

## Addressing Specific Student Groups Early Learning

Table 8.1: Percentage of <u>All</u> Kindergarten Students at Readiness Stages																								
	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
2004-2005	81	72	72	66	75	82	90	85	15	18	21	23	14	16	6	13	4	10	7	12	11	2	4	3
2005-2006	76	68	76	59	72	83	87	77	20	23	19	29	20	14	12	18	4	9	6	12	8	3	1	5
2006-2007	73	71	85	79	75	80	82	79	18	20	11	17	17	17	14	16	9	9	4	4	8	3	3	5
2007-2008	70	68	81	74	74	76	88	78	22	24	14	21	21	22	12	19	8	8	5	5	5	2	1	3
2008-2009	83	72	86	81	81	89	95	85	12	21	10	16	16	10	3	13	4	8	4	4	3	1	2	2
2009-2010	81	71	79	68	76	78	90	81	15	24	18	26	17	15	9	15	4	5	4	6	7	8	1	4

Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience						
	% Fully Ready		% Approaching Readiness		% Developing Readiness	
	LL	MT	LL	MT	LL	MT
2004-2005	81	81	11	16	8	3
2005-2006	74	81	19	15	7	4
2006-2007	80	90	13	7	7	3
2007-2008	78	90	18	8	4	3
2008-2009	79	91	18	8	4	1
2009-2010	79	88	18	11	3	1

**School Readiness Composite Score by Sub-Group**

Subgroup	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2010-2011
African American	56%	79%	75%	67%	75%	88%	76%
White	74%	92%	84%	90%	86%	83%	83%
Hispanic	100%	90%	63%	85%	93%	81%	94%
Male	61%	81%	69%	79%	77%	84%	76%
Female	74%	88%	86%	79%	83%	86%	86%
Special Education	44%	50%	33%	62%	57%	43%	47%
LEP	Fewer than 5	83%	50%	73%	88%	81%	91%
FARMS	79%	59%	68%	72%	77%	83%	76%

**School Readiness by Prior Care**

Prior Care	% Fully Ready				% Approaching Readiness				% Developing Readiness			
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010
Somerset Pre-K	86%	88%	90%	88%	11%	11%	8%	10%	3%	1%	2%	3%
Informal/ Home Care	77%	50%	65%	67%	23%	38%	30%	33%	0%	12%	5%	0%
Somerset's Head Start	71%	62%	78%	64%	19%	35%	17%	27%	10%	4%	6%	9%

A. Based on the examination of 2009-2010 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2): The school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment.

**1. Basis for Plans to Assure Progress**

a. **The achievement of 81% of the entering Somerset County Public School Kindergarten students attaining proficient composite scores on the MMSR exceeded the statewide level of 78% testing fully ready for school.**

- SCPS has met or exceeded the statewide level for 8 out of the last 9 years.
- The strongest readiness was demonstrated in the domain areas of Physical Development scoring (90%) and Social & Personal Development (81%).
- Eighty eight percent (88%) of the children enrolled in SCPS Pre-K programs were fully ready for school in the fall of 2009.

**b. Strong prior care continues as a successful strategy in preparing students to enter school**

- Data shows that children who are enrolled in an early educational environment prior to kindergarten are more ready for school than their peers.
- SCPS attributes a strong Pre-K program in reducing the number of students’ not fully ready to enter kindergarten.
- SCPS adds additional sections as they are needed; one section of Pre-K was added in the fall of 2009
- The added section also allows for lower class sizes and moves towards the goal of Pre-K for all students.

<b>CATEGORY</b>	<b>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</b>	<b>FUNDING SOURCE AND COST</b>
<p>Maintain Pre-K (5 FTE) &amp; K (12 FTE) Teachers at the elementary sites.</p> <p>Add a .5 Pre-K Teacher for school year 2010-2011. Timeline: August 2010-June 2011</p> <p>Maintain Paraprofessionals where possible in K Core Subjects (12 FTE) &amp; Pre-K (5 FTE) at the elementary sites.</p> <p>Add an additional Pre-K paraprofessional Timeline: August 2010-June 2011</p>	<p>Staffing</p>	<p>Staffing Cost: \$871,322 Source: Local</p> <p>Staffing Cost: \$31,159</p> <p>Staffing &amp; Scheduling Cost: \$370,333 Source: Title 1 &amp; Local</p> <p>Staffing Cost: \$12,600 Source: Local</p>

**c. Staff are improving instructional skills through Professional Development**

Professional Development has included:

- Language and Literacy Training—Provider *Reading First*
- Student engagement and Increasing Achievement—Provider: MMSR training modules
- Parent and Community Involvement—Provider: Title 1
- Local training focuses on curriculum, benchmarking processes, and instructional strategies—Provider: Local/In house Experts and Leaders
- The 2010-2011 school year focus will be in the areas of Scientific Thinking.

**d. The MMSR grant provides funding for materials, supplies, professional development and guidance on the critical domains of learning for early childhood staff.**

- Regular Education and Special Education staff participates in regional MMSR training sessions provided by MSDE.
- Year 1 and 2 staff receive intensive training in the area of the Work Sampling System Performance Data, Using Portfolios, and Assessment of Skills.
- Year 3 and beyond staff receive targeted training on strands such as the Language and Literacy Module in 2009-2010 school year.

**2. Challenges in assuring all students are fully ready for school**

- Fifteen percent of students were unable to achieve readiness in the Composite Score.
- Of the Special Education children, 47% scored ready.
- A significant difference in measured readiness continues among students from different prior care settings. Of the children who were at home or received informal care during the year prior to kindergarten, 64% were assessed as fully ready.
- This represents a 24 percentage point difference between home students and students who were enrolled in the SCPS Pre-K program.
- Disparities continue to exist among subgroups and the number of at-risk children is increasing. These conditions compromise academic readiness and performance.

**3. Meeting challenges and ensuring the progress of all students entering school**

- Staffing: SCPS has added staff and teacher schedules have been modified to enable another section to be added.
- Resources: *Reading First* strategies have been implemented in all elementary schools. The *Reading First* program is researched based and has proven to show substantial gains in the area of Language & Literacy, a key predictor of academic success.
- Professional Development: Reading Coaches are present in each building and offer targeted professional development during collaborative team meetings. Professional development continues in the CORE reading series, differentiation of instruction, using reading data to guide instruction, and sustainability training.
- Intervention: SCPS is adding in a stronger intervention component that will help support the Reading initiative and the diversity of the at-risk students by targeting individual needs
- Focus on mathematical thinking: The school system is continuing by adding additional training through math consultants to orient teachers to a variety of Pre-K/Kindergarten hands-on math strategies, building number sense, using spiral reviews and portfolios, implementing differentiating instruction, and using math data to guide instruction.
- Scientific thinking strategies: The school system will add scientific thinking this year as part of MSR training. Teachers will be utilizing the 5 E's strategy and incorporate more hands-on learning.

- **Technology:** Increased equipment and better trained staff will use technology to build student engagement and background knowledge. High quality professional development in the use and integration of technology will continue to provide in a variety of formats.
- **Collaboration:** Staff at all levels are trained in the benefits of collaboration and are provided multiple opportunities to collaborate on professional work within and beyond the instructional day. Teachers who currently work with students meet with teachers who will be receiving them the following year during articulation meetings to discuss the needs of the upcoming students. Teachers will be attending weekly team level collaborative meetings led by an Instructional Facilitator on data and instructional strategies to meet targeted needs.
- **Monitoring Progress:** The progress of students is monitored throughout the year using county developed benchmark assessments, electronic and traditional students' files that document year long progress on the indicators of the WSS. Benchmark assessments are designed and revised for classroom instructional use and to align with content scope and sequence. Storing of all benchmark results in the student data warehouse, *Performance Matters* helps for data analysis and planning. These assessments are used to match needs with targeted interventions.
- **Scheduling:** SCPS will utilize the equivalent of six elementary early dismissals which provide half day sessions of professional development related to the above topics.

<b>CATEGORY ADJUSTMENT and TIMELINE</b>	<b>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT RESOURCE</b>	<b>CATEGORY FUNDING SOURCE, AMOUNT</b>
Enable Reading Coach and facilitator to increase expert training, real time coaching, facilitate collaboration, and provide feedback to teachers on student learning thru EDPD and team meetings.  September 2010-June 2011	Reading Coaches & Instructional Facilitators  Collaboration Strategies	Staffing Cost: \$396,869 Source: Local, Title I
Consultants to provide Math Training on number sense & Science Training with MSDE  Fall 2010 & Spring 2011	Consultants	Cost: \$2,400 Source: MMSR Grant
Training in Sustainability --- Focusing On Comprehension Summer 2010  ERI & Read Naturally Training	Strategies and Trainings for early childhood staff.	Cost: \$982 Source: Reading First & Title I  Cost: \$680.00

Fall 2010		Source: Reading First Funding
Continue to use Instructional Regular Program Electronic Version of Computer Software for MMSR and increase readiness materials in early childhood classrooms.  Timeline: Aug. 2010-June 2011	Materials, Supplies & Equipment	Cost: \$2,382 Source: MMSR Grant
Handwriting program, <i>Handwriting without Tears</i> , for all pre-kindergarten & kindergarten classrooms.  Reading Intervention Materials ERI & Read Naturally	Materials, Supplies & Equipment	Cost: \$270 Source: Local Funding Consumables  Cost: \$3,927 Source: Local Funding Consumables
Provide instructional staff development to all pre-kindergarten, kindergarten, ELL, special education teachers, and instructional aides in MMSR-Year 1 – Year 2 & Year 3 & Beyond on the electronic version of data collecting. Include instructional staff development substitutes & mileage for regional training with MMSR.  September 2010-March 2011	Professional Development	Cost: \$2,259 Source: MMSR Grant
Co-Teaching Initiative with Regular and Special Educators  September 2010-June 2011	Professional Development	Cost: \$8000 Source: MHEC Grant
Plan transition meetings along with collaboration/articulation meetings as part of the transitional strategies for early childhood students.  September 2010-June 2011	Practice	Cost: \$632 Source: MMSR Grant/Title I

Integrate instructional staff development that will be provided by consultant for Year 3 and beyond on MMSR strategies on Scientific Thinking.  August 2010-June 2011		Cost: \$0 Source: Staff time
Extend related professional development for staff. Attend early childhood trainings on strategies such as Dr. Jean, Ready at Five, Reading First, Parent Involvement  August 2010-June 2011		Cost: \$3,715 Source: MMSR Grant
Technology	Training	Cost: \$2.093 Source: ARRA (stimulus)

**4. SCPS Works with Other Early Childhood Partners/Programs.**

**a. SCPS partners with Head Start**

- The established Memorandum of Understanding between the Lower Eastern Shore Public Schools and Shore-Up Head Start continues in effect to increase the percentage of children that are fully ready from low income families.
- Approximately 64% of the students who attended the Head Start program were fully ready, a 24 percentage point difference compared to the 88% fully ready to learn SCPS Pre-K students. The Head Start percentage of readiness among its students decreased by 14 this year.
- SCPS offers afternoon Pre-K sessions to accommodate Head Start students but seeks to make a change in order to better serve Head Start children.

**b. SCPS partners with parents through the effective School Improvement Teams and Title 1 parent involvement strategies**

- All Somerset County Schools have successful School Improvement Planning Teams (SIP Teams) in which Early Childhood staff are key participants. The SIP Teams are consistently working on ways to increase parent and community awareness on the need for students to be ready for Kindergarten. One key component of the SIP teams is the ordering of informational materials to send out to parents and the community. These materials increase awareness and incorporate transitioning strategies for parents to help their young children to be more successful. Teams use data analysis to strategically plan lessons that help in meeting the needs of all students.

- Title 1 SIP Teams are making extra efforts to include outside agencies in SCPS professional development for staffs, events and activities for the students, and their families. An emphasis in communication is fully carrying through transition plans that are currently being set in place. Continually improving communication with parents and community members by collaborating on ways to move forward in the future is imperative.
- The Family/Parent Coordinator lead for the county and for each of the schools is actively increasing volunteers through family and community connections. SIP teams and parent coordinators will be working with the early childhood staffs on outreach strategies and strengthening partnerships by incorporating Somerset County Head Start staff, students, and parents.

<i>CATEGORY</i> ADJUSTMENT and TIMELINE	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT RESOURCE</i>	<i>FUNDING SOURCE, AMOUNT</i>
<p>Coordinate with community organizations that provide school care and instruction. Include community as part of SIT Teams in planning, programs, events, and activities. Build Parent Involvement through Title 1 Strategies.</p> <p>August 2010-June 2011</p>	<p>Parent &amp; Community Involvement</p>	<p>Staffing Cost: \$78,718 Source: ARRA (stimulus)</p>
<p>Collaborate with outside agencies to align readiness strategies for Kindergarten entry. Initiate contact with Head Start teachers and administration to plan strategies to strengthen communication and collaboration. Conduct interchange visits between Head Start and SCPS staff.</p> <p>August 2010-June 2011</p>	<p>Parent &amp; Community Involvement</p>	<p>Staffing Cost: \$87,331 Source: Local</p>

Conduct site level staff faculty meetings, trainings and team meetings on the value of parental involvement in the schools as promoted in the Family and Community Involvement Policy  August 2010-June 2011	Parent & Community Involvement	Staffing Cost: \$78,718 Source: ARRA (stimulus)
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B. Based on the examination of the 2009-2010 Public Prekindergarten Enrollment Data (Table 8:3) verify the accuracy of the Public Prekindergarten enrollment data for school year 2009-2010.

**Somerset County Public Schools (SCPS) verifies the accuracy of the Public Prekindergarten Enrollment data for school year 2009-2010 based on income criteria forms and FARMS data.**

C. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.6.02.

- a. **Somerset County Public Schools (SCPS) has increased the capacity and number of available slots for Prekindergarten students.**
- b. **SCPS has been fortunate to be able to meet the requirements of serving all economically disadvantaged and homeless students.**
- c. **All students that have enrolled for pre-kindergarten have been able to attend.**