



PART I

Annual Review of Goals, Objectives, and Strategies



PART I – ANNUAL REVIEW OF GOALS, OBJECTIVES, AND STRATEGIES

The Bridge to Excellence Master Plan is reviewed a least annually and revised as needed. As part of the annual review, local planning teams evaluate the implementation of goals, objectives, and strategies to determine their effect on student performance and classroom practices. This section helps you to revise goals, objectives, strategies/activities, and milestones so that your master plan supports continuous improvement toward improving student achievement and meeting Maryland’s performance goals. In preparing the annual update, the local planning team must respond to the following questions and determine any revisions or updates to the school system’s Five-Year Comprehensive Master Plan.

Enhancements to the Master Plan Based on 2003 Peer Review

1. Did the final report of the peer review panel of your school system’s five year comprehensive Master Plan include recommendations for future enhancements to the plan? If so, how have you incorporated these enhancements into the Master Plan as part of this Annual Update? (Refer to the final report attached to the letter to the local superintendent approving the Master Plan.). Please identify the sections, goals, objectives, and/or strategies that are being revised in order to address the enhancements, and attach a copy of the revised sections/pages.

All enhancements that were suggested by the 2003 peer review were incorporated into the original revisions to the 2003 Master Plan in the time between the peer review panel meeting at MSDE and the local onsite review.

Significant Changes in Demographic, Fiscal, and Program Requirements That Have Affected Master Plan Implementation

2. In reviewing the implementation of your Master Plan for school year 2003-2004 and planning for the school year 2004-2005, have there been any significant changes in your school system that have affected the goals, objectives, and/or strategies detailed in the Master Plan?
 - 2.1 Using Table 2.1 on page 14, discuss the nature of any demographic, fiscal, and/or program requirements that have caused you to revise the goals, objectives, and/or strategies detailed in the Master Plan. **SEE ATTACHED CHARTS beginning on page 19.**
 - 2.2 Describe how you have communicated the types of changes discussed above and their impact on the implementation of your Master Plan to the local Board of Education, local government, central office, school based staff, and members of the community.

The St. Mary’s County Public Schools (SMCPS) Master Plan Work Group has used a systematic and progressive process to communicate the changes discussed above. The process initially involved the Deputy Superintendent and the Division of Instruction reviewing with the Chief Financial Officer the Resource Guide provided by MSDE. This work team identified guiding questions to be answered regarding “What do we want for our children?” “How might we provide it?”;

“How will we know we did it well?”; and “What will we do if students don’t succeed?” These guiding questions were based on the identified sections/questions within the Resource Guide. The primary emphasis was alignment of budget and analysis of our data with a focus on subgroups, strategies implemented, and fidelity to the models. The Superintendent’s Executive Team then reviewed these questions. Once approved, central office staff, all departments, and all School Improvement Teams were required to evaluate their data and provide written answers to the questions. The answers to these questions provided an analysis of data, review of the ’03 Master Plan, evaluation of fidelity to the model, implementation of strategies for atypical learners, and review of data for high quality professional development with an emphasis on students with special needs. This data review formed the basis for the Master Plan Update.

After obtaining input from these stakeholders, the Division of Instruction communicated the revised Master Plan Update through presentations to:

- o The Board of Education of St. Mary’s County with representation from the County Commissioners’ Office.
- o The public through an open forum inviting parents and the community to an input session to review the draft. Invitations were sent to county government, community agencies, community organizations, and parent groups. In addition, an announcement was placed in the local newspaper.
- o All Administrative and Supervisory Staff, central office and school based, through presentation of the Master Plan Update at the A&S Retreat. School teams brought School Improvement Team member representatives to this portion of the retreat.

Final updates to the plan were completed after review by the identified stakeholders.

Progress Toward Meeting State And Local Performance Targets

3. Is the school system making significant progress toward meeting the local and state performance targets described in the Master Plan?

3.1 Using Table 3.1 on page 15, please indicate if your school system has met the Annual Measurable Objectives (AMO) on the 2003 and the 2004 Maryland School Assessment (MSA) for all students and for students in each subgroup. Enter Y if the AMO has been met. Enter N if the AMO has not been met. (Note: Indicate with an * if fewer than five students; indicate with an NA if too few students for AYP rules.)

Table 3.1 Progress Toward Proficient																	
Local School System: <u>St. Mary's County</u>																	
Student Group	2003 MSA Reading				2004 MSA Reading				2003 MSA Math				2004 MSA Math				
	3	5	8	10	3	5	8	10	3	5	8	Geom	3	5	8	Geom	
Annual Measurable Objective (% proficient)	40	47.5	43	42.9	42.7	49.9	45.6	45.5	47.4	35.4	19	20.9	49.8	38.3	22.7	27.5	
All Students	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
American Indian/ Native American	Y	Y	Y	Y	Y	Y	Y	*	Y	N	N	Y	Y	*	Y		
Asian/Pacific Islander	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
African American/Black	N	N	N	Y	Y	N	N	Y	N	N	Y	Y	Y	Y	N		
White (Not of Hispanic Origin)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Hispanic	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Economically Disadvantaged (FARMS)	Y	N	N	Y	Y	Y	N	N	Y	N	N	Y	Y	Y	N		
Students with Disabilities	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	N		
LEP -- English Language Learners	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y		
2003 Attendance AMO (All Students Elementary/Middle)	92.6				2004 Attendance AMO (All Students Elementary/Middle)				94.1 Actual								
					2004 Graduation AMO (All Students Grade 12) <u>Must increase from previous year and reach 90% by 2014</u>				87.95 Actual								

Table 3.1 Progress Toward Meeting the AMO's on the Maryland School Assessments																
Local School System: St. Mary's County																
Student Group	2003 MSA Reading				2004 MSA Reading				2003 MSA Math				2004 MSA Math			
	3	5	8	10	3	5	8	10	3	5	8	10	3	5	8	10
Annual Measurable Objective	40.0	47.5	43.0	42.9	42.7	49.9	45.6	45.5	47.4	35.4	19.0	20.9	49.8	38.3	22.7	27.5
All Students	62.0	69.8	62.5	66.0	71.3	73.3	64.8	70.8	69.3	57.1	40.0	50.6	76.1	67.0	39.4	
American Indian/ Native American	62.5	85.7	57.2	83.3	90.0	54.6	*	75.0	62.5	28.6	14.3	50.0	90.0	*	27.3	
Asian/Pacific Islander	76.9	92.3	65.4	92.3	95.0	78.2	91.6	86.7	88.4	88.4	53.8	82.1	95.0	87.5	75.0	
African American/Black	37.9	41.3	34.7	44.1	47.4	48.6	38.0	46.0	44.8	31.5	22.9	22.7	50.5	42.7	15.8	
White (not of Hispanic Origin)	68.0	75.6	69.3	70.0	76.2	79.7	70.9	76.3	75.1	62.1	44.1	54.3	81.3	72.9	44.3	
Hispanic	59.5	77.0	73.9	75.0	68.4	78.2	73.1	56.0	73.0	69.2	47.8	61.1	84.2	69.6	57.7	
Economically Disadvantaged (FARMS)	40.2	45.9	32.0	44.0	51.1	51.3	36.3	42.3	51.6	34.1	15.4	34.8	55.2	47.2	17.1	
Students with Disabilities	30.8	40.7	15.7	28.3	39.1	37.5	20.8	27.3	47.2	30.3	4.4	18.6	54.1	31.9	8.4	
LEP -- English Language Learners	47.8	83.3	62.5	62.5	54.6	76.2	42.9	20.0	65.2	83.4	25.0	50.0	72.7	76.2	49.2	

- 3.2 For each of the areas in which groups met the AMOs performance targets, provide a brief explanation of their success. Discuss strategies in the Master Plan that you think have led to this success.

St. Mary's County Public School students met the AMOs in the following areas:

- o All students in reading and mathematics for all grade levels for two years.
- o White, Asian/Pacific Islander, and Hispanic students in reading and mathematics for all grade levels for two years.
- o African American students for reading in grades 3 and 10 and mathematics for grades 3 and 5. This is an improvement over 2003 when students in this subgroup only met AMOs in grade 10 reading and did not make AMOs in 2003 in third or fifth grade mathematics. In addition, in reading this demonstrated a one-year improvement of 9.5 in third grade. In mathematics, this demonstrated a one-year improvement of 5.7 in third grade and 11.2 in fifth grade. For the grades that did not meet AMOs, students demonstrated continuous improvements of 7.3 in fifth grade reading and 3.3 in eighth grade over a one-year period.
- o FARMS students for reading in grades 3 and 5 demonstrated an improvement over 2003 testing where only third grade students met the AMO. In mathematics, FARMS students were successful at grades 3 and 5, an improvement over 2003 testing where only third grade students met the AMO.
- o Students with Disabilities for mathematics grade 3, an improvement over 2003 testing where students with disabilities did not meet AMOs in any of the assessed areas. In addition, in third and eighth grade reading where the AMOs were not met, students with disabilities demonstrated an 8.3% and 5.1% improvements respectively over 2003 testing. In fifth and eighth grade mathematics students with disabilities demonstrated positive but slow improvement over 2003 testing.
- o LEP – English Language Learners for reading in grades 3 and 5 and mathematics in grades 3, 5, and 8. This is consistent with 2003 testing results.
- o Attendance AMO was met for SMCPS. This is consistent with 2003 attendance results. All sub groups, except for American Indian/Native American, students with disabilities, and FARMS were at or above the AMO. These three groups were within the AMO at a range of 91.20% to 92.55%.
- o Graduation AMO was met for SMCPS. This is consistent with 2003 graduation results. In addition, all identified subgroups, except for Hispanic students, demonstrated improved graduation rates over 2003. Hispanic students demonstrated a slight decline from 100% to 93.7%, still significantly above the AMO. African American/Black students increased their rate over '03 results and met the AMO. Students with disabilities also demonstrated an improved graduation rate and at 80.6% are within the range of the 80.99% AMO. Continuing concern is evident for FARMS students. Although they increased their rate of graduation over the '03 results, their rate of 69.8% for '04 remains significantly discrepant from the overall student population and all other subgroups.

During the 2003-2004 School Year, SMCPS implemented numerous strategic reading activities designed to increase student achievement. These include the following:

- o Implemented a consistent schedule across all elementary schools that daily-required teachers to provide 135 minutes of reading/language arts instruction. This was an increase of 30 minutes for reading/language arts over the 2002-2003 School Year. Goal 1, Objective 1, Strategy 3, page 1.4

- o Implemented two periods of reading in grades 6-8 using a balanced reading model. Goal 1, Objective 1, Strategy 1, page 1.2.
- o Provided all teachers with reading maps that linked the Voluntary State Curriculum with pacing and instructional planning. Goal 1, Objective 1, Strategy 6, page 1.7. (Goal 1, Objective 1, Strategy 3, Activity 1, Update Document)
- o Provided professional development in reading and writing to teachers in working with the VSC, writing questions for instruction/assessment based on VSC indicators, and looking at student work as a reflection of instruction linked to the VSC. Goal 1, Objective 1, Strategy 6, page 1.7. (Goal 1, Objective 1, Strategy 3, Activities 4, 8, and 9, Update Document)
- o Instituted the requirement that identified formative reading assessments were required for all pre-k to eighth grade students. All teachers and instructional resource teachers at these grade levels were trained in Burns and Rowe Informal Reading Inventories, and/or Rigby Running Records. The principals and central office collected data results. Principals and their leadership teams reviewed this data and used it to restructure instruction. Goal 1, Objective 2, Strategy 1, page 1.12. (Goal 1, Objective 1, Strategy 3, Activity 4, Update Document)
- o Implemented Nation's Choice as a consistent CORE reading program in low performing and Title I schools. Goal 1, Objective 1, Strategy 1, page 1.1. (Goal 1, Objective 1, Strategy 1, Activity 1, Update Document)
- o Revised the role of the instructional resource teachers to be literacy and mathematics coaches who also were trainers of trainers to provide high quality follow up to professional in-services and training. Goal 1, Objective 1, Strategy 4, page 1.5. (Goal 1, Objective 1, Strategy 4, Activities 1, and 4, Update Document)
- o Provided monthly professional development to the instructional resource teachers on the VSC and support strategies so that they could successfully coach and mentor school based staff. Goal 1, Objective 1, Strategy 4, page 1.5. (Goal 1, Objective 1, Strategy 4, Activities 1 and 5, Update Document)
- o Provided practice MSA assessments in reading and supported teachers in evaluating the student results. Goal 1, Objective 1, Strategy 8, page 1.9. (Goal 1, Objective 1, Strategy 3, Activities 4 and 7, Update Document)
- o Provided targeted interventions at the elementary level using Soar to Success. Goal 1, Objective 4, Strategy 1, page 1.16. (Goal 1, Objective 4, Strategy 1, Activity 1, Update Document)
- o Provided academically based extended day to students in Title I schools. Goal 1, Objective 4, Strategy 2, page 1.17. (Goal 1, Objective 21, Strategy 1, Activity 6, Update Document)

During the 2003-2004 School Year, SMCPS implemented numerous strategic mathematics activities designed to increase student achievement. These included the following:

- o Instituted a consistent schedule for mathematics in first through sixth grades that daily required 90 minutes of mathematics. This was a 45-minute increase in time over the 2002-2003 school year. Goal 1, Objective 6, Strategy 2, page 1.23. (Goal 1, Objective 6, Strategy 2, Activity 1, Update Document)
- o Implemented TERC investigation units in all elementary schools. Goal 1, Objective 6, Strategy 1, page 1.21. (Goal 1, Objective 8, Strategy 1, Activity 1, Update Document)
- o Began implementation of Connected Mathematics in all middle schools. Goal 1, Objective 6, Strategy 1, page 1.21. (Goal 1, Objective 8, Strategy 1, Activity 2, Update Document)
- o Provided professional development in the uses of the model. Goal 1, Objective 6, Strategy 1, page 1.21. (Goal 1, Objective 8, Strategy 1, Activities and 2, Update Document)

- o Placed a mathematics coach, instructional resource teacher, in each Title I school and in our local school that was identified in school improvement. Goal 1, Objective 6, Strategy 3, page 1.24. (Goal 1, Objective 6, Strategy 3, Activities 1 and 2, Update Document)
- o Developed and administered MSA practice assessments and supported teachers in evaluating the student results. Goal 1, Objective 6, Strategy 6, page 1.28. (Goal 1, Objective 6, Strategy 1, Activity 1; Objective 7, Activity 1, Update Document)
- o Developed and provided to teachers a mathematics map that paced the VSC up to administration of the MSAs in grades 3, 4, and 5. Goal 1, Objective 6, Strategy 4, page 1.26. (Goal 1, Objective 6, Strategy 1, Activity 2, Update Document)
- o Established the Blue Ribbon Task Force on High School Mathematics to review the mathematics program and make recommendations. Goal 1, Objective 6, Strategy 1, page 1.22.
- o Administered formative assessments in Algebra 1 and Geometry. Goal 1, Objective 7, Strategy 1, page 1.32. (Goal 1, Objective 6, Strategy 1, Activity 1, Update Document)

During the 2003-2004 School Year, SMCPS implemented strategic attendance activities designed to increase student attendance. These included the following:

- o Piloted attendance mentor position at all secondary schools. This resulted in 6 of the 7 secondary schools demonstrating an average of a 1% increase in attendance rate. The mentor daily contacted students, developed contracts and incentives with students, collaborated with families to work through barriers to students regularly attending school. Goal 5, Objective 2, Strategy 2, page 5.5. (Goal 5, Objective 1, Strategy 1, Activity 5, Update Document)
- o All schools were required to include an attendance goal, strategies and activities in their School Improvement Plan that targeted regular attendance. Goal 5, Objective 1, Strategy 1, page 5.1.
- o Participation in the Interagency Committee on School Attendance. Goal 5, Objective 1, Strategy 1, page 5.1. (Goal 5, Objective 1, Strategy 1, Activity 2, Update Document)
- o Consistent implementation of system-wide regulations that identify specific steps to be taken linked to number of days students are absent.
- o Implemented “Project Attend” at all 4 middle schools. This collaborative effort involved:
 - SMCPS staff – the school principal and pupil personnel worker.
 - A local attorney as a hearing officer.
 - A sheriff’s office representative.

A representative of the Department of Juvenile Service positive attendance results, and identify the legal consequences for continued truancy. Goal 5, Objective 1, Strategy 1, page 5.1. (Goal 5, Objective 1, Strategy 1, Activity 1, Update Document)
- o Public relations campaign with a poster contest and radio announcements. Goal 5, Objective 1, Strategy 2, page 5.2. (Goal 5, Objective 1, Strategy 1, Activity 3, Update Document)

During the 2003-2004 School Year, SMCPS implemented numerous strategies designed to engage students in education and improve graduation rates for all students. These included:

- o Focused on “Career Connections” that guides students to career cluster paths. Goal 5, Objective 3, Strategy 1, page 5.6.
- o Offered options to accommodate atypical learners that included: work based learning; evening high school for both acceleration and make up; summer school; alternative learning center; career center; correspondence courses; linkages to the College of Southern

Maryland; and Smaller Learning Communities. Goal 5, Objective 3, Strategy 1, page 5.6 and Objective 4, Strategy 1, page 5.7. (Goal 5, Objective 2, Strategy 1 , Activities 12 and 14, Update Document)

- o Provided guided 8th grade to 9th transition programs with special emphasis on 504 students and students with disabilities, as well as, students who in middle school demonstrated challenging behaviors. or issues. Goal 5, Objective 3, Strategy 1, page 5.6. (Goal 5, Objective 2, Strategy 1 , Activities 2 and 14, Update Document)
- o Mentoring. Goal 5, Objective 1, Strategy 1, page 5.1. (Goal 5, Objective 1, Strategy 1 , Activity 5, Update Document)
- o Career folders for 5th – 8th grades and Career Portfolios for grades 9-12.
- o Counselor interventions. Goal 5, Objective 1, Strategy 1, page 5.1.
- o College Fair for middle and high school students and families.
- o College information night for middle school students and families.
- o College information nights for high school students and families by grade level.
- o Evening counseling center for students and families to reduce barriers to academic success. Goal 5, Objective 4, Strategy 1, page 5.7. (Goal 5, Objective 2, Strategy 1 , Activity 14, Update Document)

3.3 For each of the areas in which groups did not meet the AMOs, please discuss the following:

3.3.1 What did the disaggregated data show?

SMCPS students failed to meet the AMOs in the following subgroups:

- o African American students for reading in grades 5 and 8 and mathematics grade 8.
- o FARMS students for reading in grades 5 and 8 and mathematics grade 8.
- o FARMS students for graduation rate.
- o Students with Disabilities for reading grades 3, 5, 8, and 10 and mathematics grades 5 and 8.
- o LEP – English Language Learners for reading in grades 8 and 10.

3.3.2 What do you think might be some causes that contributed to the performance targets not being met?

Assessment results at the elementary level in reading and mathematics indicate that the selected reading and mathematics core programs and interventions were successful with White, American Indian/Native American, Asian/Pacific Islander, and Hispanic students. However, the same cannot be said for the students in the identified subgroups that did not meet AMOs. Pacing, restructuring and reteaching with fidelity to models and the VSC are all areas that central office and school based staff have identified as areas that need to be addressed in assessing the challenges facing these subgroups. In addition, for students with disabilities, special education teachers' inability to readily link the IEP with the VSC and to systematically implement strategies that progressively move students towards the assessment limits are factors in these students failing to meet the AMOs. Interpreting and applying formative assessment results to targeted instruction and acceleration for the identified subgroups also appears to be a factor in these students poor performance when compared to the aggregate.

Reading data at the tenth grade level indicate that the lack of an identified core and intervention high school reading program negatively impacted the performance of these subgroups. In addition, the ability to accelerate and provide during the school day supported interventions was lacking.

FARMS students struggle in academic areas and have lower attendance rates than “all students”. This pattern of frustration and inconsistent attendance leads to a greater likelihood of students dropping out. In addition FARMS students often have competing needs such as helping to support their families. Our credit recovery programs are in the summer and in the evening times when these students may have to work. Also, FARMS families may not always take advantage of fee waivers for summer and evening programs.

3.3.3 What changes do you plan to make in the 2004-2005 school year to achieve the performance targets for each group?

SMCPS will implement the following changes in the 2004-2005 school year to achieve the performance targets for each group:

- Implement a consistent core reading program K-6 grades with leveled text materials to support differentiation of instruction for students and to promote guided and independent reading. Goal 1, Objective 1, Strategy 1, Activity 1, Update Document.
- Identify specific interventions for students with an emphasis on students with disabilities based on the instructional performance and formative assessments. Goal 1, Objective 1, Strategy 1, Activity 5, and Objective 4, Strategy 1, Activity 1, and 2, Update Document.
- Provide an assessment after each intervention with follow-up interventions based on the assessment results. Goal 1, Objective 1, Strategy 1, Activity 6, Update Document.
- Monitor the implementation of research based reading interventions in special education and co-taught classrooms. Goal 1, Objective 1, Strategy 1, Activity 7, Update Document.
- Revise formative data collection model to identify subgroups and monitor progress and interventions using the appropriate central office supervisors with school based staff. Goal 1, Objective 2, Strategy 1, Activity 4 and 5, Update Document.
- Provide students with disabilities with instruction in reading/language arts in a continuum of models, emphasizing co-teaching models. Goal 1, Objective 4, Strategy 2, Activity 1, Update Document.
- Provide staff development for all teachers on using formative assessment to drive instructional decision-making. Goal 1, Objective 2, Strategy 1, Activity 3, Update Document.
- Provide opportunities for subgroup students to receive targeted interventions during the school day to accelerate performance. Goal 1, Objective 4, Strategy 2, Activities 1, 2, 3 and Objective 1, Strategy 2, Activities 1, 2, and 3, Update Document.
- Provide special education teachers with staff development designed to link IEPs with the VCS and Core Learning Goals. Goal 1, Objective 1, Strategy 6, Activity 1 and 2, and Goal 1, Objective 10, Strategy 1, Activity 1, Update Document
- Implement a second period of mathematics at the 8th grade for subgroup students who fail to meet AMOs in seventh grade. Goal 1, Objective 6, Strategy 2, Activity 2, Update Document.
- Continue to refine reading maps with pacing and unit guidance and provide these to all teachers K-10 grades. Goal 1, Objective 1, Strategy 3, Activities 4 and 5, Update Document.
- Provide all teachers with mathematics maps, units, and pacing guides. Provide all teachers with the staff development needed to support implementation. Goal 1, Objective 6, Strategy 1, Activities 2, 4, and 5, Update Document.
- Include students with disabilities in the identified schedule of formative mathematics assessments. Goal 1, Objective 7, Strategy 1, Activity 3, Update Document.

- Require special education teachers to submit quarterly data regarding mathematics assessments results and instructional interventions. Goal 1, Objective 7, Strategy 1, Activity 3, Update Document.
- Continue to provide students with disabilities instruction in mathematics in a continuum of models, emphasizing co-teaching models. Goal 1, Objective 9, Strategy 2, Activity 1, Update Document.
- Provide direct intervention to students with disabilities in mathematics. Goal 1, Objective 9, Strategy 2, Activity 2, Update Document.
- Require mathematics coach/instructional resource teachers to support all mathematics teachers in implementing units, VSC, TERC, and Connected Mathematics with fidelity to the model. Goal 1, Objective 6, Strategy 3, Activities 1, 2, and 3, Update Document.
- Identify specific mathematics interventions that research has identified are effective with the subgroups that did not meet AMOs and provide the staff development needed to implement double dosing acceleration for targeted students. Goal 1, Objective 6, Strategy 1, Activities 4, 5, and 6, and Strategy 2 Activity 2, Update Document.
- Provide additional reading support through intervention course at high schools to ensure that high school students are proficient. Goal 1, Objective 1, Strategy 2, Activity 1, Update Document.
- Create an ESOL class for high school students to provide increased instruction to NEP and LEP students. Goal 2, Objective 1, Strategy 1, Activity 1, Update Document.
- Establish a community liaison position to assist with community outreach. Goal 2, Objective 4, Strategy 1, Activity 2, Update Document.
- Each secondary school will develop school-based graduation initiatives within their school improvement plan. Goal 5, Objective 2, Strategy 1, Activity 8, Update Document.
- Secondary school staff will work with students to provide counselors scheduling options for remediation. Goal 5, Objective 2, Strategy 1, Activity 12, Update Document.
- Two high schools will implement small learning communities Goal 5, Objective 2, Strategy 2, Activity 1, Update Document.
- PPWs will provide direct support to homeless families. Goal 5, Objective 2, Strategy 1, Activity 9, Update Document.
- Staff at each high school will identify at-risk students who could benefit from JROTC programs. Goal 5, Objective 5, Strategy 1, Activity 5, Update Document.
- ALC staff will support students and their families in identifying an individualized plan to support graduation. Goal 5, Objective 2, Strategy 1, Activity 1, Update Document.

3.3.4 What actions will you take to implement the changes noted above?

SMCPS will take the following actions to implement the changes noted above:

- Target funding for materials and professional development.
- Align support staff and clearly identify their roles to support teachers and student subgroups.
- Refine reading formative assessments to include DIBELS.
- Refine mathematics formative assessments to align with MSA and HSA.
- Provide identified professional staff development to build system and staff capacity to implement scientifically based core and intervention programs.
- Implement a revised academic literacy course at the two high schools in 9th grade for students who in 8th grade failed to score in the proficient or better range. Specific priority will be given to students in the subgroups who did not make AMOs.

- Continue to map VSC in reading and mathematics and provide all teachers with the professional development needed to implement.
- Identify high school formative assessments in reading.
- Identify K-8th grades formative assessment in mathematics.
- Require quarterly written reports from schools regarding strategy implementation and student performance on formative assessments and intervention strategies be submitted to the appropriate Division of Instruction Director.
- Develop a consistent data collection form for schools to use to report strategy progress and aggregate and subgroup student formative quarterly assessment performance to the appropriate Division of Instruction Director.
- Require the Directors of the Division of Instruction to provide quarterly reports to the Deputy Superintendent regarding strategy implementation and student performance on formative assessments with student subgroup performance clearly identified.
- Require Division of Instruction Directors to quarterly report to the Superintendent's Executive Team the status of strategy implementation and student performance.
- Realign a supervisory level position that is dedicated to monitoring strategic planning and school improvement implementation and evaluation.
- Develop a data driven tracking system that is used by central office and school based administrative and supervisory staff to monitor and evaluate implementation of the Master Plan/School Improvement Plans.
- Implement Benchmarking of the Updated Master Plan in January and June.

3.3.5 How will you monitor the implementation of the changes to determine that the changes are being put into operation according to the actions discussed in 3.3.4?

The Deputy Superintendent of Schools will quarterly review with the Division of Instruction Directors the school site reports regarding strategy implementation and formative assessment performance results. The SMCPS Superintendent's Executive Team and the system's Administrators and Supervisors will quarterly review the plan of implementation, strategy progress, and the data that is available from the school and system level formative assessments results. Progress reports will be due to the Superintendent's Executive Team on activity implementation and budget expenditures in October, January, March, and June. In addition, the Master Plan implementation will be benchmarked in January and June. At these times, the Supervisor of Strategic Planning and School Improvement will prepare for the Deputy Superintendent an updated progress report. The report will be completed using the Master Plan Update and will address progress toward meeting the strategies and activities. Once the Deputy Superintendent and the Division of instruction have reviewed the report, it will be presented to the Superintendent's Executive Team for review and input.

The school system will implement a data driven software program for monitoring the Master Plan and School Improvement Plans. This system will align the Master Plan, budget and staff development with timelines and accomplishment dates. The data system and the Strategic Master Plan/School Improvement will be the primary responsibility of a newly realigned supervisory position in the Division of Instruction. This system will be used by central office and school based administrators to input ongoing updates and to create quarterly reports that are submitted to the appropriate Executive Team Member for presentation to the superintendent and this team. Emphasis will be on Master Plan Strategies, Activities, and budget with disaggregated subgroup data, student progress toward meeting proficient and advanced levels of performance, and required instructional interventions/accelerations needed to reach AMOs. In addition, the Division of

instruction will develop and implement fidelity to the model “Look For Check Lists” for core and intervention/acceleration programs that central office and school-based administrators may use to monitor implementation. **SEE ATTACHED REVISED MANAGEMENT PLAN.**

3.4 As a result of your review of the MSA and local performance information, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives, and/or strategies that are being revised, and attach a copy of the revised sections/pages.)

The Master Plan Update reflects a comprehensive revision of our plan, which includes clear alignment to our school system budget. The 2004-2005 Master Plan Update is targeted toward improving the proficiency of all students while accelerating the success for those students not yet achieving the AMOs. The data review guided the system’s and schools’ targeted focus toward improving results for our students with disabilities, FARMS students, African American/Black Students, and LEP – English Language Learners. **SEE ATTACHED CHANGE SHEETS BY GOAL AND THE REVISED MASTER PLAN UPDATE.**

3.5 Using the table below, please indicate what percentage of your students has passed the High School Assessments (HSA) for all students and for students in each subgroup.

Table 3.5 Students Passing the High School Assessments				
Local School System: <u>St. Mary's County Public Schools</u>				
Student Group	2002-2003 HSA Assessments			
	English	Biology	Algebra/Data Analysis	Government
All Students	36.8	58.7	47.6	56.1
American Indian/ Native American	36.4	62.5	50.0	62.5
Asian/Pacific Islander	70.3	72.7	64.1	70.7
African American/Black	12.5	33.7	24.5	28.0
White (Not of Hispanic Origin)	41.4	63.4	51.9	62.0
Hispanic	31.8	65.2	54.2	52.0
Economically Disadvantaged (FARM)	13.7	38.8	28.8	25.7
Students with Disabilities	5.0	26.1	13.8	17.1
LEP -- English Language Learners	14.3	38.5	33.3	10.0

3.6 Describe what you are doing to identify student weaknesses so you can prescribe interventions to assist students and ensure that all students will meet the High School Assessment graduation requirements.

Analysis of data indicated that many students are not passing the High School Assessments. Passing rates in 2003 ranged from 58.7% of students passing Biology to only 36.8% of students passing English. Analysis of data for the subgroups indicated that American Indian/Native American students, African American students, economically disadvantaged students, students with disabilities, and English Language Learners passed the High School Assessments at a rate less than white students passed. Such passing rates are alarming given the fact that High School Assessments are now a graduation requirement for students beginning grade 9 in the fall of 2005.

On-going assessments developed by the school system will identify student weaknesses in content knowledge that can be used to prescribe interventions and ensure that students in each subgroup will meet the High School Assessment requirements. Teachers and supervisors of instruction are developing on-going assessments for each of the following courses aligned with a High School Assessment: Algebra, Biology, Civics, and English 9. The on-going assessments are designed to identify the indicators that students have not yet learned. Such an individual analysis of student responses will allow teachers to address the specific learning needs of each student in each subgroup. Instruction can then be differentiated to support student weaknesses.

First quarter assessments will be administered in November 2004 with a follow-up workshop for teachers. The follow-up workshop will build teacher capacity for consistency of scoring using the corresponding rubric and analyze the assessment data to redesign learning for students who did not demonstrate mastery. Mid-course assessments will be administered in January 2005 with a follow-up session held for teachers to analyze the results and redesign learning for students who are not demonstrating proficiency. Curriculum maps were developed to provide teachers with the sequence and pacing of instruction that is aligned with the Core Learning Goals.

An additional intervention to provide extra help and time will be designed during the 2004-2005 school year for implementation in the 2005-2006. The extra help will provide assistance to students in all subgroups to ensure they are mastering the Core Learning Goals for High School Assessments.

- 3.7 As a result of your review of the HSA and local performance information, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please identify the sections, goals, objectives, and/or strategies that are being revised, and attach a copy of the revised sections/pages.)

Revisions to Master Plan include the addition of the first quarter assessments and professional development for teachers related to administering formative assessments and redesigning instruction for students who do not demonstrate mastery.

The following sections, goals, objectives, and strategies were revised in the master plan to reflect changes needed as a result of reviewing the High School Assessment data and local performance information:

Addition of First Quarter Assessments to determine student proficient of the Core Learning Goals and identify areas that students need assistance to ensure success on the High School Assessments (2004-2005)
English Goal 1, Objective 1. Strategy 3, Activity 6, Update Document.
Algebra Goal 1, Objective 6, Strategy 1, Activity 1, Update Document.
Biology Goal 1, Objective 11, Strategy 3, Activity 1, Update Document.

Government Goal 1, Objective 14, Strategy 1, Activity 4, Update Document.

Adoption of Cognitive Tutor to support students taking Algebra to ensure success on the High School Assessment in Algebra (2005-2006)

Algebra Goal 1, Objective 8, Strategy 2, Activity 5, Update Document.

School Improvement, Corrective Action, and Restructuring (COMAR 13A.01.01.04.07)

4. As a result of the 2004 Maryland School Assessment (MSA), does the school system need to revise goals, objectives, and strategies so that the Master Plan supports continuous improvement for schools in the improvement process or at risk of moving into the school improvement process?

4.1 Indicate the number of schools by school level that have been identified for (1) improvement, (2) corrective action, and (3) restructuring.

At this time SMCPS has only one (1) middle school that has been identified for improvement. There are no schools that have been identified for corrective action or restructuring. There are two (2) elementary schools that have been placed on alert and one (1) elementary school that demonstrated significant improvement but because it was the first year of improvement, it has maintained its improvement status.

4.2 Describe the measures, including timelines, being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring or at risk of moving into school improvement process.

SMCPS instituted for the 2003-2004 School Year Technical Assistance Teams for schools that were demonstrating at risk or improvement status. See Original Master Plan, Goal 1, Objective 24, Strategy 1, Activities 1, 2, and 3 pages 1.70-1.73. Although this strategy was originally identified only for Title I Schools, the school system chose to expand this concept to Non-Title I schools. As a result, technical assistance teams were provided to two (2) Title I Schools and two (2) Non-Title I Schools. The results of 2004 MSA data for these schools resulted in one of the Title I Schools exiting improvement and one of the Non-Title I Schools demonstrating significant improvement that resulted in maintenance of status with the potential to exit after 2005 MSA results. The other two schools demonstrated improvement in a number of assessed areas.

4.3 As a result, SMCPS will modify the strategies to reflect current practice of support to all schools in this category rather than solely Title I Schools. Goal 1, Objective 21, Strategy 5, Activity 1, Update Document.

Local School System Improvement and Corrective Action (COMAR 13A.01.01.04.08)

5. Has your school system been identified or has the potential to be identified as a *school system in improvement or a school system in corrective action*? If yes, please respond to the following.

5.1 As a result of special education students at all grade levels, with the exception of third grade MSA '04 mathematics, having not met the AMOs for the second year, SMCPS is

a school system that has the potential to be identified as a school system in improvement. While this data is of concern, it must be noted that it is a result of challenging performances for this subgroup at two (2) elementary, one (1) middle, and two (2) high schools. Other system MSA data results for students with disabilities indicate that 6 of the remaining 14 elementary schools demonstrated improved performance for students with disabilities. Four of these schools improved their performance over MSA '03 results in three of the four assessed areas. Two of these six schools improved their performance over MSA '03 results in four of the four assessed areas. Three of the remaining eight schools maintained performance. Three of the four middle schools demonstrated improved progress for students with disabilities one or more of the assessed areas. In addition, one of the three high schools demonstrated improved progress and met the AMOs.

System level MSA '04 data also identified areas of possible alert for: African American/Black students in reading grades 5 and 8 and mathematics grade 8; FARMS students in reading grades 8 and 10 and mathematics grade 8. Although African American students have not met AMOs in these identified alert areas, students are benefiting from the resources, staffing, professional training and extended day programs at the Title 1 schools. Use of the Instructional Resource Teacher in a more supportive role at all schools, adding much targeted staff development for classroom teachers on mathematics, and literacy strategies also contributed to the improvement of our FARMS and African American students. In reading, 48.6 percent of African American students in grade 5 were proficient or advanced. This was an increase of 7.3 percent from year 2003. At grade 8, 38 percent of students performed at the proficient or advanced level. This was an increase of 3.3 percent from last year. FARMS data showed 36.3 percent proficient or advanced at grade 8, an increase of 4.3 percent, and 42.3 percent proficient or advanced at grade 10. In reading at grades 5 and 8, African American students and FARMS students are closing the gap. This sign of improvement can continue with maintenance measurements determined by individual reading intervention and differentiated instruction.

LEP – English Language Learners in reading grades 8 and 10 failed to make the AMOs. Although this is an alert for SMCPs and will result in careful monitoring for the 2004-2005 School Year, it must be noted that the scores reflect a small student population. Most schools do not enroll sufficient numbers of students for the data to be disaggregated at that level. Therefore, the AMOs are only reflective of an small number of students in the tested grade levels at the system level.

Therefore, the Master Plan has been revised to:

- (a) Incorporate scientifically based research strategies that strengthen the core academic program in the schools in the system. Goal 1, Objectives 1, Strategy 1; Objective 8, Strategy 1; and Goal 2, Objective 1, Strategy 4, Activities 1 and 2, Strategy 5, Activities 1 and 2, Update Document.
- (b) Identify actions that have the likelihood of improving student achievement to meet the State's proficiency standards. Goal 1, Objective 1, Strategy 1, Activities 1,5, 6, 7; Strategy 2, Activities 1, 2; Strategy 3, Activities 1, 2, 3, 4, 5, 6, 7, 8, 9; Strategy 7, Activities 1, 2, 3; Objective 2, Strategy 1, Activities 3, 4, 5; Objective 4, Strategy 1, Activities 4, 5; Strategy 2, Activities 1, 2, 3; Objective 6, Strategy 1, Activities 1, 2; Strategy 2, Activity 2; Objective 7, Strategy 1, Activities 1, 2, 3, 4; Objective 8, Strategy 2, Activities 1, 2; Objective 9, Strategy 2, Activities 1, 2, and 3, and Goal

- 2, Objective 1, Strategy 1, Activities 1 and 2, Strategy 2, Activity 2, and Strategy 3, Activity 2, Update Document.
- (c) Address professional development needs of staff in schools not making AYP. Goal 1, Objective 1, Strategy 1, Activity 6; Strategy 3, Activities 4, and 8; Strategy 4, Activities 1 and 4; Strategy 6, Activities 1 and 2; Strategy 7, Activity 4; Objective 2, Strategy 1, Activity 3; Objective 4, Strategy 1, Activities 1 and 3; Objective 6, Strategy 1, Activities 4, and 5; Objective 8, Strategy 1, Activities 1 and 2; Goal 2, Objective 1, Strategy 2, Activities 1, and 2, and Goal 3, Objective 5, Strategy 2, Activities 1, 2, and 3, Update Document.
 - (d) Include specific measurable achievement goals and targets for each of the subgroups of students. **SEE EVALUATIVE MEASURE SECTION ON UPDATED MASTER PLAN FORMAT.**
 - (e) Address the fundamental teaching and learning needs in schools and specific academic problems of low-achieving schools. Goal 1, Objective 21, Strategy 5, Activity 1, Update Document.
 - (f) Incorporate as appropriate activities before school, after school, during summer, and during an extended school year. Goal 1, Objective 4, Strategy 1, Activities 4, and 5; Objective 21, Strategy 7, Activities 1, 2, 3, and 4, Update Document.
 - (g) Specify the responsibilities of the local school system under the plan. **SEE REVISED MANAGEMENT PLAN PROCESSES/STRATEGIES.**
 - (h) Include strategies to promote effective parental involvement in the school. Goal 1, Objective 1, Strategy 5, Activities 1, 2; Objective 5, Strategy 1, Activities 1, 2, and 3, and Goal 2, Objective 4, Strategy 1, Activities 1 and 2, Update Document.
 - (i) Specify the fiscal responsibilities of the local school system in implementing the plan. **SEE REVISE FORMAT FOR MASTER PLAN UPDATE THAT REFLECTS BUDGET ALIGNMENT.**
 - (j) Identify any technical assistance grounded in scientifically based research that better enable the local school system to develop and implement its plan and work with schools needing improvement, including technical assistance requested from the Maryland State Department of Education. Goal 1, Objective 21, Strategy 5, Activity 1, Update Document.

Facilities to Support Prekindergarten and Kindergarten Programs

6. Provide brief narrative descriptions and/or tables that may be updated annually. Refer to the Educational Facilities Master Plan and Capital Improvement Program Request, submitted annually to the Public School Construction Program, for detailed project descriptions and schedules.

6.1 Overall Facilities Plan: Provide a brief narrative description of any facility needs, processes, participants, and/or timelines in the Master Plan that have changed since the previous submission given the approved State and local government capital budgets for the current fiscal year.

As a result of an increased birth rate and increasing elementary school enrollment, the FY 2005 capital improvements program was modified to meet the capacity needs in the central portion of the county. Major changes include:

- In FY 2006, the Lettie Marshall Dent Elementary School kindergarten classroom project was replaced with a two-classroom kindergarten addition at Piney Point Elementary School and a one-classroom kindergarten addition at Town Creek Elementary School based on enrollment and capacity needs.
- In FY 2009, a second new elementary school project was added to address continued capacity needs with regards to implementation of full day kindergarten based on projected enrollment.

The program will continually be monitored to ensure that additional capacity and facilities are available during the continued implementation of full day kindergarten.

6.2 Full Day Kindergarten for All Students

Elementary School	Full Day Kindergarten Implemented		Capital Project Required	Year of Capital Project Request
	Yes	No		
Benjamin Banneker	X		No	Not applicable
Dynard	X		Yes	FY 2005
George Washington Carver	X		No	Not applicable
Green Holly	X		No	Not applicable
Greenview Knolls		X	No	Not applicable
Hollywood		X	No	Not applicable
Leonardtown		X	Yes	FY 2006
Lettie Marshall Dent		X	No	Not applicable
Lexington Park	X		No	Not applicable
Mechanicsville		X	No	Not applicable
Oakville		X	Yes	FY 2004
Park Hall	X		No	Not applicable
Piney Point		X	Yes	FY 2006
Ridge	X		Yes	FY 2004

Town Creek		X	Yes	FY 2006
White Marsh		X	No	Not applicable

6.3 Prekindergarten for Four-Year Old Children from Economically Disadvantaged Families

Elementary School	PreKindergarten Offered		Capital Project Required	Year of Capital Project Request
	Yes	No		
Benjamin Banneker	X		No	Not Applicable
Dynard	X		No	Not Applicable
George Washington Carver	X		No	Not Applicable
Green Holly	X		No	Not Applicable
Greenview Knolls	X		No	Not Applicable
Hollywood	X		No	Not Applicable
Leonardtown	X		No	Not Applicable
Lettie Marshall Dent		NC	No	Not Applicable
Lexington Park	X		No	Not Applicable
Mechanicsville	X		No	Not Applicable
Oakville	X		No	Not Applicable
Park Hall	X		No	Not Applicable
Piney Point	X		No	Not Applicable
Ridge	X		No	Not Applicable
Town Creek		SC	No	Not Applicable
White Marsh		NC	No	Not Applicable

NC – Prekindergarten students at this facility attend school at the Northern Center housed at Mechanicsville Elementary School.

SC - Prekindergarten students at this facility attend school at the Southern Center housed at Hollywood Elementary School.

MSDE and/or Other Technical Assistance

8. Based on the results and/or experiences for the first year of implementation of the Master Plan, describe the nature of the technical assistance needed by the local planning team from MSDE staff or other technical assistance providers (e.g., institutions of higher education, regional technical assistance centers, and educational laboratories).

At this time, SMCPS appreciates the efforts that MSDE demonstrated throughout the initial year of implementation. Through their leadership staff were able to participate in a number of activities that supported growth in linking the VSC, assessment, instructional strategies and practices to daily instruction. Their leadership in compiling “best practices” supports systems in effectively and efficiently using financial resources. In addition, staff at MSDE have been readily available to provide guidance and assistance in all areas requested.

Therefore, SMCPS would request that this same type of technical assistance continue to be made available during this next year of implementation. In addition, we would ask that MSDE refine the process to increase the number of regional opportunities bringing the resources closer to the systems, e.g., conduct a regional grouping for Southern Maryland.

Title I

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements Local School System: <u>St. Mary's County Public Schools</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)		
c. Increases or decreases in state, federal, or local revenue	Funding was reduced by \$191,270.00 due to one school that was in School Improvement Year 1 making AYP and therefore not having to provide supplemental services.	N/A
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.		
e. New state or federal requirements or modifications regarding the assessment of student progress		
Other, specify:		

Title II, Part A

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements Local School System: <u>St. Mary's County Public Schools</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)		
c. Increases or decreases in state, federal, or local revenue	Title II, Part A increased by \$4,589.00	These funds will offset some of the increases in teacher salaries for the 9 FTE positions in this grant to bring down class size. Increasing health care costs and teacher raises increased the salaries by \$28,086.74
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.		
e. New state or federal requirements or modifications regarding the assessment of student progress		
Other, specify:		

Title II, Part D

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements Local School System: <u>St. Mary's County Public Schools</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)		
c. Increases or decreases in state, federal, or local revenue	Grant increased by \$1,186.00.	Decrease in purchase of materials and equipment that align with all areas of the MSDE VSC (public and nonpublic schools). 3.3
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.		
e. New state or federal requirements or modifications regarding the assessment of student progress		
Other, specify:		

Title III

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements		
Local School System: <u>St. Mary's County Public Schools</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)		
c. Increases or decreases in state, federal, or local revenue	Title III funding has been reduced \$5,072.00 for the '05 school year.	Funding for materials of instruction has been reduced in the grant and money reallocated.
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.		
e. New state or federal requirements or modifications regarding the assessment of student progress		
Other, specify:		

Title IV

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements		
Local School System: <u>St. Mary's County Public Schools</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)		
c. Increases or decreases in state, federal, or local revenue	Safe and Drug Free Schools and Communities will see a reduction of \$10,106, from the budgeted amount of \$91,540 in 2004. However, the amount of \$81,434 will be supplemented by carry-over funding in the amount of \$18,878. Total funds available during 2004-5 will thus be \$100,312.	Carry over funding will be used to purchase additional materials of instruction, provide additional staff development, and to purchase walkie-talkies for enhanced school security.
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.		
e. New state or federal requirements or modifications regarding the assessment of student progress		
Other, specify:		

Title V

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements		
Local School System: <u>St. Mary's County Public Schools</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)		
c. Increases or decreases in state, federal, or local revenue	Decrease in grant by \$15,902.	Decrease in purchase of materials and equipment that align with all areas of the MSDE VSC (public and nonpublic schools). 3.2
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.		
e. New state or federal requirements or modifications regarding the assessment of student progress		
Other, specify:		

Special Education:

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements Local School System: <u>St. Mary's County Public Schools-Special Education</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)	Special education students 3 through 20 years increased by 76 students.	No changes to the Master Plan goals, objectives, and/or strategies were needed as a result of this increase.
c. Increases or decreases in state, federal, or local revenue	Local revenue dedicated to special education increased by \$490,648 and state/federal revenue increased by \$348,304 over FY '04 funds.	No changes were made to the Master Plan goals, objectives, and/or strategies as a result of this increase. They remained appropriate. However, the additional revenue was used to provide increased staffing to address the change in the student population, support staff development efforts and instructional resource materials identified in the Master Plan and continued in the Master Plan Update.
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.		
e. New state or federal requirements or modifications regarding the assessment of student progress		
Other, specify:		

Pupil Services:

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements Local School System: <u>St. Mary's County Public Schools</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)		
c. Increases or decreases in state, federal, or local revenue	<p>The Disruptive Youth Grant and the Education Block Grant that were formally given to SMCPs annually have been re-allocated to After School Funds and is also being managed through the LMB. These two sources of funding amounted to \$47,253. It funded numerous activities in Goals 4 & 5 of the SMCPs Master Plan.</p> <p>SMCPs was awarded a dropout prevention grant in the amount of \$75,305.00. This grant runs from July 1, 2003 – September 30, 2004.</p> <p>As part of a continuing</p>	<p>The activities in Goals 4 & 5 will be affected in that if no other sources of funding are identified, some of the activities will be reduced or eliminated. Alternatives to suspension, such as after school detention and Saturday school will be reduced in the amount of time that we will run those programs. Opportunities for training staff will be reduced. Some programs, such as the attendance initiatives, will be addressed with funding from Title V Part A. The after school programs at two northern sites that was funded by the block grant will not continue as a result of the reduced funding. The after school money was also reduced so the programs with a longer history of success will continue receiving LMB funding.</p> <p>The grant allowed the system to pilot an attendance mentor program at seven secondary schools. The results indicate a 1% or better rise in attendance at six sites for the second half of the year and over last year at the same time.</p> <p>This funding provides benefits to</p>

	<p>agreement with the St. Mary's County Health Department, two of the current school nurse positions will roll over from the health department's budget and be picked up by SMCPS.</p> <p>One current PPW is being upgraded from a 10-month position to an 11-month position to support 11-month school in Goal 1 and to support program and policy development work that is done in the summer. An additional position was requested for the 05 budget year but was cut due to budget constraints as were attendance secretaries. Goal 5 Obj. 1 Strategy 3 page 3</p> <p>LHS was recently notified that they would receive an Army JROTC unit for the 04-05 school year. This position needed to be added to the budget as well as an additional position for the growing AF JROTC program at CHS.</p> <p>Goal 4, Obj. 3, Strategy 3, page 9 A middle school counselor was not funded for 2005.</p> <p>Goal 4 Obj. 3, Strategy 2 page 8 SMCPS did not receive one of the USDE Emergency Response and Crisis Management grants issued last year. Therefore, we did not implement the MVERS project and only added security cameras to one site – the ALC.</p> <p>Goal 4 Obj. 3 Strategy 4 Upon review of current special education data, it was determined that the Instructional Consultation Team model was not having a direct impact on disproportionality once students are identified for special education services.</p>	<p>these nurses and makes them SMCPS employees but does not increase health services as they were already on staff as contract employees.</p> <p>The master plan now indicates the role of the 11-month PPW for the upcoming year and requests an additional position in 06.</p> <p>The JROTC program was added to Goal 5 Objective 2, Strategy 1</p> <p>A PPW, counselor and LPN will be requested again in 2006.</p> <p>These items will be deleted from the revised MP.</p> <p>Therefore, future funding for this program has been deleted from that grant. Future funding will be limited and funded through Title V Part A for stipends only. Schools that did not fully institutionalize or embrace the program will be removed from the project. The minimal funds available will be concentrated on the 6 schools fully implementing the project.</p>
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	<p>Due to some issues with discipline this year, the Superintendent created a Safe Schools Task Force that is reviewing programs and practices. They will develop a report to be presented to the BOE in the fall. There were expenses that accompany the work of this group. Those expenses are being funded through the Pupil Services accounts and the SDFS grant for the current year.</p>	<p>The task force will continue its work through the beginning of the 04-05 school year. Additional expenses include supplies for the creation and distribution of the task force report.</p>
<p>d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.</p>	<p>New regulations regarding emergency planning will affect the plan and its budget as there is now a requirement for each school to develop an emergency plan in addition to the LSS's plan. This will require staff time and materials funding to implement the requirements of this mandate.</p> <p>New state regulations regarding restraint, exclusion, and seclusion mandate monitoring and training of behavioral interventions.</p>	<p>Staff from the DPS and the DSS will work with school staffs to develop plans that are consistent across the system. This will include a renewed commitment to annual crisis drills.</p> <p>These regulations require restraint team training and training for all staff. This requires the development of training modules (materials) and training costs of about \$3,000 per year for annual trainer sessions.</p>
<p>e. New state or federal requirements or modifications regarding the assessment of student progress</p>		
<p>Other, specify:</p>		

CTE:

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements Local School System: <u>St. Mary's County Public Schools</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size	CTE enrollment has increased for 05. This growth has been in the Business Educ. Courses and I.T. programs specifically.	Additional resources will be provided for the VSST support team to assist special populations such as; special education, non-traditional placement and economically disadvantaged students.
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)	There has been an increase in special education students in specific CTE courses. Specifically, construction trades, Marketing and Diversified Occupations.	Combined strategy statements on page 52 and 54 to create one, more effective strategy statement. This will help to focus on the MSDE/DCTAL 4 core indicators of performance.
c. Increases or decreases in state, federal, or local revenue	Perkins increase- (\$17,133)	
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.	Sub-population reporting (special education) as part of MSDE/DCTAL core indicator of performance data for yearly performance.	Page 55 of CTE plan activity statement to read: 'evaluate and enhance the instructional support model to strengthen CTE instruction and advisement.'
e. New state or federal requirements or modifications regarding the assessment of student progress	MSDE/DCTAL recommendations for industry specific certifications	
Other, specify:	Development of EOC exams to reflect industry specific certification content.	

Service Learning Grant

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements Local School System: <u>St. Mary's County Service-Learning</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)		
c. Increases or decreases in state, federal, or local revenue	An increase from \$ 9,680 to \$ 10,511 in the Learn and Serve grant will be spent on the school projects listed in the grant. This will cause no change in the master plan.	
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.		
e. New state or federal requirements or modifications regarding the assessment of student progress		
Other, specify:		

Fine Arts:

TABLE 2.1: Changes in Demographic, Fiscal, and Program Requirements Local School System: <u>St. Mary’s County Public Schools</u>		
Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (NOTE: Please provide a separate response for each change, identify the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FARMS students, English language learners, special education students, migrant students, etc.)		
c. Increases or decreases in state, federal, or local revenue	Increase: Local Revenue: Maintenance of Instructional Equipment – Band Instrument repair and piano tuning \$23,300 - an increase of \$700.	Goal #1, Objective #17, Strategy #1, Activity #9 is being increased.
	Increase: Local Revenue: Materials of Instruction \$3,600 - \$1,200 per each high school to be divided as follows: \$400 for each band, chorus, and orchestra.	Goal #1, Objective #17, Strategy #1, Activity #7 is being added to accommodate the new revenue.
	Increase: Local Revenue: Curriculum Related Field Trips \$49,500 – an increase of \$7,500.	Goal #1, Objective #17, Strategy #2, Activity #16 is being increased.
	Decrease: State Revenue: Fine Arts Initiative Grant The grant was funded at 75% of 44, 165 reflecting a decrease of 25 % or \$11,041. The grant total was \$33,124.	Goal #1, Objective #17, Strategy #1, Activity #8 and Activity #11 is being decreased.
d. New state or federal program requirements regarding instructional and/or support services to students, professional development standards, etc.		
e. New state or federal requirements or modifications regarding the assessment of student progress		
Other, specify:		

Facilities:

Type of Change	Describe the nature of the change and how the change has had an effect on the implementation of the Master Plan.	For each change, describe any revisions you are making to the Master Plan goals, objectives, and/or strategies as part of this Annual Update. (Note: Please provide a separate response for each change, identifying the sections, goals, objectives and or strategies that are being revised, and attach a copy of the revised sections/pages to this table.)
a. Increases or decreases in student enrollment of class size	Based on student demographic data from the Maryland Department of Planning and the St. Mary’s County Public Schools the enrollment projections have been revised to include a significant increase in elementary enrollment over the next five to eight years.	Part V1.4 Capacity Needs (Goal 1 – Objective 11 & 15) has been modified to reflect the state and local FY 2005 – FY 2010 capital improvements program, which includes three new elementary school projects. These changes are outlined on pages 8 – 10 of the <i>Review of Adequacy of Existing School Facility Needs</i> section and on pages 88 – 90 of the <i>July 2004 Educational Facilities Master Plan</i> .