

I.D.v
Graduation Rates and Dropout Rates

No Child Left Behind Goal 5: All students will graduate from high school

No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.

No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

Graduation rate is an additional measure used in Maryland's Adequate Yearly Progress calculations.

Table 5.6: Percentage of Students Graduating From High School						
Annual Measurable Objective	80.99%	80.99%	83.24%	83.24%	83.24%	85.50%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
All students (Counts toward AYP)	76.92	73.80	81.82	72.91	75.46	71.15
African American	73.33	74.00	82.61	76.92	82.69	73.4
American Indian/Alaskan Native	0.00	0.00	0.00	0.00	0.00	100
Asian/Pacific Islander	0.00	0.00	0.00	0.00	0.00	100
Hispanic	0.00	0.00	0.00	0.00	33.33	100
White (Not of Hispanic Origin)	79.81	74.30	80.80	69.44	69.72	68.18
Free/Reduced Meals (FARMS)	77.01	74.50	72.63	66.67	69.00	67.71
Limited English Proficient (LEP)	0.00	0.00	0.00	0.00	0.00	100
Special Education	72.22	76.20	61.54	47.06	54.84	46.15
Female	82.73	82.20	86.61	83.50	84.07	77.89
Male	69.41	65.40	76.85	62.00	66.02	65.49

Table 5.7: Percentage of Students Dropping Out of School						
State satisfactory standard:	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
All students	5.62	5.13	5.36	7.27	5.28	4.24
African American	5.96	2.67	3.64	7.16	4.45	3.78
American Indian/Alaskan Native	0.00	0.00	0.00	0.00	0.00	0
Asian/Pacific Islander	20.00	0.00	6.67	0.00	20.00	0
Hispanic	0.00	0.00	14.29	0.00	0.00	3.23
White (Not of Hispanic Origin)	5.26	7.43	6.55	7.79	6.16	4.73
Free/Reduced Meals (FARMS)	6.37	5.76	5.84	9.03	4.50	4.26
Limited English Proficient (LEP)	0.00	0.00	0.00	0.00	0.00	0
Special Education	1.92	6.65	12.93	15.22	9.48	5.98
Female	3.72	3.91	2.81	4.87	3.83	4.26
Male	7.71	6.41	7.98	9.80	6.77	4.21

Graduation Rate by School & System			
Subgroup	WHS	CHS	SCPS
All Races	64.04	79.79	71.15
American Indian/Alaskan Native	100		100
Asian/Pacific Islander	100		100
African American	72.13	75.76	73.40
White	52.94	81.36	68.18
Hispanic		100	100
Special Education	46.67	45.45	46.15
Limited English Proficient (LEP)	100	100	100
FARMS	58.33	77.08	67.71

Drop Out Rate by School & System			
Subgroup	WHS	CHS	SCPS
All Races	4.7	3.3	4.24
American Indian/Alaskan Native	0		0
Asian/Pacific Islander	0	0	0
African American	3.91	3.20	3.78
White	5.69	3.64	4.73
Hispanic	7.14	0	3.23
Special Education	5.19	7.32	5.98
Limited English Proficient (LEP)	0	0	0
FARMS	4.55	3.68	4.26

I. GRADUATION AND DROP OUT PROGRESS

A. FINDINGS

1. The system level drop out rate of 4.24% is the lowest it has been in five years.

The aggregate drop out rate of 4.24% decreased by 1.04 percentage points from the previous year's rate of 5.28%. This represents the lowest rate for the aggregate in six years and is 3.03 percentage points lower than the highest rate of 7.27% in 2005-2006.

Reviewing the drop out rate by subgroup reveals a decrease for all except two groups. The Hispanic subgroup, showing no dropouts in 2007, and the female subgroup showed increases in 2008. The African American (3.78%) and Hispanic (3.23%) subgroups showed the lowest dropout rates in 2008. The African American subgroup has maintained a lower dropout rate than the aggregate over the last five years. This is significant since this group is very close to achieving the AMO and comprises approximately 45.4% of the total population. Although the Special Education subgroup has the highest drop out rate, it has decreased by 3.5 percentage points this year and continues a three year trend of improvement.

2. One of the two high schools' graduation rates has increased by 16.3 percentage points, reversing a 5 year trend of decline.

The 2008 system level graduation rate is 71.15. In reviewing the data by school, the smaller high school in the county demonstrated a rise in its graduation rate this year from a five year low of 63.51% in 2007 to 79.79%. This represents a 16.3 percentage point increase in the graduation rate for this school. The gap between the graduation rate and the AMO target was decreased by 14 points in 2008.

B. PROGRAMS, PRACTICES, AND STRATEGIES THAT PROMOTED PROGRESS

1. Graduation Plans for All Students

The school counselors at each high school began writing individual plans for identified students who were at risk for graduation in the Fall of 2006. This continued throughout the 2007-2008 school year. These plans were monitored throughout the year by the counselors and the Supervisor of Student Services.

Counselors checked senior grades eleven times during the school year. Conferences with both students and parents were held when the grade check indicated a chance of failure of one or more subjects. Unfortunately even with grade checks and conferencing, a total of nine students dropped out during their senior year in 2007-08. This was up from five the previous year.

To encourage parents or guardians to raise their level of educational expectations for their children requires continuous dialogue and support. Parent/community Advisory Councils were established at each school. Along with Advisory Councils, regular gatherings for parents were held including Back to School Nights, Parent Teacher Conferences, and HSA nights in an effort to keep parents well informed of student progress.

As the class of 2009 approaches graduation and is required to pass the High School Assessments, Somerset County Public Schools is increasing all efforts to keep parents fully informed of HSA progress. SCPS reformatted the student report card to include the HSA status for students. Formal grades are reported four times a year; therefore, parents will also have access to students' latest information regarding HSA requirement for graduation at the same interval.

2. GEAR UP Program

The GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) Program provided several activities for the Grade 9 cohort last year. College visits, leadership camps and math camps were provided to help motivate students to aspire to attend college. One activity seemed to bring much discussion from students concerning the importance of education. It appears this may be effective in curbing high school drop outs and seemed to gain student interest. This activity was the "Reality Store."

All ninth graders participated in the “Reality Store”, a simulated, real life financial activity. Students were “issued” a monthly paycheck based on randomly issued jobs. Jobs and pay were based on the level of education students were assigned. Students with jobs requiring college degrees were issued more pay than high school graduates or drop outs. Students then took their allotted pay and set up their own households. Real life choices had to be made according to the level of income earned. Students soon realized how income and standard of living after high school is affected by the level or lack of education.

3. Programs for At-Risk Students

At risk students participated in several programs available allowing them to continue in school and earn credits toward graduation. At risk students in danger of dropping out because of behavior, attendance or academic issues were directed to one of the credit recovery/alternative programs. A total of 246 students or 16.9% of students in Grades 6-12 participated in a credit recovery/alternative program.

Ninety five students participated in summer school during the summer of 2008. Students in Grades 6 through 12 completed two credits or two classes during the summer program. Thirty- four Grade 6 and Grade 7 students were referred to the summer school for academic or attendance reasons. Of the thirty-four, twenty-eight successfully completed and moved on to the next grade. Sixty one high school and eighth graders were successful at summer school.

The Alternative Learning Center served a total of 146 students in Grades 6 through 12 in 2007-08. Thirty were assigned to the full day ALC, fifteen were assigned to the Night School and 101 attended a newly expanded program called “Why Try”. Students are assigned to one of these programs as a result of discipline problems that after multiple attempts at the home school could not be resolved.

Both night school and full day ALC are designed as an alternative to extended suspension and/or expulsion. Students are assigned to one of these programs for at least one marking period. Students can work themselves back to regular school at the completion of a marking period if successful. Of the 30 “full day” ALC students, 15 completed the year at ALC, 8 transitioned back to the home school before the end of the year and 7 dropped out. Of the 15 night school students, 7 transitioned back to their home school, 7 completed the year in Night School and only 1 dropped out.

The *Why Try* program was new in 2007-08. Students assigned to this program attended their home school for most of the day and attended the ALC or “Why Try” program for two hour blocks. They attended when scheduled for special subjects or non core area courses. The two hour block was dedicated specifically to the counseling program called “*Why Try*”, a purchased commercial behavior modification course. Students were assigned to the two hour blocks for one marking period and then returned full time to the home school. Of the 101 students assigned to the program, 90 were successful and only 11 did not complete.

Thirty-one students needed further counseling after returning back. The counseling, called *Second Step*, was done at the home school by the same ALC instructors.

4. Professional Development

Secondary Schools are in their second and third year partnerships with the *Coalition of Essential Schools* in an effort to engage students in learning and discourage dropping out. The *Coalition of Essential Schools* principle, establishing a “tone of decency” ensures a positive environment that provides comfort to both students and staff. A second principle, “personalizing instruction,” ensures that the needs of diverse learners are met so that all students have the opportunity for success.

Professional Development was conducted at the two high schools on “African American Male Achievement.” This was provided by David Miller of the Urban League of Baltimore. Follow up and support was provided by the student services staff.

C. RELATED RESOURCES

RELATED RESOURCES FOR GRADUATION/DROP OUT RATES	
Staffing	
<ul style="list-style-type: none"> Added 2 Attendance Clerks 	Cost: \$ 30,972 Source: Local/State <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> Staffed Each High School with a Behavioral Intervention Specialist and a Learning Support Specialist who Work with Students-at-Risk. 	Cost: \$ 131,169 Source: Local (\$ 88,669) SS/HS (\$ 42,500) <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Staffed each High School with Two School Counselors 	Cost: \$ 121,880 Source: Local/State
Core Program	
<ul style="list-style-type: none"> Held Student/Parent/Teacher Conferences to Complete HSA Intervention Plans 	Cost: \$0- Staff time Source: Local/State
<ul style="list-style-type: none"> Held a <i>Reality Store</i> Program for Ninth Graders to Demonstrate the Need to have a High School Diploma 	Cost: \$ 1,000 Source: <i>GEAR-UP</i>
Intervention	
<ul style="list-style-type: none"> Provided After School Tutoring 2 Days per Week with Transportation Home from Each High School 	Cost: \$2,700 Source: <i>GEAR UP; Nexus, Upward Bound Project Achieve</i>

RELATED RESOURCES FOR GRADUATION/DROP OUT RATES	
	<i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Appointed a Mentor from School Staff or Community Volunteers for At-Risk-Students 	Cost: \$0- Staff Time Source: Local/State
<ul style="list-style-type: none"> Provided <i>GEAR UP</i> Activities to Strengthen Students' Math Skills and to Enhance their Knowledge of Career Options, and College Choices 	Cost: \$11,000 Source: <i>GEAR UP</i> <i>*Duplicated Reference</i>
Professional Development	
<ul style="list-style-type: none"> Provided Professional Development in Partnership with <i>Coalition of Essential Schools</i> 	Cost: \$36,000 Source: Local/State <i>*Duplicated Reference</i>

II. GRADUATION AND DROP OUT RATE CHALLENGES

A. FINDINGS

1. The system level graduation rate did not meet the AMO target and is the lowest rate in five years.

After suffering two straight years of a graduation rate in the middle 60% range the smaller county high school reversed this in 2008 with a 79.79% graduation rate. The larger high school however, suffered an unusual 64.04% graduation rate after two years in the high 70% and low 80% range. This led to the low overall system rate. A closer examination of the data from the larger high school revealed an unusually high number of dropouts in both Grades 9 and 10. Thirteen students dropped out in Grade 9 and 18 dropped out in Grade 10. This compares to an average of 8.75 dropouts in Grade 9 and an average of 6.5 dropouts in Grade 10 over the last five years beginning in 2003-04.

A closer look at the individual subgroup data shows that African American (73.4%), White (68.18%), FARMS (67.71%) and Special Ed (46.15%) subgroups all had lower graduation rates in 2008. The African American group and the Special Ed group had the largest decline at 9.29 points and 8.69 points respectively.

2. Although the drop out rate has improved in 2008, the percentage for all students and each represented subgroup did not meet the state satisfactory standard.

The overall county drop out rate of 4.24% equates to a total of 40 students dropping out from both high schools. Thirteen (3.3%) dropped out from the smaller high school and 27 (4.7%) dropped out from the larger school. Neither high school nor the system has met the AMO target of 3.0%.

The Special Education subgroup suffers the highest dropout rate at 5.98%, however this is down from 9.48% in 2007 and 15.22% in 2006. Although the Hispanic (3.23%) and African American (3.78%) subgroups have the lowest drop out rates, they have not met the AMO target. The White subgroup dropout rate is at 4.73% which is 1.73 percentage points above the state target.

B. PROGRAMS, PRACTICES, AND STRATEGIES TO ADDRESS CONCERNS AND OVERCOME CHALLENGES

1. We are challenged to engage our students in learning, assure their success, and help them understand the advantages of a high school diploma.

Data indicates high numbers of students begin disengaging from school at the Grade 6 level. In 2008, the retention numbers went from one student at the Grade 5 level to 25 at the Grade 6 level. The numbers increase dramatically at Grade 8 and 9 levels where 54 and 53 students were retained. Although summer school provided a route for many of these students to catch up with their peers, engagement and achievement suffer dramatically.

Within the SCPS school alignment, Grade 6 and Grade 8 are transition years for students. Supports have been implemented at both of these levels, but the above data indicates more is needed. An initiative began last year and will continue this year to add transition strategies at these two levels that will impact the high number of students who seemingly disengage from school.

A key element of the transition initiative is to begin identifying students at risk of dropping out in Grade 6. Academic, behavioral, and attendance problems typically causing students to dropout will be identified. Students identified with these risk factors can provided early support to avoid falling behind. Identified students will be positively monitored and encouraged by counselors, behavior intervention specialists and learning support staff.

A section for the HSA “Bridge Plan” was added to the summer school program for those students at risk of not graduating in 2009. Three students completed four projects during the summer of 2008. Unfortunately none of the projects met the requirements and were sent back to the students for revisions. This was the system’s first experience with Bridge. Debriefing has revealed shortfalls and learning on the part of the system’s delivery and support. Improvements will be made. Nineteen students have been identified in the cohort of 2009 as qualifying to complete the HSA graduation requirement through Bridge projects. Each high school will include at least one Bridge section within its master schedule to accommodate students.

Sections of HSA remediation were added to summer school for those students who had passed the course but failed the test. Five students took advantage of this opportunity. These students, along with those repeating the course for credit, took the HSA summer administration.

Bridge Plan and HSA summer remediation were piloted in an attempt to help students earn credits/requirements toward graduation. Another initiative, original credit summer school will be phased in for the summer of 09. Longer sessions will be required by students and staff. A project based format will be used to guide an intense, compacted session.

2. We are challenged to encourage and train staff to employ proactive instructional strategies that engage all students in learning and promote their attachment to the school.

Secondary teachers were introduced to two instructional strategies aimed at engaging more students during the summer of 2008. These were provided through the partnership with *Coalition of Essential Schools* and other school districts in Maryland.

The first, “Focused Improvement” is a strategy used by Washington County, Maryland. This system is used to assist teachers in accurately accessing the strengths and weaknesses of each student in their class and to formulate plans to address each. Teachers in the system have been utilizing *Performance Matters*, a data warehouse, to examine data. The Focused Improvement strategy gives teachers a framework to examine data and use it effectively to modify or differentiate instruction so all students achieve all indicators. This strategy will become a part of the data examination/ lesson planning and collaboration process that has become a major part of the weekly after school professional development sessions that include all 6 through 12 teachers.

The second strategy was provided by Antioch University New England, from New Hampshire. *Coalition of Essential Schools* partnered to bring this to SCPS. Seventeen teachers and five administrators attended a one week session in the Critical Skills Program. This is a comprehensive model that integrates teaching methodologies into coherent strategies such as Collaborative Learning, Experiential Learning, Problem-Based Learning, and Standards-Driven Learning. Students in a “Critical Skills Classroom” frequently work as learning teams and groups; actively solving academic problems, scenarios and real-world problems. The Critical Strategies group will pilot projects at several schools this year. Successful projects will be shared at APD professional development sessions.

3. We are challenged to increase the attendance and graduation rates of student in the Special Education subgroup and decrease their dropout rate.

Based on the achievement data for the SCPS system, the special education subgroup has made progress in achievement over the last few years at both the elementary and middle levels but not at the high school level. Stronger elementary and middle special education students will have a positive impact on secondary progress. However, that alone will not be sufficient. The following strategies will be implemented to increase the secondary special education subgroup progress, improve attendance, increase graduation, and decrease drop out. The strategies are

grouped under the framework of Dr. Thomas Hehir of Harvard Graduate School of Leadership's "Guidelines for Special Education Decision Making,"

a. Review each Special Education student's diagnosis for accuracy and appropriateness of accommodations;

- * Change High School master schedules to optimize special educators' time within classes to identify and build upon each student's strengths, weaknesses and learning preferences. Staff will then be better prepared to provide effective accommodations and improve students' opportunities to learn.
- * Increase special educators' voice in data discussions where individual student instructional and program decisions are made.
- * Coordinate accommodations for special education students in after school activities such as GEAR UP and tutoring

b. Consider each family's capacities and desires for their child;

- * Encourage participation of special education students in after school activities such as GEAR UP and tutoring
- * Increase communication among family, regular educator, and special educator
- * Continue attendance monitoring and truancy court because sporadic attendance is the precursor to increased dropouts and failure to graduate.
- * Match each secondary special education student with one special education teacher or behavior support adult in the school for all of that student's high school years; establish a trusting and on-going relationship with the student and the family

c. Involve special education students in decisions about their own education and thereby nurturing and reinforcing their self determination;

- * Include students in data discussions about their instruction, progress, and needs.
- * Establish frequent conferences between each high school special education student and advisor to set goals, track progress, and make program decisions.
- * Develop each individual special education students' repertoire of compensatory strategies and their capacity to appropriately apply each strategy
- * Implement a pilot program for secondary students to write their own IEP and develop self advocacy skills of reflecting, goal setting, speaking up, and checking modeled on Apponi's *Self Advocacy: How to be a Winner*.
- * Introduce students to the National Information Center for children and Youth with Disabilities' booklet: "A Student's Guide to the IEP."

d. Build on each student's strengths in skills and modes of expression;

- * Expand the repertoire of instructional methods and modalities being used in classes by both regular and special education staff

- * Identify interests and strengths of each special education student and work with regular staff to determine ways to use these interests and strengths to find success in core subjects and electives.
- e. Keep integration as a priority at all levels and maximizing co-teaching to the benefit of the class as a whole;**
- * Expand co-teaching at the high school level from One Teacher/One support teacher to Station Teaching, Parallel Teaching, Alternative Teaching and Team Teaching
 - * Monitor and evaluate the repertoire of instructional methods and modalities being used in classes by both regular and special education staff; establish action plans as needed
 - * Provide embedded professional development for regular and special educators in co-teaching.
 - * Develop specific “Look Fors” for administrators’ and coaches’ observations of multiple co-teaching models; collate and analyze data; apply findings to professional development and evaluation
 - * Monitor implementation of co-teaching strategies through observations, walk-throughs, and reflective conferences with the regular education teachers and the special education teachers; document findings
- f. Promote high standards in instruction, expectations, and intervention;**
- * Expand regular classroom teachers’ understanding and commitment to inclusion through faculty discussions, individual conferences, and real examples of the potential of special education students when given the opportunity and support
 - * Provide all teachers with inclusion “ tools”
 - * Prepare and support new teachers for the demands of inclusion
 - * Complete critical reviews of individual special education students’ program
 - * Train teachers and administrators on the Tiered Level of Interventions
 Tier 1-Differentiated Instruction Tier 2-Short Term Support
 Tier 3-Long Term Support
 - * Chunk goals to increase probability of success
 - * Celebrate success with students and set new goals
- g. Assure full access to opportunities to learn of each special education student.**
- * Analyze each secondary special education students’ opportunities to learn and meet High School requirements
 - * Provide full access through realigning the High School master schedules to optimize special educators’ support for students within regular classes including the amount of time within classes.

Task Responsibilities and Time Lines

Task	Responsibility	Timeline
Change High School Master Schedules.....	Principals	Nov. 2008
Expand Co-Teaching at High School level.....	Sec Sup and SPED Sup.	November 2008
Include special educators at data meetings.....	Facilitators	November 2008
Train staff on tiered level of interventions.....	Sec Sup and SPED Sup.	January 2009
Expand repertoire of instructional methods.....	Sec Sup and SPED Sup.	January-March 2009
Embed Co-teaching Professional Development.	Sec Sup and SPED Sup.	Dec 2008- May 2009
Develop Look Fors for Co teaching models.....	Sec Sup and SPED Sup.	December 2008
Monitor implementation of co teaching strategies.....	Principals and Supervisors	December 2008-May 09
Encourage participation of special ed. students.....	SPED Staff and Guidance	Presently
Continue attendance monitoring and Truancy court...	Attendance Clerks, Guidance, and SPED Staff	Presently

C. RELATED RESOURCES

PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS CHALLENGES	
Staffing	
<ul style="list-style-type: none"> Maintain 2 Attendance Clerks 	Amount Budgeted: \$30,972 Source: Local Timeline: 2008-2009 <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Staff Each High School with a Behavioral Intervention Specialist and a Learning Support Specialist who Work with Students-At-Risk. Provide a Full Compliment of Counseling Services at Both High Schools 	Amount Budgeted \$379,778 Source: Local \$293,478 SSHS Grant \$86,300 Timeline: 2008-2009
Core Program	
<ul style="list-style-type: none"> Hold Student/Parent/Teacher Conferences to Complete HSA Intervention Plan. 	Amount Budgeted \$0- Staff Time Source: Local Timeline: 2008-2009
<ul style="list-style-type: none"> Hold a <i>Reality Store</i> Program for Ninth Graders 	Amount Budgeted: \$1,000

PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS CHALLENGES	
	Source: Local Timeline: Spring 2009
<ul style="list-style-type: none"> Schedule at Least One Section in Each High School for Students to Complete Bridge Plans Projects 	Amount Budgeted: \$0- Staff Time Source: Local Timeline: 2008-2009
Intervention	
<ul style="list-style-type: none"> Provide 4 Additional Teachers for Original Credit Summer School 	Amount Budgeted: \$10,080 Source: Local Timeline: June 2009
<ul style="list-style-type: none"> Provide 4 Additional Teachers for Summer Bridge Plan/HSA Monitoring/Tutoring 	Amount Budgeted: \$8,400 Source: Local Timeline: June 2009
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> Create 8th Grade “High Tech” Classrooms 	Amount Budgeted: \$126,490 Source: Local/State Timeline: Fall 2008
Professional Development	
<ul style="list-style-type: none"> Continue Summer Secondary Staff Development Stipends and Consultants 	Amount Budgeted: \$50,000 Source: Local Timeline: 2008-2009
<ul style="list-style-type: none"> Continue After School Professional Development (APD) 	Amount Budgeted: \$312,680 Source: Local Timeline: 2008-2009 <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Continue Partnership with <i>Coalition of Essential Schools</i> 	Amount Budgeted: \$72,000 Source: School Improvement Grant Timeline: 2008-2009 <i>*Duplicated Reference</i>

D. CORRELATION OF PROGRAMS, PRACTICES, AND STRATEGIES WITH MASTER PLAN EXTENSION 2008-2010

Of Action Step	Action Step Description
1.1.4 Collaborative Planning: All staff engage in structured collaborative planning no less than once each month.	1.1.4.1 Facilitate collaborative planning, analysis, or evaluation during one or more faculty sessions per month at all sites.
	1.1.4.3 Facilitate one or more secondary planned APD sessions on collaborative learning, planning, analysis or evaluation by content areas.
	1.1.4.4 Continue formal team and Grade level collaborative planning within the confines of the teacher contract.

1.1.6 **Benchmark Assessments:** Benchmark assessments are designed and revised for classroom instructional use.

1.2.1 **Instructional Strategies:** Instruction reflects Differentiation, High Level Questioning, Flexible Grouping, and additional strategies to accommodate a variety of student learning styles.

1.3.1 **Elementary Math:** All elementary students meet or exceed the minimum State Standard of Proficiency in Mathematics.

1.4.1 **Elementary Reading:** All elementary students meet or exceed the Maryland State Standards of proficiency in Reading.

1.8.1 **H.S.A.:** All high school students meet or exceed the HSA requirements as defined by the State.

4.3.3 **Data Analysis:** High quality professional development on the use of data to improve instruction is provided in a variety of formats.

1.1.6.4 Store all benchmark results in Performance Matters for data analysis and planning

1.2.2.2 Apply benchmark findings on standards mastery and assessment limits to classroom instruction

1.2.2.3 Plan differentiated instruction according to individual students' needs based upon benchmark findings

1.3.2.4 Implement and monitor training in technology integration, student engagement, critical skills, and high quality daily assessments

1.4.2.2 Engage trained and interested staff in critical skills planning and implementation in Reading instruction

1.8.1.3 Identify struggling students within subgroups and provide intervention or re-schedule classes for additional instruction

1.8.1.5 Implement the Bridge Plan to assist students to meet HSA graduation requirements

1.8.1.9 Develop and schedule dedicated courses for HSA remediation and Bridge

1.8.1.11 Offer a summer remediation course designed to prepare students for summer administration of the HSA

1.8.4.1 Collect data on previous 3 to 5 years of drop out students and analyze for commonalities

1.8.3.1 Develop ILPs for all students that target on time graduation and include career planning, course choices, and potential post graduate educational opportunities

1.8.3.2 Meet with each student twice yearly to review and update the ILP

1.8.2.4 Establish a coach/mentor program that provides attention for students that are not meeting success

4.3.3.1 Review procedures for data analysis, complete data analysis, and refocus instruction according to findings. Continuous

4.3.5.2 Train teachers in strategies for personalizing learning in their classrooms

4.3.2.1 Assess needs of individual, Grade groups and content area groups for knowledge, skill, and application of differentiated instruction

