

**I.D.iii**

**Adequate Yearly Progress**

This section requires that school systems in any phase of school system improvement update progress in specific areas. Additionally, all school systems must report the percentages of all schools making Adequate Yearly Progress, the percentages of Title I schools making Adequate Yearly Progress, Schools in Improvement and Title I Schools in Improvement.

**School System Improvement**

N/A

**School Improvement**

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,<sup>1</sup> including parental involvement and professional development.

**Table 5.1 Number and Percentage of All Schools Making Adequate Yearly Progress**

	Elementary			Middle			High			Special Placement		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%		#	%
2003	6	6	100.0	2	2	100.0	2	2	100.0			
2004	6	2	33.3	2	2	100.0	2	1	50.0			
2005	6	6	100.0	1	0	0.0	2	1	50.0			
2006	6	6	100.0	1	0	0.0	2	0	0.0			
2007	5	4	80.0	1	0	0.0	2	1	50.0			
2008	5	5	100.0	1	1	100.0	2	1	50			

**Table 5.2 Number and Percentage of Title I Schools Making Adequate Yearly Progress**

	Elementary			Middle			High			Special Placement		
	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	
		#	%		#	%		#	%		#	%
2003	5	5	100.0	0			0			0		
2004	5	1	20	0			0			0		
2005	5	5	100.0	0			0			0		
2006	5	5	100.0	0			0			0		
2007	4	3	75	0			0			0		
2008	4	4	100.0	0			0			0		

<sup>1</sup> This information is included in Attachment 7 of this document.

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

In 2008, Washington High School was the only school in Somerset County that did not meet AYP. The Special Education subgroup did not make AYP in Reading and Math. The school also failed to make AYP for the Graduation Rate. Somerset County's other two Schools in Improvement, Crisfield High School and Somerset Intermediate School met AYP in 2008.

Special Education achievement continues to be a challenge at all levels, particularly the high schools. The Intermediate and elementary schools are close to or exceed the Maryland State average. At the Grade 8 level however, achievement falls below the state average.

### **1. We are challenged to provide consistent staffing support for Special Education students.**

Last year there was an increase in the number of Special Education students entering the high schools (Grade 8) from the Intermediate School. The number of test takers increased at Washington High School from 23 to 34. This increase challenged the existing staff at Washington High to provide comprehensive services. Scheduling groups of Special Education students to promote effective co-teaching between the regular education teacher and the Special Education teacher threatened a delicate balance between heterogeneous versus homogeneous grouping. Although staff at Washington received professional development on co-teaching strategies through a partnership with University of Maryland Eastern Shore in 2006 and 2007, its overall effect has been marginal because of the scheduling difficulties and the turnover of staff. Six staffing changes have occurred at Washington High in the Special Education department out of 7 teachers since 2005. Two of the teachers were out over 3 months last year on medical leave. This has resulted in inconsistency in the Special Education program. Math achievement in special education is down from 50% in 2007 to 27% in 2008. Reading slightly increased in 2008 from 21% to 23%.

### **2. We are challenged to increase the graduation rate.**

Washington High School also had an unusually low graduation rate in 2008 (64.04%). This is a decrease of 17.7 percentage points. A closer examination of the data revealed a high number of dropouts in both the ninth and tenth grades for the class of 2008. Thirteen students dropped out in the ninth grade and 18 dropped out in the tenth. This compares to an average of 8.75 dropouts in the ninth grade and an average of 6.5 dropouts in the tenth grade over the last five years beginning in 2003-04. Reasons for students dropping out are varied. Many students come from families with parents who did not attain a high school education and do not value one for their children. Some students do not succeed early in their school career and soon lose motivation and give up. Outside influences sometimes interrupt students' education as many find themselves involved in the judicial system as a result of illegal activity. With small graduation classes of 120 students or less, the yearly rate can be affected substantially by just a few students.

The class of 2009 at Washington High School has not experienced the same high drop out rate at the 9<sup>th</sup> and 10<sup>th</sup> grades as the 2008 class. While a total of 42 students dropped

out of the class of 2008, the class of 2009 has experienced a loss of 27. While this class has experienced many of the same challenges in meeting the requirements for graduation, a new hurdle must be met this year, High School Assessment. As of September 1, 2008, 22 students in the class of 2009 at Washington High School had not met this requirement. These students have been scheduled into a Bridge Plan class in which they work toward completing the required number of projects and/or are involved in HSA coaching/intervention. All will test during the October testing and will continue testing and involved in the Bridge projects until they have met the requirements.

**3. We are challenged to improve the reading and math proficiency of high school Special Education students.**

Although Somerset County Public Schools continues to improve instruction so all students will achieve, the special education subgroup at the high school level requires immediate attention. No longer can the system rely on the general improvements that have increased proficiency of the other subgroups. Special education subgroups have made strides at the elementary and middle level. The challenge is to transfer the effective elementary special education strategies to the secondary level while also developing age appropriate, effective secondary strategies.

The schedule at Washington High School has been revised in order to make the co-teaching model more efficient. Special Education teachers will increase the amount of small group instruction they direct versus the strategy of “visiting” individual students and providing help.

An additional special education teacher has been assigned to Washington High School. Previously this position had been designated for working with students coming from the Alternative Learning Center to all secondary schools. Reassignment will provide more special education teaching coverage. Language Arts and Special Education teachers will complete a review of the Explicit Reading Strategies that were so successful at the Intermediate School last year and design ways to incorporate these strategies in their work.

Special Education teachers assigned to Mathematics teachers will participate in the professional development, coaching and observing provided by mathematics consultant Joe Mills. Mr. Mills will continue his work with the math departments of both high schools in 2008-09. Differentiation, targeted intervention and data analysis, will be the major emphasis 08-09.

Washington High School will continue to use the *Coalition of Essential Schools* consultants to help coordinate and deliver quality professional development during the weekly after school professional development period (APD). The APD sessions occur weekly for 75 minutes directly after school on Wednesdays. The coalition consultant, Mary Helen Spiri, is a major resource for the school, acting both as a staff developer coach, and advisor to the principals in making school reform decisions.

Infusing technology into instruction is a major initiative in Somerset County Public Schools. Much work has been done in the area of student engagement as well as

increased achievement through embedded technology. One technology initiative for 2008-09 will provide Promethean boards, LCD projectors, document cameras and classroom sets of Activotes for each Grade 8 teacher. Eighth grade teachers have received laptops as they prepare themselves for an eventual 1:1 environment.

<b>PROGRAMS, PRACTICES, &amp; STRATEGIES TO MOVE THE HIGH SCHOOLS TO MAKING AYP.</b>	
<b>Staffing</b>	
<ul style="list-style-type: none"> <li>Reassigned Additional Special Education teacher at Washington High School</li> </ul>	<b>Amount Budgeted:</b> \$ 0- Staff Time <b>Source:</b> Local/State <b>Timeline:</b> 2008-09
<b>Intervention</b>	
<ul style="list-style-type: none"> <li>Monitor Individual Graduation Plans, Action Plans for Preventing Drop Out, and HSA Intervention Plans for Students at Risk Through Regular Bi weekly Sessions</li> <li>Develop intervention plans for students considering dropping out of school.</li> </ul>	<b>Amount Budgeted:</b> \$0 – Staff Time <b>Source:</b> Local/State <b>Timeline:</b> 2008-2009  <b>Amount Budgeted:</b> \$0 – Staff Time <b>Source:</b> Local/State <b>Timeline:</b> 2008-2009
<b>Core Program</b>	
<ul style="list-style-type: none"> <li>Readjust Master Schedule to better Accommodate a Co-Teaching Model</li> </ul>	<b>Amount Budgeted:</b> \$0 – Staff Time <b>Source:</b> Local/State <b>Timeline:</b> 2008-2009
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>Provide Professional Development through Activities in Explicit Instruction for Reading,</li> </ul>	<b>Amount Budgeted:</b> \$0 – Staff Time <b>Source:</b> Local/State <b>Timeline:</b> 2008-2009
<ul style="list-style-type: none"> <li>Use Weekly APD at Washington High for Special Education Emphasis</li> </ul>	<b>Amount Budgeted:</b> \$112,439 <b>Source:</b> Local/State <b>Timeline:</b> 2008-2009 <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> <li>Provide Professional Development in Focused Mathematics</li> </ul>	<b>Amount Budgeted:</b> \$ 22,100 <b>Source:</b> GEAR UP Grant <b>Timeline:</b> 2008-09
<ul style="list-style-type: none"> <li>Provide Professional Development in Infusing Technology into Instruction</li> </ul>	<b>Amount Budgeted:</b> \$ 31,000 <b>Source:</b> Ed Tech Grant <b>Timeline:</b> 2008-09

**Table 5.3: Number of All Schools in Improvement**

	2003-2004 Level of Improvement					Exiting in 2003	2004-2005 Level of Improvement					Exiting in 2004
	(based on 2003 AYP)						(based on 2004 AYP)					
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
<b>Elementary Schools</b>	0	0	0	0	0	0	0	0	0	0	0	
<b>Middle Schools</b>	0	0	0	0	0	0	0	0	0	0	0	
<b>High Schools</b>	0	0	0	0	0	0	0	0	0	0	0	
<b>Special Placement Schools</b>	0	0	0	0	0	0	0	0	0	0	0	
<b>Total</b>												
	2005-2006 Level of Improvement					Exiting in 2005	2006-2007 Level of Improvement					Exiting in 2006
	(based on 2005 AYP)						(based on 2006 AYP)					
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
<b>Elementary Schools</b>	0	0	0	0	0	0	0	0	0	0	0	
<b>Middle Schools</b>	0	0	0	0	0	0	1	0	0	0	0	
<b>High Schools</b>	0	0	0	0	0	0	1	0	0	0	0	
<b>Special Placement Schools</b>	0	0	0	0	0	0	0	0	0	0	0	
<b>Total</b>												
	2007-2008 Level of Improvement					Exiting in 2007	2008-2009 Level of Improvement					Exiting in 2008
	(based on 2007 AYP)						(based on 2008 AYP)					
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
<b>Elementary Schools</b>	0	0	0	0	0	0	0	0	0	0	0	
<b>Middle Schools</b>	0	1	0	0	0	0	0	1	0	0	0	
<b>High Schools</b>	2	0	0	0	0	0	1	1	0	0	0	
<b>Special Placement Schools</b>	0	0	0	0	0	0	0	0	0	0	0	
<b>Total</b>							1	2	0	0	0	

**Table 5.4: Number of Title I Schools in Improvement**



## **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.<sup>2</sup>

### Instructions:

Using Table 4.5 on the previous 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.

## **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 previous 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.

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<sup>2</sup> Section 13A.01.04.07 of the Code of Maryland Regulations.

## Schools in Improvement (continued)

### Identification of Schools in Improvement for 2008:

1. **Somerset Intermediate School**-(Grades 6-7) is identified as a school in Need of Improvement Year 2 (Focused Developing)
  - Somerset Intermediate School made AYP for 2008
  
2. **Washington High School** (Grades 8-12) identified as a school In Need of Improvement for Year 2 (Comprehensive Developing)
  - Special Education Subgroup did not make AYP in Reading
  - Special Education Subgroup did not make AYP in Mathematics
  - Overall Graduation Rate did not make AYP
  
3. **Crisfield High School** (Grades 8-12) identified as a school in Need of Improvement Year 1 (Focused Developing)
  - Crisfield High School made AYP for 2008

### A. ACTIONS THE SCHOOL SYSTEM TOOK DURING THE 2007-2008 School Year

#### 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.
Action	Lead Person	Status
Communicated to parents the status	Principals	Washington High School,

of each school in improvement		Crisfield High School and Somerset Intermediate sent letters home to parents following NCLB guidelines
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## 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
Revised and added to Core Area Curriculum	Assistant Superintendent	Secondary Learning Guides were compiled onto Disk for ease of use by Teachers. Distributed to teachers in August of 2007
Provided professional development for the staff on the Curriculum Guides	Supervisor of Secondary Education	Secondary core area teachers met in August, 2007, for training on the learning guides. Training was provided by the secondary supervisor and facilitators.

## 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	
Maintained the Gifted and Talented Program	Supervisor of Student Services	Advanced Placement courses comprise most of the GT activities at the secondary level.
Expanded “After Hours” intervention opportunities and participation.	Assistant Superintendent	After school tutoring sessions were implemented at both Washington and Crisfield High. These were provided by resident teachers as well as tutors from UMES. Teachers were paid through State School Improvement Grant 08, UMES tutors were funded through UMES GEAR UP Grant.
Embedded and monitored Reading and Math instruction in all core	Assistant Superintendent	Weekly professional development training and collaboration

<b>Action</b>	<b>Lead Person</b>	<b>Status</b>
areas.		opportunities within content areas were provided at each site.
Added a middle level Reading Coach for Somerset Intermediate School	Supervisor of Secondary Education	Position was budgeted and filled during the 2007-08 year.
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 emphasis on intervention has been focused on sound instructional strategies combined with the use of formative assessment to guide re-teaching.
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.
Purchased Reading Intervention program, "Readers Advantage" for Somerset Intermediate, Washington, and Crisfield High Schools	Assistant Superintendent	Funded as part of a MHEC Grant with UMES.
Purchased Math Intervention program, "Math Navigator" for Somerset Intermediate	Assistant Superintendent	Funded by SSIG FY08. Purchased in January 2008.
Purchased Algebra Tiles for each Math teacher at Somerset Intermediate	Assistant Superintendent	Funded by SSIG FY08. Purchased in January 2008.

#### 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
Continued to improve the quality of countywide reading and math quarterly benchmarks	Supervisor of Secondary Education	Quarterly benchmarks were revised for all math courses, grades 6-Algebra I. Benchmarks were in place for English I and English II as well as 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 the need for professional development and support for differentiation.
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.
Hired a .5 staff person to provide training on using Performance Matters and interpreting data.	Assistant Superintendent	Staff member worked with the Data specialist in Local Assessment Division, provided training for teachers in Performance Matters, interpreting data, and modifying instruction.

#### 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:

<b>Action</b>	<b>Lead Person</b>	<b>Status</b>
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.
Monitored the progress of each site through the completion of Master Plan Quarterly Tasks and progress on the benchmarks	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	Supervisor of Secondary Education	Technical support was provided by consultants from other counties in English , Government, and Biology company representatives in English and the county Math Consultants for Mathematics teachers.
Provided technical support and coordinated MSDE Technical Support	Intermediate School Principal	Explicit Reading Instruction Training by MSDE's Kathy Volk to all Middle Level Language Arts 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.
Completed Peer Review of Secondary SIT Plans.	Secondary Supervisor	Review completed on December 7, 2007. Rubrics were completed.

## 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:

<b>Action</b>	<b>Lead Person</b>	<b>Status</b>
Provided necessary funds for School Improvement Plans to improve school achievement	Assistant Superintendent	Funds are provided for individual schools through State 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 teachers.
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.
Provided funds and support for the partnership of Washington High School, Crisfield High School and Somerset Intermediate with the <i>Coalition of Essential Schools</i> . (School reform organization)	Assistant Superintendent	The partnership between Washington High, Crisfield High and Somerset Intermediate was funded in 07-08 by local funds @ \$12,000 per school. The State School Improvement Grant was amended to provide funding for this partnership for the fall (Aug.-Dec.31, 2008)
Provided funding for a one year subscription of PD 360 for Washington High School	Assistant Superintendent	Washington High actually utilized this before purchase which was in August of 2008
Purchased 30 TI 83 Plus Calculators for Somerset Intermediate	Assistant Superintendent	Funded by SSIG FY08. Purchased in January 2008.

**B. ACTIONS THE SCHOOL SYSTEM WILL TAKE FOR THE 2008-2009 SCHOOL YEAR TO ENSURE REQUIREMENTS ARE BEING MET:**

Action	Lead Person	Schools	Date for Completion
<b>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:</b>			
Identify schools and their status in regard to Schools in Improvement.	Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	10/1/08
Complete the required parental notification requirements	Principals and Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	11/7/08
Review and approve School Improvement Plans	Peer Review/ Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	10/30/08
Complete School Inventory Survey	Assistant Superintendent	Washington High	9/17/08
Complete Nationally recognized School Climate Survey	Assistant Superintendent	Washington High	10/15/08
Revise the two year SIT plans to reflect 2008 data as well as modified strategies.	Principals and SIT teams	Crisfield High	10/30/08
Draft a two year SIT plan to reflect 2008 data as well as revised strategies.	Principals and SIT teams	Somerset Intermediate Washington High	10/30/08
Provide training in the use of Maryland Professional Development Guide to Site Leadership teams	Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	10/30/08 11/20/08 2/19/09 4/23/08
Provide summer Leadership Conference for all school leadership teams.	Assistant Superintendent	Somerset Intermediate Washington High Crisfield High	7/7,8,9/2009

Action	Lead Person	Schools	Date for Completion
<b>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:</b>			
Revise Master Schedule at Washington High School so Special Ed Teachers are available to co-teach with more students	Principals, supervisors	Washington High	9/30/08
Math Consultant will monitor implementation of Revised Math curriculum.	Assistant Superintendent	Washington High Crisfield High	Ongoing Throughout Year
Secondary Language Arts will Meet with Intermediate Reading Coach and Secondary Supervisor to Align new Reading Series with VSC	Secondary Supervisor	Washington High Crisfield High	1/23/09
<b>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:</b>			
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	9/30/08
Require ILP (Individual Learning Plans) for each student at risk for HSA success	Supervisor of Secondary Education	Somerset Intermediate Washington High Crisfield High	11/7/08
Scheduled "Bridge Plan" classes within the master schedule of both high schools.	Supervisor of Secondary Education	Washington and Crisfield High Schools	9/22/08
Implement Focused Improvement strategy for planning and monitoring Intervention for students.	Supervisor of Secondary Education	Somerset Intermediate Washington High Crisfield High	Ongoing throughout year

Action	Lead Person	Schools	Date for Completion
<p><b>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:</b></p>			
Continue to develop and upgrade countywide reading quarterly benchmarks	Supervisor of Secondary Education	Somerset Intermediate Washington High Crisfield High	Ongoing throughout year
Utilize the data warehouse system <i>Performance Matters</i> to store and catalog unit tests for Somerset Intermediate	Assistant Superintendent, Supervisor of Secondary Education, Data Specialist	Somerset Intermediate Washington High Crisfield High	Ongoing throughout year
<p><b>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:</b></p>			
Implement professional development to help instructional coaches implement effective instructional strategies.	Principals, Supervisors, facilitators, consultants	Somerset Intermediate Washington High Crisfield High	10/30/08 to 5/30/09
Continue to 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
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

Action	Lead Person	Schools	Date for Completion
<b>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:</b>			
Contract with Coalition of Essential Schools to provide an Instructional Coach for Crisfield High School for 3 days per week.	Assistant Superintendent	Crisfield High	8/22/08
Continue to fund a middle level Reading Intervention Specialist	Supervisor of Secondary Education	Somerset Intermediate	8/18/08
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	8/1/08
Continue a .5 staff member to assist in the development and implementation of local benchmark assessments	Superintendent	Somerset Intermediate Washington High Crisfield High	8/1/08

**C. MEANS BY WHICH THE SYSTEM WILL ASSURE THAT SCHOOLS IN IMPROVEMENT COMPLETE ACTIONS TO MEET AYP IN 2009 AND FORWARD**

All action steps listed above have been converted to a Quarterly Status Report which will be due to Superintendent November 1<sup>st</sup>, January 1<sup>st</sup>, April 1<sup>st</sup>, and July 1<sup>st</sup> and presented to the Board of Education at the break of the semester and the close of the year. Lead persons responsible for the various action items include supervisors and principals. Their status information will be given to the Assistant Superintendent who will prepare the report for the Superintendent.

Somerset County Public Schools will implement revisions to the School Improvement process, building in monitoring “checks” by Central Office during the way. The formal implementation will be for the SIP for each school for the school year 09-10. The 08-09 year is a training year as well as a transition year. All schools will continue to use the Title 1 School Improvement template required of all Title 1 schools. Central office staff has been assigned to attend SIT team meetings as well as monitor planning during regular scheduled principal meetings.

Several key changes in leadership at the school level have been made for the 2008-2009 school year. Crisfield High School has resumed the leadership model going back to a more traditional Principal and Assistant Principal rather than dual co-principalship of Grades 8 through 9, and Grade 10 through 12. The principal, formerly in charge of the Grades 8 and 9, now has full responsibility for Grades 8-12. The new assistant principal was transferred from the

Intermediate School. The Somerset Intermediate School also experienced leadership change. The math facilitator from Intermediate has assumed the Assistant Principal role and will keep oversight for the mathematics program as a primary responsibility. These changes are considered critical to the school improvement process and for the further success at each school.

At Washington High School, a principal change was made in December of 2006. Washington High School has a unique situation now having two Co-Principals. Originally set up as an Academy principal and high school principal at realignment in 2004-05, these positions have evolved as co-principals. Each principal has specific duties; the one assigned in 06 has primary oversight for instruction. Even though Washington did not meet AYP in 2008, scores have gone up and discipline referrals and suspensions have gone down. Washington is in its third year as a partner with *Coalition of Essential Schools*, who help principals guide school improvement as well as provide staff development.

