

Early Learning

Early Learning Tables 8.1 and 8.2

Domain Abbreviations

- SP: Social and Personal
- LL: Language and Literacy
- MT: Mathematical Thinking
- ST: Scientific Thinking
- SS: Social Studies
- TA: The Arts
- PD: Physical Development

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	81.0	72.0	72.0	66.0	75.0	82.0	90.0	85.0	15.0	18.0	21.0	23.0	14.0	16.0	6.0	13.0	4.0	10.0	7.0	12.0	11.0	2.0	4.0	3.0
2005-2006	76.0	68.0	76.0	59.0	72.0	83.0	87.0	77.0	20.0	23.0	19.0	29.0	20.0	14.0	12.0	18.0	4.0	9.0	6.0	12.0	8.0	3.0	1.0	5.0
2006-2007	73.0	71.0	85.0	79.0	75.0	80.0	82.0	79.0	18.0	20.0	11.0	17.0	17.0	17.0	14.0	16.0	9.0	9.0	4.0	4.0	8.0	3.0	3.0	5.0
2007-2008	70.0	68.0	81.0	74.0	74.0	76.0	88.0	78.0	22.0	24.0	14.0	21.0	21.0	22.0	12.0	19.0	8.0	8.0	5.0	5.0	5.0	2.0	1.0	3.0
2008-2009	83.0	72.0	86.0	81.0	81.0	89.0	95.0	85.0	12.0	21.0	10.0	16.0	16.0	10.0	3.0	13.0	4.0	8.0	4.0	4.0	3.0	1.0	2.0	2.0
2009-2010	81.0	71.0	79.0	68.0	76.0	78.0	90.0	81.0	15.0	24.0	18.0	26.0	17.0	15.0	9.0	15.0	4.0	5.0	4.0	6.0	7.0	8.0	1.0	4.0
2010-2011	79.0	76.0	79.0	77.0	83.0	88.0	92.0	85.0	16.0	15.0	14.0	17.0	11.0	10.0	6.0	11.0	5.0	9.0	6.0	6.0	5.0	2.0	1.0	4.0

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	81.0	81.0	11.0	16.0	8.0	3.0
2005-2006	74.0	81.0	19.0	15.0	7.0	4.0
2006-2007	80.0	90.0	13.0	7.0	7.0	3.0
2007-2008	78.0	90.0	18.0	8.0	4.0	3.0
2008-2009	79.0	91.0	18.0	8.0	4.0	1.0
2009-2010	79.0	88.0	18.0	11.0	3.0	1.0
2010-2011	77.0	79.0	15.0	15.0	7.0	5.0

School Readiness Composite Score by Sub-Group

Subgroup	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
African American	56%	79%	75%	67%	75%	88%	76%	87%
White	74%	92%	84%	90%	86%	83%	83%	84%
Hispanic	100%	90%	63%	85%	93%	81%	94%	85%
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%	52%
ELL	Fewer than 5	83%	50%	73%	88%	81%	91%	82%
FARMS	79%	59%	68%	72%	77%	83%	76%	85%
Two or More Races								85%

School Readiness by Prior Care

Prior Care	% Fully Ready					% Approaching Readiness					% Developing Readiness				
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Somerset Pre-K	86%	88%	90%	88%	87%	11%	11%	8%	10%		3%	1%	2%	3%	
Informal/Home Care	77%	50%	65%	67%	33%	23%	38%	30%	33%		0%	12%	5%	0%	
Somerset's Head Start	71%	62%	78%	64%	90%	19%	35%	17%	27%		10%	4%	6%	9%	

A. Based on the examination of the 2010-2011 MMSR Kindergarten Assessment Data (Table 8:1 and 8.2)

- Describe 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. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.

Basis for Plans to Assure Progress

a. 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 maintains and adds additional sections as they are needed; one section of Pre-K was added in the fall of 2009 and again in the fall of 2010. These added sections also allow for lower class sizes and moves towards the goal of Pre-K for all students.
- Staffing & Scheduling: SCPS has added staff and teacher schedules have been modified to enable another section to be added.

ADJUSTMENT And TIMELINE	RESOURCE	CATEGORY AND FUNDING
Maintain Pre-K (6 FTE) & K (11 FTE) Teachers at the elementary sites. Maintain for 2011-2012.	Staffing	Staffing Source: Unrestricted Cost: \$871,322
Added a .5 Pre-K section for school year 2010-2011. Timeline: August 2010-June 2011. Maintain for 2011-2012.		Staffing Source: Unrestricted Cost: \$31,159
Maintain Paraprofessionals where possible in K Core Subjects (11 FTE) & Pre-K (6 FTE) at the elementary sites. Maintain for 2011-2012.		Staffing & Scheduling Source: Restricted - Title I Cost: \$514,283
Add an additional Pre-K paraprofessional Timeline: August 2010-June 2011. Maintain 2011-2012		Staffing Source: Unrestricted Cost: \$12,600

b. Staff is improving instructional skills through Professional Development

Professional Development will include:

- Updates in MMSR Training –Provided by MSDE Sharon Dashiell (Oct. 7, 2011)

- Student engagement and Increasing Achievement—Provider: MMSR training modules, Title I, and Local professional development.
- SCPS will utilize the equivalent of six elementary early dismissals which provide half day sessions of professional development related to the common core standards, grading, technology, writing, math practices, etc.
- Parent and Community Involvement Training—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 focused in the areas of Scientific Thinking and a large increase in scores that followed. Will maintain accountability in this area for 2011-2012.
- The 2011-2012 school years focus will be on the domain of social and Personal as the only domain to see a decrease in scores. SEFEL Training through MSDE.
- Increase focus on writing in all subjects and grade levels with corresponding professional development.
- Math practices incorporation in curriculum training along with common core standards.
- The MMSR grant provides funding for materials, supplies, professional development and guidance on the critical domains of learning for early childhood staff.
- 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.
- 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 added scientific thinking this past year as part of MMSR training. Teachers will be utilizing the 5 E's strategy and incorporate more hands-on learning continuing into the 2011-2012.

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY AND FUNDING
Regular Education and Special Education staff participates in regional MMSR training sessions provided by MSDE. Year 3	Consultant Substitutes	Professional Development Cost: \$1575 Source: MMSR Grant

and beyond staff receive targeted training on Social and Personal domain this coming school year August 2011-May 2012.		
Year 1 and 2 staff receives intensive training in the area of the Work Sampling System Performance Data, Using Portfolios, and Assessment of Skills. Fall 2011-Winter 2012	Mileage, Substitutes, Refreshments	Professional Development Cost: \$1,742 Source: MMSR Grant
Reading Coaches August 2011- June 2012		Staffing & Scheduling Cost: \$ Source: Title 1 & Local
Technology Day October 24, 2011		Staffing Cost: \$ Source: Local
Professional Development Days Writing August 11, 2011		Staffing Cost: \$ Source: Local & Title I
Extend related professional development for staff. Attend early childhood trainings on strategies such as Dr. Jean, Ready at Five, Reading First, Parent Involvement August 2011-June 2012		Professional Development Cost: \$3915 Source: MMSR Grant
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 2011-June 2012	Reading Coaches & Instructional Facilitators Collaboration Strategies	Staffing & Scheduling Cost: \$0

EDPD Day Curriculum & Instruction Days		Cost: \$ Source: Title I
Reading Intervention Training- Read Naturally September 2011	Professional Development	Cost: \$500 Source: Title I

C. Enhanced programs and stratifies to meet students' needs

- 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.
- 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.
- 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.
- Assessing: 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.
- PTD: Primary talent Development Modules: These Scientific based thinking units enhance curriculum and align with the MMSR standards. These provide open ended, hands-on experiences, which promote the learning behaviors for life long success.
- Mobile Science Lab Visits at each elementary school through partnership and consultant with Lower Shore Resource Center.

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY AND FUNDING
PTD Units November 2011-May 2012	Supplies and Materials	Staffing & Materials Cost: \$721 Source: Local
Technology August 2011-June 2012	Equipment	Cost: \$ Source: Local & Title I
Handwriting program, <i>Handwriting without Tears</i> , for all pre-kindergarten & kindergarten classrooms.	Materials, Supplies & Equipment	Cost: \$1,430 Source: Local Funding Handwriting Consumables
Writing Book Study-	Supplies & Materials	Cost: \$486 Source: Title I
Reading Intervention Materials ERI & Read Naturally	Material & Supplies	Cost: \$3,927 Source: Local Funding Consumables
Plan transition meetings along with collaboration/articulation meetings as part of the transitional strategies for early childhood students. September 2011-June 2012	Practice	Cost: \$0 Source: Staffing & Scheduling
Mobile Science Lab Visits Lower Shore Resource Center Science Consultant	Student Program	Cost: \$550 Source: MMSR Grant
Readiness Materials/Progress Monitoring	Student Materials & Supplies	Cost: \$3192 Source: MMSR Grant/Title I

2. Describe how the school system is working in collaboration with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering kindergarten “ready to learn”?

- 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 90% of the students who attended the Head Start program were fully ready, a 26 percentage point increase compared to last year’s results. Head Start serves a high percentage of children from low-income households.
- SCPS offers afternoon Pre-K sessions to accommodate Head Start students.
- Partner with the Lower Shore Resource Center working with daycare homes & centers.

b. SCPS partners with parents through the effective School Improvement Teams and Title I 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 I 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.

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY AND FUNDING
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 & Community Involvement	Staffing Cost: \$14, Source: Title I Parent Involvement

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY AND FUNDING
Parent Involvement through Title 1 Strategies. August 2011-June 2012		
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. August 2011-June 2012	Parent & Community Involvement	Staffing Cost: \$ Source: Local
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 2011-June 2012	Parent & Community Involvement-Development	Staffing Cost: \$ Source:

A. Based on the examination of the 2010-2011 Public Prekindergarten Enrollment Data (Table 8:3)

Table 8.3: September 30 Prekindergarten Enrollment				
Somerset Prekindergarten (4 year old) Enrollment Data-9.30.10				
School	Half Day or Full Day	Total Students Enrolled 9.30.10	Income Eligible Students (Priority 1)	Students Enrolled Under Other Criteria (Priority 2)
Deal Island	half day	12	6	6
Princess Anne Primary	half day	77	69	8
Woodson Elementary	half day	80	68	12
Ewell Elementary	half day	0	0	0
Greenwood Elementary	half day	45	40	5
TOTAL		214	183	31

1. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early Childhood Development Early Learning Office for school year 2010-2011.
 - Somerset County Public Schools (SCPS) verifies the accuracy of the Public Prekindergarten Enrollment data for school year 2010-2011 based on income criteria forms and FARMS data.
2. 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.
 - Somerset County Public Schools (SCPS) has increased the capacity and number of available slots for Prekindergarten students.
 - SCPS has been fortunate to be able to meet the requirements of serving all economically disadvantaged and homeless students
 - All students that have enrolled for pre-kindergarten have been able to attend.
3. Describe any policies the school system has put in place to work collaboratively with early childhood partners to provide a prekindergarten program for all eligible children.
 - Somerset County Public Schools (SCPS) has practices in place that has increased the capacity and number of available slots for Prekindergarten students.
 - SCPS has been fortunate to be able to meet the requirements of serving all economically disadvantaged and homeless students along with serving all students that have enrolled for pre-kindergarten.
 - SCPS does have an Early Admissions policy and an admissions policy that both review over and that explains attendance, eligibility, and admissions.