

## **Management Plan**

### **Processes and Strategies to Manage the Master Plan**

An effective implementation of a five year strategic master plan requires that processes and strategies to support staff with carrying out the plan are in place, communicated, monitored, and evaluated. Responsibility must be shared throughout all levels of the school organization. The management plan must incorporate plan oversight, fiscal oversight, and program oversight. All stakeholders must clearly see their role within the implementation, monitoring, and evaluation phases of the master plan. Measures of accomplishment must be defined and enforced. The chart on the following page identifies the strategies that St. Mary's County Public Schools will use to manage the Bridge to Excellence Master Plan.

## Strategies to Manage the Bridge to Excellence Master Plan

Function	Task	Person/Department Responsible	Timeline	Methods for Measuring Progress
Plan Oversight	<i>Report to Board of Education on Master Plan implementation status</i>	Superintendent	Quarterly	Board of Education meeting minutes
	<i>Update Master Plan for Master Plan Work Group (MPWG)</i>	Deputy Superintendent	Quarterly	Meeting Agendas/Minutes
	<i>Hold Master Plan Work Group Update/Process meetings</i>	Superintendent and Executive Team School Improvement Teams	Monthly	Meeting Agendas/Minutes
	<i>Examine Implementation Reports describing compliance with state and federal regulations and statutes</i>	Deputy Superintendent Grants Office, Budget and Finance	Quarterly	Reports
	<i>Determine procedures for making programmatic changes to the plan</i>	Master Plan Work Group	September 30, 2003	Written statement of procedures
Fiscal Oversight	<i>Report to Board of Education on financial status of school system's operating budget</i>	Chief Financial Officer	Monthly	Board of Education meeting minutes
	<i>Provide administrators with status of expenditures and allocated balances</i>	Finance Office	August 2003 - June 2008	Accounting System
	<i>Determine procedures for making budgetary changes to the plan</i>	Budget Office Master Plan Work Group	September 30, 2003	Written statement of procedures
Program Oversight	<i>Publicize release of Superintendent's Report Card</i>	Public Information Office	To be determined pending availability of assessment data	Report card/press releases
	<i>Analyze performance data vis a vis SMCPS standards by which success will be measured</i>	Deputy Superintendent Master Plan Work Group School Improvement Teams	Quarterly	Meeting Agendas/Minutes, amendments improvement plans/press releases
	<i>Maintain Bridge to Excellence Master Plan Advisory Group: meet periodically to monitor implementation</i>	Deputy Superintendent	Bi-annually	Meeting Agendas/Minutes
	<i>Develop a plan to assess customer (parent, student) satisfaction with our progress toward our goals</i>	Deputy Superintendent Master Plan Work Group Division of Instruction	September 30, 2003	Completed Plan

## Introduction

“Maryland’s Bridge to Excellence requires local school systems to develop a five-year comprehensive master plan that ensures continuous improvement and closing the achievement gap for every school and every classroom. The master plan must address, in a coordinated manner, how the school system will meet the needs of all students and specific student groups, including students with disabilities, English language learners, and students at risk of failing school. The master plan must also address certain programmatic elements, including but not limited to, services for prekindergarten students, kindergarten students, gifted and talented students, and students enrolled in career and technology courses.”<sup>1</sup> The Bridge to Excellence in Public Schools Act, passed by the Maryland General Assembly in 2002, restructured Maryland’s public school finance system and increased districts’ accountability for ensuring that resources are allocated equitably among all schools.

The Bridge to Excellence Act is connected to other education improvement initiatives, particularly Maryland’s Visionary Panel for Better Schools and the Federal No Child Left Behind Act of 2001. The Visionary Panel’s report, *Achievement Matters Most and No Child Left Behind* detail a variety of strategies and initiatives to ensure the access of all children to effective, proven instructional strategies and challenging academic content. Each addresses specific elements that are important; improved student achievement, improved teacher quality, high quality professional development, expanded opportunities for parental and community involvement, and the allocation of resources, brought together in an integrated, comprehensive design.

The 2002 Visionary Panel Report, *Achievement Matters Most*, tasks Maryland schools with improved alignment between curriculum, instruction, and assessment; stronger accountability and reforms in testing, including individual student scores on state tests; greater emphasis for teacher preparation and development; a voluntary state curriculum; hiring only qualified teachers and professionals; and placing the most qualified teachers and principals in the poorest performing schools.

The No Child Left Behind Act (NCLB), passed by Congress in 2002, is designed to help all students meet high performance standards and requires each state to administer yearly assessments to measure student achievement in reading and mathematics in grades three through eight and grade ten. Annually, the performance of students (regardless of race, socio-economic condition, native language, or handicapping condition) and schools will be analyzed and school systems, schools, and states that do not make Adequate Yearly Progress (AYP) toward proficiency for all students will be identified for assistance and ultimately subject to sanctions/corrective actions.

The ESEA performance goals provide a framework around which St. Mary’s County Public Schools will organize objectives, strategies, and activities in the five-year master plan to assure that all children achieve high standards. These five goals are aligned with the four St. Mary’s County Public Schools’ Board of Education Goals as well as the ESEA Programs and the cross-program themes.

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<sup>1</sup> Bridge to Excellence in Public Schools Act, Guidance on Developing the Five-Year Comprehensive Master Plan, March 25, 2003

The St. Mary's County Public Schools Master Plan, in following the national and state guidance, will be revised annually after careful analysis of academic performance, the strategies and activities implemented to achieve the goals and objectives, and the comprehensive, yet changing, needs of our students.