Intermediate Washington High Crisfield High	6/22/07
Provide summer workshop to Revise Language Arts curriculum to better align VSC, utilize "Elements of Literature" and develop benchmarks for grades 6-8.	Supervisor of Secondary Education	Somerset Intermediate Washington High Crisfield High	6/28/07

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

Action	Lead Person	Schools	Date for Completion
Continue to build the capacity of teachers for full cycle instruction: curricular fidelity, instructional best practices, and diagnostic assessment.	Supervisor of Secondary Education	Somerset Intermediate Washington High Crisfield High	Ongoing throughout year
The system will assure equity for students' opportunity to learn by supporting intervention initiatives and providing additional resources for Schools In Need of Improvement. In so doing, the system will:			
Identify individual students affected and possible root causes of low performance/ achievement at each site.	Assistant Superintendent, Principals, Secondary Supervisor, SIT Teams	Somerset Intermediate Washington High Crisfield High	9/30/07
Identify researched based strategies to address student lack of performance	Principals, facilitators, supervisors, SIT	Somerset Intermediate Washington High Crisfield High	10/8/07
Require ILP (Individual Learning Plans) for each student at risk for HSA success	Supervisor of Secondary Education	Somerset Intermediate Washington High Crisfield High	11/8/07
The system will reinforce clear standards of performance, monitor through consistent formative measures, and assure on going, timely access to performance data for instructional decision making. In so doing, the system will:			
Continue to develop and upgrade countywide reading quarterly benchmarks	Supervisor of Secondary Education	Somerset Intermediate Washington High Crisfield High	10/23/07
Continue to build capacity to utilize the data warehouse system <i>Performance Matters</i>	Assistant Superintendent, Supervisor of Secondary Education, Data Specialist	Somerset Intermediate Washington High Crisfield High	Ongoing throughout year

**SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS**

The system will facilitate on going, learning conversations among teachers of the same core areas, staff from feeder schools, site based and countywide specialists and support persons. Through safe and positive environments, the dialog will expose weaknesses and capitalize on strengths. In so doing the system will:

Plan professional development to help teachers implement effective instructional strategies.	Principals, Supervisors, facilitators, consultants	Somerset Intermediate Washington High Crisfield High	8/8/07
Revise the two year SIT plans to reflect 2007 data as well as modified strategies.	Principals and SIT teams	Somerset Intermediate Washington High	12/1/07
Draft a two year SIT plan to reflect 2007 data as well as revised strategies.	Principals and SIT teams	Crisfield High	9/1/07
Utilize <i>Performance Matters</i> to identify individual student as well as instructional weaknesses	Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	Ongoing throughout year
Continue to provide professional development on intervention for the staff	Supervisor of Secondary Education	Somerset Intermediate Washington High Crisfield High	Ongoing throughout year
Build the capacity of staff through regular professional development (APD) aligned with student achievement results	Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	Ongoing throughout year

The system will work to close the educational opportunity gap by providing equitable resources recognizing and meeting greater needs where they exist in Schools in Need of Improvement. In so doing the system will:

Add additional instructional materials, Holts' "Elements of Literature" for grades 9 and 10.	Supervisor of Secondary Education	Washington High Crisfield High	6/28/07
Hire a middle level Reading Intervention Specialist	Supervisor of Secondary Education	Somerset Intermediate	8/20/07
Provide funds and support for the partnership of Washington High School, Somerset Intermediate, Crisfield High School and the <i>Coalition of Essential Schools</i> . (School reform organization)	Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	9/1/07
Hire additional .5 staff member to assist in the development and implementation of local benchmark assessments	Superintendent	Somerset Intermediate Washington High Crisfield High	9/1/07

SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS

**C. MEANS BY WHICH THE SYSTEM WILL ASSURE THAT SCHOOLS IN
IMPROVEMENT COMPLETE ACTIONS TO MEET AYP IN 2008 AND FORWARD**

All action steps listed above have been converted to a Quarterly Status Report which will be due to Superintendent November 1st, January 1st, April 1st, and July 1st and presented to the Board of Education at the break of the semester and the close of the year. Lead persons responsible for