

Strategies Related to Goal 1:

**All students will meet or exceed
high academic standards.**

Contents of this section:

Page	STRATEGY TOPIC	Page	STRATEGY TOPIC
1-2	Pre-Kindergarten	1-29	Media programs
1-4	Early ESOL Identification	1-30	Math
1-5	Judy Center	1-31	K-8 Science
1-7	Elem/Middle GT	1-32	Social Studies Assessments
1-8	Fine Arts Specialists	1-33	Reading Intervention
1-10	ESOL Curriculum	1-35	School Team Training
1-11	ESOL in Content Areas	1-36	Health Curriculum
1-12	ESOL Staff Development	1-37	Career Clusters
1-13	Least Restrictive Environment Inclusion	1-38	Career Technology Partnerships
1-14	Assistive Technology	1-40	Career Technology Support
1-15	Alternate MSA Training	1-41	CTE Problem Based Learning
1-17	Title I School Programs	1-42	Physical Education
1-18	Title I Reservations	1-43	Middle/High GT
1-19	Balanced Literacy Program	1-44	AP / Honors Recruiting/Enrollment
1-21	Grade 9 strategic Reading	1-46	Middle School Foreign Language
1-22	Language Arts Gr. 6-12	1-48	
1-24	Secondary Language Arts Support Teacher	1-49	Technology Outcomes
1-26	Vertical Teaming	1-50	Jump Start
1-27	Advanced Placement Teacher Training	1-52	Middle School Intervention

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators: 1.1.a Maryland State Assessment in reading and math

Strategy: Offer Pre- Kindergarten to all economically disadvantaged students. Beyond economic indicators alone, give priority to Limited English Proficient, homeless and disabled students.

Rationale: Access to Pre- Kindergarten for children living in poverty is mandated under Maryland law. This gradual rollout plan gives consideration to increased numbers of certified Early Childhood teachers that are needed and the classroom space that is now available or will become available through attrition of other grade levels or new construction/renovation projects. We further need to assess whether the locations of our programs allow interested parents to take advantage of the opportunity.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Offer class “slots” to children regardless of home neighborhood, adhering to priority criteria. Observe patterns of enrollment.	Enrollment records identify which slots are filled by non-priority students.	School administrators	100% of interested, priority I Pre-Kindergarten students are enrolled in programs.	Annually
Review Home Language Surveys and review records of current LEP students to identify potential enrollees for Pre-K services.	Enrollment rosters and ESOL staff contact records	ESOL staff		Spring and summer annually
Re-evaluate locations of programs to determine if any of the current 12 programs should be moved to new geographic regions of the county to accommodate demonstrated needs and interests of community. Make recommendations for subsequent years. <i>(See implications for facilities elsewhere in Plan.)</i>	Recommendations submitted to Superintendent. Movement of sessions.	Coordinator of Early Childhood Education		Annually
Re-evaluate demographics to determine if additional pre-k programs could be added to increase the number of students serviced by pre-k programs	Recommendations submitted to Superintendent. Additional sessions added to extend the program to 15 school districts	Coordinator of Early Childhood; Director of Elementary Education; Assistant Superintendent	100% of interested, priority I Pre-Kindergarten students are enrolled in programs.	Spring annually
Implement a research based Pre-kindergarten Language Arts program	Curriculum	Early Childhood Coordinator, classroom teachers	Emerging Literacy Hybrid Tool	On going
Implementation of additional research based pre-kindergarten math materials to enrich and extend the mathematical program	Curriculum	Early Childhood Coordinator, Classroom teachers	Unit Assessments	On going

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Implement inclusion within all pre-kindergarten programs	Class roles including students identified with special needs	Early Childhood Coordinator, Infant/ Toddler/ Childfind coordinator, Principals, Classroom Teachers	WSS	On going
Offer <i>Parents as Teachers</i> services to selected at-risk pre-kindergartener's families at all Title I schools.	Lists of families being served at each Title I school	Home School Advisors or Title I schools, Supervisor of the P.A.T. program (Early Childhood Coordinator)	Emerging Literacy Hybrid Tool	On going
Review IEPs of students identified by Child Find to identify potential enrollees for Pre-K services.	Enrollment Rosters. IEP meetings held during advance into Pre-K program.	Coordinator of Early Childhood Education. Local School Special Education Coordinators.	100% of interested, priority I Pre-Kindergarten students are enrolled in programs.	Spring annually

Pre Kindergarten

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators: 1.1.a Maryland School Assessment

Strategy: English language proficiency is one of the factors considered for admittance into Pre-K programs.

Rationale: Extensive research done by James Cummins on how people acquire language proved that to develop both BICS-Basic Interpersonal Communication Skills and CALP-Cognitive Academic Language Proficiency would require from 4 to 7 years. The earlier an English Language Learner (ELL) enters school, the more time he/she has to achieve success (Krashen, S. 1982-Principles of First and Second Language Acquisition).

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Review records of current ELLs to determine if they have siblings eligible for Pre-K; check Home Language Surveys of all students registering for Pre-K.	Listing	ESOL teachers	Yearly number of ELLs admitted into Pre-K programs; Follow-up charts; PRE-LAS Test results	April-May Annually
Contact parents and arrange for assistance with Pre-K application	Completed application	ESOL teachers		May Annually
Follow-up on completed Pre-K applications	Intake conference and PRE-LAS testing	ESOL teachers		August Annually

Early ESOL identification

Goal 1 All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficient levels in tested areas.

Indicator: 1.1.d Percentage of All Kindergarten Students at Readiness Stages of MMSR

Strategy: The Judy Center will coordinate health and educational services for eligible children from birth through age 5 in the Holly Hall school district to ensure students are ready to learn.

Rationale: A preponderance of research makes it clear that children need proper stimulation and education from birth through age six in order to ensure full brain development and adequate preparation for the rigors of school. This research demonstrates that children who receive quality early childhood education are more likely to graduate from high school, and are less likely to need special education services, to repeat a grade level, to become teen parents or to engage in criminal activity than other at-risk youth. The longest and most comprehensive analysis of the effect of early childhood education is the Abecedarian Project, a longitudinal study started in the 1970s. It found that young people who received comprehensive early childhood education scored higher on cognitive, reading and math tests than their peers, not only in their early years but also through age 21. They also were more likely to attend college and to delay parenthood.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
All Pre-Kindergarten students will be offered “wrap-around” services in collaboration with community agencies.	# of students in the Wrap-around program at the YMCA	Judy Center Coordinator Principal of Holly Hall and Gilpin Manor Elementary	Participating students will demonstrate school readiness via MMSR and local indicators.	On-going, rolling enrollment
Committee meetings to coordinate and integrate early educational and health services. Service Schedules.	Minutes from meetings	Judy Center Staff and Partners; Early Childhood Coordinator		Monthly
Case managers assigned to students to track progress	Case files	Committee members		Ongoing
Continue alignment of curriculum for CCPS Pre-k, Family Education Center 3/4 year-old class, YMCA and Head Start class	Class Room Curriculums	Judy Center Staff and Partners; Early Childhood Coordinator		Ongoing
Continue to develop partnerships with additional Cecil County agencies in order to better meet the needs of students	MOUs of partners	Judy Center Staff and Partners; Early Childhood Coordinator		Ongoing
Work with additional CCPS schools to include them as partners in the Judy Center Partnership	MOU	Judy Center Staff and Partners; Early Childhood Coordinator		Ongoing
Provide support for a high-quality instructional program through the services of a .5 Judy Center Instructional Support Teacher.	Written Plans Classroom observations	Early Childhood Coordinator, Head Start Lead Educational Coordinator, Judy Center Instructional Support Teacher	WSS data MMSR Kindergarten data	Ongoing

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide <i>Parents as Teachers</i> to at-risk pre-kindergarten families	Visit Records	Home School Advisor P.A.T. Supervisor (Early Childhood Coordinator)		Ongoing
Continue the collaborative Head Start/Gilpin Manor Elementary partnership providing an inclusive classroom for three year old students.	Classroom	Early Childhood Coordinator, Head Start Lead Educational Coordinator, Principal at Gilpin Manor, Judy Center Instructional Support Teacher, CCPS and Head Start Classroom Teachers	Three-Year Old WSS/ Head Start Three Year Old WSS	Ongoing

Judy Center

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1: Students will meet or exceed state proficiency levels in tested areas.

- Indicators:** 1.1.a: Percentage of students at/above proficient on Maryland School Assessment in Reading (grades 3-8 and 10) and Math (grades 3-8); MFMT, MFRT, MFWT
 1.1.b: Percentage of students at/above proficient in High School Assessments: English, Biology, Algebra, Geometry, Government

Strategy: Students will be identified in elementary and middle school as having the potential for success in advanced level courses and will be provided with gifted education services, as needed.

Rationale : Program Guidelines from MSDE’s Criteria for Excellence 2007 for Student Identification include:

- 1.1.1** A broad-based screening of the school population to ensure that all potential GT students have an opportunity to be considered;
1.1.2 An in-depth assessment of those students to gather additional information concerning their specific aptitudes and educational needs; &
1.1.3 Provision of appropriate programs and services.

Program Guidelines for Curriculum and Instruction must: challenge the advanced academic needs of gifted and talented students. The regular instructional program must be differentiated and must include both elements that are different from and elements that are similar to those in the regular program for their chronological peers. While some aspects of the regular curriculum can be adapted, others will need to be added which may be unique to the gifted and talented students.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Train Challenge teachers, ISTs and primary grade classroom teachers to spot talents in students, including economically disadvantaged students, ELL students, and students with disabilities, using specific tools designed to assist in that process.	Teachers will use the tools with their students	Program Facilitator for G/T	Increased number of students exceeding state proficiency levels on MSA.	<i>Piloted in two schools 06-07</i> Pilot expanded to 5 schools in 07-08
Provide differentiated instruction and/or other services, as needed, to students identified as needing gifted education services.	CRT’s calendars, planners used with teachers, and student interviews	Challenge teachers working with classroom and ISTs		Ongoing
Adapt county curriculum units to meet the needs of gifted students. <i>Elem. LA units; Elem. Math unit supplements; various middle school units and connect to Parallel Curriculum</i>	Adaptations of units available for use	Challenge teachers/classroom teachers		Ongoing
Continue bimonthly staff development sessions for Challenge teachers in a trainer-of-trainers model.	Meeting agendas	Program Facilitator for G/T		Ongoing

Elem/Middle GT

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas.

Indicators: 1.1.a Maryland School Assessment
1.1.b High School Assessment

Strategy: The Cecil County Public Schools Fine Arts Department will provide a comprehensive fine arts program (art, music, dance, theater) in grades Pre-K-12, giving each child opportunities to demonstrate increasing proficiency in the National Standards, the Maryland State Essential Learner Outcomes and Voluntary State Curriculum for Fine Arts. It will seek to provide a lifelong foundation for the understanding, appreciation, and/or preparation for future careers in the Arts.

Rationale: In 1995, MSDE adopted the Schools for Success goal that *all children will have the opportunity to participate in fine arts programs that enable them to meet Maryland standards in the arts*. The importance of quality fine arts instruction and its impact across the curriculum is reinforced by the recent publication, Critical Links: Learning in the Arts and Student Academic and Social Development (Washington, D.C.: Arts Education Partnership, 2002).

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Recruit and place highly qualified fine arts teachers with appropriate classroom teaching loads.	Roster of Staff	Fine Arts Coordinator and Bldg Admin.	Demonstration of the ELO's will be accomplished through implementation of formative, summative, and performance-based assessments. As assessments are developed, pilot administrations will be delivered to targeted students.	Ongoing: Staff complete by August annually
Develop and maintain state-of-the-art curriculum, instruction, enrichment, and assessment.	Curriculum, instruction, enrichment, and assessment documentation in addition to student achievement results	Fine Arts Staff and Fine Arts Coordinator	Staff development evaluations.	Ongoing
Provide high-quality staff development opportunities in art, theatre, dance, and music that reflect the Voluntary State Curriculum and Essential Learner Outcomes for the Fine Arts.	Staff development documents	Fine Arts Coordinator	Documentation of equipment and technology additions.	Ongoing
Provide accessibility to essential fine arts equipment, instruments, technology, and facilities.	Documentation of progress in equipment, technology, Instruments from the Attic, and facility needs	Fine Arts Coordinator. Fine Arts staff Tech. Services	Documentation of partnerships	Ongoing
Expand ArtsReach partnerships within community and regional constituencies in order to provide resources to support the Fine Arts program.	Documentation of new partnerships	ArtsReach Committee		

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Expand co-curricular program to allow continued student access.	Documentation of student participation and progress in co-curricular programs	Fine Arts Staff and Fine Arts Coordinator	Documentation of student participation and progress	Ongoing
Provide career opportunities for students through the Arts & Communications Career Cluster.	Expansion of Arts & Communications career pathways within the <u>Education Planning Guide</u>	Fine Arts Coordinator, staff, administration and higher education representatives	Documentation of expanded resources, coursework and articulations	Ongoing

Fine Arts Initiative

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators: 1.1.a Maryland School Assessment

1.1.b High School Assessment

Strategy: ESOL county beginner curriculum is delivered to qualifying English language Learners (ELLs) on a one-on-one and/or in a small group basis using appropriate ESOL/bilingual materials and a variety of teaching practices (e.g., manipulatives, cooperative learning, total physical response, journal writing, multiple intelligences, technology) to allow students to have access to and benefit from the regular curriculum.

Rationale: Research shows that students with limited English proficiency learn language more easily when they have a low level of anxiety (Dulay, Burt, and Krashen, 1982,). In addition, Krashen emphasizes the importance of providing “comprehensible input” (Krashen, S. 1981-“The Fundamental Pedagogical Principle in Second Language Teaching”).

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Student referred to ESOL department as a result of Home Language Survey	Survey	ESOL teacher	ELL student lists; formative and summative assessments; narrative reports checklists; LAS Test results; Teacher service charts; Exited ELLs list	Within 30 days of enrollment
Student receives appropriate LAS Links Test (listening, speaking, reading, writing)	Test results	ESOL teacher		Within 30 days of enrollment
Based on test results, level of service is from one to four times a week (elementary and middle school); five times a week in ESOL I, II, or III class (high school)	ESOL teacher schedule; classroom teacher schedule; anecdotal records; report card grades	ESOL teacher; classroom teacher		Ongoing
Formative and summative assessments monitored for proficiency; county report card; LAS post testing	Passing grades; LAS proficiency score	ESOL teacher; classroom teacher		Ongoing
Parents are notified of student progress in learning English and are offered assistance and information regarding the school procedures and requirements.	Home visits, notes. Conferences, email, and parent regional meetings.	ESOL Teacher		Teacher records

ESOL Curriculum

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators: 1.1.a Maryland School Assessment

1.1.b High School Assessment

Strategy: County curricula in the content areas are supported and enhanced through one-on-one and/or small group instruction both in-class and/or in a designated ESOL instructional area using appropriate ESOL/bilingual materials and a variety of teaching practices which emphasize problem-solving and discovery learning. (e.g., use of manipulatives, cooperative learning, and use of total physical response activities, writing dialogue journals, addressing multiple intelligences and using technology).

Rationale: Research shows that students achieve better in programs that teach language through “cognitively complex content, taught through problem-solving discovery learning in highly interactive classrooms” (Virginia Collier in “Directions in Language and Education,” National Clearinghouse for Bilingual Education, Fall 1995; Virginia Collier “How long? A synthesis of research on academic achievement in lecond language for academic purposing” TESOL Quarterly).

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Student referred to ESOL department as a result of Home Language Survey	Survey	ESOL teacher	Report Card grades ESOL Progress Reports Material usage and ESOL classroom charts	Within 30 days of enrollment
Student receives appropriate LAS Test battery (listening, speaking, reading, writing)	Test results	ESOL teacher		Within 30 days of enrollment and annually
Based on test results, level of service (daily, weekly, bi-weekly, etc.) is determined through the collaboration of ESOL teacher and classroom teacher	ESOL teacher rotating schedule; classroom teacher schedule; anecdotal records	ESOL teacher; classroom teacher		Ongoing
Formative and summative assessments monitored for proficiency; county report card	Passing grades	ESOL teacher and classroom teacher		Ongoing
Provide native language texts in content areas where available and indicated by need	Text purchases	ESOL staff Content Coordinators		Ongoing
Collaborate with special education staff to identify academic needs of English Language Learners students where disabilities are suspected or previously documented.	IEP testing results	ESOL staff Special Educ, staff		IEP Meeting notes

ESOL in Content Areas

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators: 1.1.a Maryland School Assessment
1.1.b High School Assessment

Strategy: ESOL teachers will provide staff development for classroom teachers, counselors, and administrators through small group or team meetings, individual conferences, dissemination of articles and books, explanation of Classroom Teacher’s ESOL Help Binder and in-services.

Rationale: Program characteristics can make a significant difference in academic achievement for students with limited English proficiency (LEP). One of these characteristics is “continuous support for staff development emphasizing activation of students’ prior knowledge, respect for students’ home language and culture, cooperative learning, interactive and discovery learning, intense and meaningful cognitive/academic development, and ongoing assessment using multiple measures.” (Virginia P. Collier “Directions in Language and Education,” National Clearinghouse for Bilingual Education, Fall 1995).

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Home-school conference is held with classroom teachers, counselors, parents and/or students and ESOL teacher; ESOL Help Binder for classroom teachers is provided along with classroom accommodations; follow-up conference is held	Anecdotal records	ESOL teacher	Staff development evaluations and charts; classroom teacher collaboration on ESOL Classroom Accommodations form and assessments; ESOL teacher observation; chart of attendance at staff development conferences	Within 2-3 weeks of student placement
Summer county staff development; school-year staff development	Evaluations	ESOL staff		Summers annually
Attendance at local, state, and national Teachers of English to Speakers of Other Languages (TESOL) conferences	Conference highlight sheets; anecdotal records	ESOL teacher staff; county level monetary support		Summers annually

ESOL Staff Development

Goal 1: All students will meet or exceed high academic standards.				
Objective 1.1 Students will meet or exceed state proficiency in tested areas. Indicator 1.1.a Percentage of students at/above proficient on Maryland School Assessments. Indicator 1.1.c Percentage of students scoring proficient on Alternate MSA.				
Objective 1.2 Students will graduate from high school prepared for college or the world of work. Indicator 1.2.b Percentage of students who graduate with a regular diploma. Indicator 1.2.f Number of 18-21 year old Alternate MSA students who earn certificates of completion.				
Strategy Implement collaborative practices to support placement of students in the Least Restrictive Environment.				
Rationale Cecil County is committed to the philosophy of supporting students with disabilities in the least restrictive environment, which allows all students access to a rigorous curriculum. Inclusion in general education classes offers students opportunities for membership (Schnorr, 1997), social relationships (Kennedy & Itkonen, 1994), access to interesting core curriculum (Jorgensen, 1998), and increased literacy (Ryndak, Morrison, & Sommerstein, 1999). All students benefit from increased differentiation in general education classrooms (CEC, 2003).				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Establish an inclusive practices steering committee at county level.	Meeting minutes Member roster	Inclusive Practices Teachers; Special Education Program Facilitators; Principals	Reduced number of students in restrictive placements Success of placed students, as shown in grades and IEP progress	Quarterly meetings
Identify student needs and the appropriate least restrictive environment in Individual Educational Plan meetings.	IEP documents	Building Coordinator (BC)	Success of placed students, as shown in grades and IEP progress	Annually
Utilize McGill Action Plan or similar process to chart transition strategies, as appropriate.	MAP 1 documents	BC and Inclusive Practices Teacher		Following IEP determination
Identify specific student needs for training and provide necessary training to staff.	School-based action plans	Principal Inclusive Practices Teacher	Reduced number of students in restrictive placements	Ongoing
Provide planning opportunities for teachers to meet individual student needs in the least restrictive environment.	School-based action plans Workshop Timesheets	Principal Inclusive Practices Teacher	Success of placed students, as shown in grades and IEP progress	Ongoing
Facilitate transition meetings to share student IEP learning objectives and strategies to support specific student needs.	MAP 2 documents	Inclusive Practices Teacher		Prior to placement
Provide ongoing support and evaluation of placement in the least restrictive environment.	IEP Progress Notes	Inclusive Practices Teacher		Ongoing
Continue county level steering committee to guide inclusive practices.	Meeting minutes Member roster County Action Plan	Director of Special Education; Inclusive Practices Teachers		Meet every 4-6 weeks
Continue a county level advisory committee with varied stakeholders to provide input regarding inclusive practices.	Meeting minutes Member roster	Director of Special Education; Inclusive Practices Teachers		Meet three times during school year.

Least Restrictive Environment Inclusion

Goal 1: All students will meet or exceed high academic standards.				
Objective 1.1 Students will meet or exceed state proficiency in tested areas. Indicator 1.1.a Percentage of students at/above proficient on Maryland School Assessments. Indicator 1.1.c Percentage of students scoring proficient on Alternate MSA.				
Objective 1.2 Students will graduate from high school prepared for college or the world of work. Indicator 1.2.b Percentage of students who graduate with a regular diploma. Indicator 1.2.f Number of 18-21 year old Alternate MSA students who earn certificates of completion.				
Strategy Increase use of assistive technology* to facilitate student learning in Least Restrictive Environments. *Assistive technology (AT) refers to any device, equipment or product system that is used to increase the functional capabilities of child with a disability. AT services directly assists the child in the selection, acquisition or use of an assistive technology device.				
Rationale: The reauthorization of the Individuals with Disabilities Act (IDEA) 2004 calls for the placement of students with disabilities into the least restrictive environment. Teachers must address IEP goals and objectives, as well as access to the general curriculum, by considering a range of strategies, adaptations, and accommodations, including the use of assistive technology. (Wolfe and Hall, 2003). The MSDE Technical Assistance Bulletin 9A (March 2003) lists assistive technology as a supplementary service to be used to enable students with disabilities to be educated in general education settings with students without disabilities.				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Identify and select appropriate AT devices or software.	List of products Inventory	Assistive Technology Consulting Teacher (ATCT) and Assessment team	Access to regular curriculum Progress on grades or IEP goals	Ongoing
Determine in IEP process if/which assistive technology accommodations are appropriate for each student	IEP minutes	IEP team, Building Coordinator		Ongoing
Trains staff, students and parents on use of selected assistive technology devices and software	Training logs Student contact log, training agendas	ATCT		Ongoing – as soon as IEP determines need
Utilize, evaluate and support assistive technology in curriculum delivery	Teacher, student, parent feedback IEP review	Regular and Special Education teachers; student	Access to regular curriculum Progress on grades or IEP goals	Ongoing, at least annually

Assistive Technology

Goal 1: All students will meet or exceed high academic standards.				
Objective 1.1 Students will meet or exceed state proficiency on Maryland School Assessments.				
Indicator 1.1.c Percentage of students scoring proficient on Alternate Maryland School Assessment				
Strategy : Train special education staff in the administration and interpretation of the revised Alternate Maryland School Assessment. Focus of the training will be embedding reading, math and science mastery objectives aligned with the Maryland Content Standards throughout daily instruction.				
Rationale: The ALT-MSA is a state required assessment for students following alternative outcomes leading to a certificate of completion upon exit from CCPS. It is federally mandated under both IDEA '04 and NCLB. Specific and deliberate ongoing training is necessary to ensure test examiners/teachers align daily instruction with the Maryland Content Standards of reading and math. ALT-MSA also represents a paradigm shift from a growth model of student achievement to a set standard of 80% proficiency in the selected reading, math and science mastery objectives.				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Designated assessment leaders in CCPS will be trained in the revised Alternative Assessment by MSDE.	Training agenda	Coordinator of Assessments ALT-MSA Facilitator	Student success rate on Alt. MSA	Early September, Annually
Coordinator of Assessments and ALT-MSA and Special Education Program Facilitators will train school test coordinators and test examiners on the administration and implementation of ALT-MSA.	Training agendas	Coordinator of Assessments, ALT-MSA & Special Education Program Facilitator		Early September, Annually
Provide staff development training with teachers who instruct students following alternate outcomes to support curricular alignment with the Maryland Content Standards in reading, math and science.	Training agendas	ALT-MSA Facilitator/Consulting Special Education Teacher	95% of CCPS students taking the ALT-MSA achieve a Proficient level	August November March Summer
Complete the accurate administration of the ALT-MSA .	Completion of the ALT-MSA portfolios	Test examiners and school test coordinators		Annually
Maintain correct student demographic files for pre- and post-test file match	SSIS record Test files	Coord. of Assessments Spec. Education staff	Target of 100% compliance with no post-test file revisions	Update as needed
Periodic meetings with Principals in regards to successful design and/or implementation of assessment criteria related directly from feedback from MSDE and Alt-MSA process.	Meeting agendas	Alt-MSA facilitator and Coordinator of Assessment	Meet AYP for this subgroup	Monthly

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Development of monitoring sheets, checklists and/ or rubrics to assist administrators in providing teachers with scheduled feedback sessions with teachers in regards to the correct design and implementation of program in the following areas: data sheets, data collection, video taping, artifacts, and portfolio organization.	Documentation on Rubrics, monitoring sheets in the from of date of a scheduled meeting with signatures	School based administrators (principal or assistant principals) Must oversee the process at building level. Alt-MSA facilitator and Coordinator of assessment should have direct involvement in the design of monitoring sheets for school based administration.	Meet AYP for this subgroup	Monthly
Establish a county-wide focus group to review assessment, data collection and training process for test coordinators and examiners and implement recommended improvements.	Meeting agendas and sign-in sheets.	Director of Special Education, Coordinator of Assessments, Alt-MSA and Special Education Program Facilitators	95% of students taking the Alt-MSA achieve proficient or higher.	Quarterly
Disseminate Alt-MSA technical assistance bulletins to test coordinators and test examiners during the assessment window which address questions, concerns and provide clarification and guidance.	Technical Assistance bulletins	Alt-MSA Facilitator	95% of students taking the Alt-MSA achieve proficient or higher.	Three times annually, or more often, if needed during the assessment window.

Alternate MSA Training

<u>Goal 1: All students will meet or exceed high academic standards.</u>				
Objective1.1 Students will meet or exceed state proficiency levels in tested areas Indicators: 1.1.a Maryland School Assessment 1.1.b High School Assessment				
Strategy: Provide supplemental programming for Title I schools through Title I basic grants. Schools will be allocated funds determined by FARM percentages and will utilize this allocation to design programs that will eliminate achievement gaps.				
Rationale: Identify and intervene early with students at risk of falling behind academically. <i>Taking responsibility for Ending Social promotion: A Guide for Educators and State and Local Leaders – May 1999</i> (www.ed.gov/pubs/socialpromotion/strengthening.html)				
Activities	Evidence of Implementation	Responsibility	<i>Evaluation</i>	Timeline
Distribute preliminary allocation to principals in spring.	Calculation spread sheet	Coordinator of Title I	The Scholastic Reading Inventory pre/post results will be presented in a midyear and end-of-year peer review, along with other data relevant to each school's programming.	Annually
Meet with School Improvement Teams to determine supplemental programming, based on scientific research, for following school year.	SIT agenda and minutes	Principals		April – May Annually
Provide program plan overview to obtain feedback through a peer review process.	Submitted plan	Principals		June Annually
Provide performance data, specific for subgroups, at the winter peer review.	Submitted pre/post SRI data etc.	Principals		February Annually
Provide performance data at end-of-year peer review, specific for subgroups, and program design for following year.	Submitted pre/post SRI data etc.	Principals		June Annually
Confirm each school's Title I budget, based on MSDE actual grant amount and carry-over funds.	Calculation spread sheet	Coordinator of Title I		July Annually

Title I school programs

Goal 1: All students will meet or exceed high academic standards.				
Objective 1.1 Students will meet or exceed state proficiency levels in tested areas Indicators: 1.1.a Maryland School Assessment 1.1.b High School Assessment				
Strategy: Provide supplemental services to all Title I schools, through Title I reservation funds. Reservation funding will address staff development, academic intervention, and parent involvement.				
Rationale: U. S. Department of Education research findings state 10 principles of professional development as related to student learning. See (www.ed.gov/pubs/socialpromotion/strengthening.html). See Joyce Epstein research on School/Family/Community – Phi Delta Kappan 5/95.				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide a second Instructional Support Teacher (IST) at each Title I school, who will deliver technical support in staff development, and coordination for the design and implementation of academic intervention to meet the needs of diverse learners.	Submitted monthly reports to Coordinator of Title I	Coordinator of Title I	Monthly "Primary Functions" accountability report will be used to determine effectiveness of staff development support position and Home School Advisor position.	Monthly
Provide monthly staff development for ISTs, in Reading/Language Arts and Math at a minimum, but to include other disciplines as needed.	Agendas & Minutes	Coordinator of Title I		Monthly
Provide a Family Involvement Advisor in each elementary Title I school, who will facilitate parent involvement activities, based on best practices.	Submitted monthly reports to Coordinator of Title I	Principals & Coordinator of Title I		Monthly
Provide monthly staff development for Family Involvement Advisors, in order to carryout meaningful parent involvement activities that will support/increase student achievement. – e.g. Family Literacy, Parents as Teachers	Agendas	Coordinator of Title I & Principals		Monthly
Provide opportunities for Title I teachers & administrators to attend state and national conferences, consistent with Title I expectations to eliminate the achievement gap.	Conference Highlight Record	Coordinator of Title I, principals, and Assoc. Superintendent of Ed. Services		As Approved

Title I Reservations

Goal 1 : All students will meet or exceed high academic standards.				
Objective: 1.1 Students will meet or exceed state proficiency levels in tested areas.				
Indicators: 1.1.a Maryland School Assessment in Reading				
Strategy: Provide curricular and instructional support, as well as articulation services for teachers that support a complete, balanced, differentiated literacy program in order to improve student achievement in reading language arts.				
<p>Rationale: The Reading Task Force report called for a balanced and comprehensive approach to early reading instruction that includes both teacher-directed skills instruction and the activities and strategies most often associated with literature-based, integrated language arts instruction. There is a strong emphasis on beginning reading skills because research has found that skills that prevent poor reading can be taught and they must be taught early in school. Many reading difficulties and disabilities can be prevented through explicit and systematic instruction and concentrated intervention. (<i>Jack Fletcher, 2003.</i>) The National Reading Panel was established with the purpose of assessing the status of research-based practices to determine the essential components for a balanced and comprehensive approach to early reading instruction. The Reading Panel identified five components of an effective program: Rationale: The Reading Task Force report called for a balanced and comprehensive approach to early reading instruction that includes both teacher-directed skills instruction and the activities and strategies most often associated with literature-based, integrated language arts instruction. There is a strong emphasis on beginning reading skills because research has found that skills that prevent poor reading can be taught and they must be taught early in school. Many reading difficulties and disabilities can be prevented through explicit and systematic instruction and concentrated intervention. (<i>Jack Fletcher, 2003.</i>) The National Reading Panel was established with the purpose of assessing the status of research-based practices to determine the essential components for a balanced and comprehensive approach to early reading instruction. The Reading Panel identified five components of an effective program:</p> <p>Phonemic Awareness Phonics Instruction Reading Fluency Comprehension and Vocabulary Instruction (<i>Teaching Children to Read, 2003</i>).</p> <p>A strong comprehensive program should provide instruction on the essential components of reading that enables the majority of student to meet or exceed grade level standards.</p> <p>In the area of teacher preparation, the Reading Panel found that inservice for professional development produced significantly higher student achievement. To be effective, teachers require instruction in explaining what they are teaching, modeling their thinking processes, encouraging student inquiry, and keeping students engaged.</p>				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide an orientation for <i>Houghton Mifflin Reading: A Legacy of Literacy</i> for new general and special education teachers in grades 1-5	Workshop timesheet Roster of participants	Program Facilitator for Language Arts	Integrated theme test assessments administered at the end of themes 4, 6, 8 in grade 1; themes 4 and 5 in grade 2; and themes 2, 3, and 5 in grade 3; Scholastic Reading Inventory administered in the spring for grades 3-5; DIBELS in grades 1 and 2; and Classroom Observations	Annually
Administer the <i>Legacy of Literacy</i> unit theme test for data collection and analysis to inform instruction	County data sheets	Program Facilitator for Language Arts Classroom teachers		Three times a year
Integrate technology, vocabulary instruction and building background knowledge into <i>Houghton Mifflin Reading: A Legacy of Literacy</i> unit themes to address the needs of diverse learners	Completed units for theme 1 in grade 1 and theme 4 in grades 2-5.	Program Facilitator for Language Arts		Summer, Annually
Implement county and school based professional development on best practices	Evaluation sheets Observations	Program Facilitator for Language Arts		Ongoing throughout the year
Conduct workshops on explicitly teaching reading skills	Evaluations	Program Facilitator for Language Arts		Ongoing

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Assess students in first grade (letter naming, phoneme segmentation, nonsense word fluency and oral reading fluency) and second grade (nonsense word fluency and oral reading fluency) for early identification of reading problems	Student reports	Classroom teachers	Integrated theme test assessments administered at the end of themes 4, 6, 8 in grade 1; themes 4 and 5 in grade 2; and themes 2, 3, and 5 in grade 3; Scholastic Reading Inventory administered in the spring for grades 3-5; DIBELS in grades 1 and 2; and Classroom Observations	September, January, and May
Provide staff development with the implementation of the Marcia Freeman CraftPlus Writing Program in each elementary school to strengthen the connection between reading and writing	Writing Portfolios	Program Facilitator for Language Arts		Ongoing
Provide reading intervention for at risk students	Teacher Observations	Teachers, Principals, Program Facilitators, and Coordinators.		Ongoing
Provide opportunities for vertical teaming between elementary and middle school Instructional Support Teachers to ensure consistency as students transition from one level to another		Coordinator for English Language Arts K-12 Program Facilitator for Language Arts		Twice a year
Provide staff development for Instructional Support Teachers in each elementary school in the area of peer coaching in order to provide job embedded staff development	Survey teachers IST feedback	Program Facilitator for Language Arts Title 1 Coordinator		Survey classroom teachers IST feedback
Observe teachers to confirm curricular adherence and best practices implementation.	Monthly Observation	Administrators and Program Facilitator	Observation Report	Ongoing
Work individually with teachers to build capacity.	Monthly Observations	Program Facilitator	Observation Report Narrative	Ongoing

Balanced Literacy Program

Goal 1: All students will meet or exceed high academic standards.

Objective: 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators of Success: **1.1.a** Maryland School Assessment
 1.1.b High School Assessment

Strategy: Ninth graders in need of reading intervention will enroll in a semester strategic reading course or READ 180 program followed by or concurrently taking the regular 9th grade English course..

Rationale: Providing ninth grade students (with a strategic reading course or READ 180 program) who read below grade expectancy targets the recursive nature of reading and enables them to learn to engage in multiple strategies simultaneously (Johns Hopkins University-Talent Development High Schools and the Strategic Reading Program)

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Continue to provide within the first and/or second semester of the high school schedule a strategic reading course or READ 180 program for identified 9 th grade below average and at-risk readers	<ul style="list-style-type: none"> • Copies of County High School’s Schedules • Enrollment List 	<ul style="list-style-type: none"> • High School Principal • High School Scheduling Team 	SRI data; Gates-Macginitie data; Teacher report of student progress (portfolios); report card grades for the reading course and regular English 9; student and teacher survey; satisfactory MSA and HSA data’	Early September, Annually
Ensure staffing to teach the courses and proper staff development to teach the courses	<ul style="list-style-type: none"> • Board of Education Budget • Teacher Schedule • Orientation information/notices 	<ul style="list-style-type: none"> • Leadership Team • Board of Education • Instructional Coordinator for ELA 	Report card grades for regular English and Government	July, Annually
Ensure identification and proper placement of students	<ul style="list-style-type: none"> • Enrollment List 	<ul style="list-style-type: none"> • Instructional Coordinator for ELA • Middle ISTs • Middle and High School Guidance Counselors 	Report card grades for regular English and Government	Annually by March

Grade 9 strategic reading and READ 180

Goal 1: All students will meet or exceed high academic standards.

Objective: 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators of Success: 1.1.a Maryland School Assessment
1.1.b High School Assessment

Strategy: Teachers trained for teaching the English language arts grades 6-12 essential curriculum and curriculum units all based on the Maryland content standards and the State Voluntary Curriculum using evidence-based materials will incorporate best practices for literacy environment and instruction. Include special education teachers along with regular education teachers.

Rationale: Teaching for in-depth understanding with a limited number of objectives is a vital aim of schooling; this theory of understanding and backward design process is compatible with several prominent, successful educational initiatives (Stephen & Gallaher-Project-based Learning 1997; Marzano and Pickering- Dimensions of Learning 1997; Wiggins and McTighe – Understanding by Design 1998); students read a wide range of print to build an understanding; students read a wide range of literature from many periods; students apply a wide range of strategies to comprehend (IRA/NCTE Standards for the English Language Arts 1996); students apply before, during, and after reading strategies to a variety of text; multiple texts and technology should be selected by students (Maryland Reading Task Force Design Principles 1999)

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide new special and regular education teachers with curriculum orientation and returning teachers with refresher information and best practices to help ensure quality instruction	<ul style="list-style-type: none"> • New Teacher Day Agenda • Professional Day Agendas • Instructional Support Teacher department meeting agendas/ monthly reports • High School Lead Teacher department meeting agendas • Instructional Coordinator for ELA after-school workshop time sheets 	<ul style="list-style-type: none"> • Instructional Coordinator for ELA • Instructional Support Teacher • Building Principal and Assistant Principal(s) • High School Lead Teacher 	Effective teacher implementation of curriculum as evident through teacher observation, satisfactory MSA and HSA data, and county final exam data	Annually during county wide professional days in September, November and February
Provide building level administrators with curriculum information and best practices	<ul style="list-style-type: none"> • Instructional Support Teacher monthly reports • Middle and High School Principals and Assistant Principals' monthly agendas 	<ul style="list-style-type: none"> • Instructional Support Teacher • High School Lead Teacher • Instructional Coordinator for ELA 	<ul style="list-style-type: none"> • Principal and Assistant Principal Feedback • Building-level observation reports 	On-going using monthly administrator meetings and shared classroom observations

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide building level administrators with curriculum information and best practices	<ul style="list-style-type: none"> • Instructional Support Teacher monthly reports • Middle and High School Principals and Assistant Principals' monthly agendas 	<ul style="list-style-type: none"> • Instructional Support Teacher • High School Lead Teacher • Instructional Coordinator for ELA 	<ul style="list-style-type: none"> • Principal and Assistant Principal Feedback • Building-level observation reports 	On-going using monthly administrator meetings and shared classroom observations
Observe teachers together (building level administrator and Instructional Coordinator for ELA) whenever possible to build capacity with in-school administrators and to confirm best practices implementation	<ul style="list-style-type: none"> • Monthly observation reports 	<ul style="list-style-type: none"> • Building-level Administrators • Instructional Coordinator for ELA 	<ul style="list-style-type: none"> • Building-level observation reports 	On-going
Observe ELA non-tenured teachers and tenured teachers (when requested) to confirm curriculum adherence and best practices implementation	<ul style="list-style-type: none"> • Monthly observation reports 	<ul style="list-style-type: none"> • Instructional Coordinator for ELA 	<ul style="list-style-type: none"> • Instructional Coordinator for ELA observation reports 	On-going
Provide each middle and high school English language arts teacher (teacher edition) and student with a copy of an integrated literacy book (<u>The Language of Literature</u>) grammar and composition book (<u>Language Network</u>) and conduct on-going in-service training for teachers as needed along with tradebook support material and in-service training for teachers as needed	<ul style="list-style-type: none"> • School Inventory • Instructional Support Teacher department meeting agendas/ monthly reports • High School English Lead Teacher Agenda and Plans • Instructional Coordinator for ELA after-school workshop time sheets 	<ul style="list-style-type: none"> • Instructional Coordinator for English Language Arts • Middle School IST • High School English Lead Teacher • McDougal Littell Service representative (when requested) 	Teacher/student feedback; Scholastic Reading Inventory scores; middle school benchmark assessment data; satisfactory MSA and HSA data; high school county final exam data	On-going

Language Arts Gr. 6-12

Goal 1: All students will meet or exceed high academic standards.

Objective: 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators of Success: 1.1.a Maryland School Assessment

1.1.b High School Assessment

Strategy: Provide students and teachers a reading/writing resource person (Instructional Support Teacher at elementary and middle school levels and English Lead Teacher at high school level) to assist effectively in the areas of instruction, articulation services, assessment assistance, materials coordination, and county liaison responsibilities and to provide support to meet the diverse needs of the schools' population.

Rationale: Increasing recognition of the importance of reading/writing resource teachers in developing coherent, inclusive reading programs that meet the needs of all students (Snow, Burns, & Griffin, 1998); 97% of the principals in schools that had reading/writing resource teachers stated that the teachers were important or very important to the success of the reading program (Bean Swan, Knaub, 2002); The importance of the leadership of the reading/writing resource teacher was emphasized in Allington and Baker's (1999) description of a reading resource teacher

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide each middle school with at least one Instructional Support Teacher with no scheduled classes to examine data, provide teachers strategies and support the diverse needs of the students.	<ul style="list-style-type: none"> • Board of Education Budget • IST Monthly Report/ Department Meeting Agendas • Administrative Observation/Evaluation • Teacher Schedule 	<ul style="list-style-type: none"> • Building Level Administrator • Instructional Coordinator for ELA • Leadership Team (funding) • Board of Education (funding) • Middle IST 	Teacher/student feedback; administrators' observations and evaluations; intervention data; satisfactory MSA and HSA data; benchmark data	Annually
Provide each high school with an English Lead Teacher with an additional planning period running year long to examine data, provide teachers strategies and support the diverse needs of the student population	<ul style="list-style-type: none"> • Board of Education Budget • Lead Teacher Meeting Reports • Administrative Observation/Evaluation • Teacher Schedule 	<ul style="list-style-type: none"> • Building Level Administrator • Instructional Coordinator for ELA • Leadership Team (funding) • Board of Education (funding) • High School English Lead Teacher 	Teacher feedback; administrators' observations and evaluations; intervention data; satisfactory HSA data; county final exam data	Annually

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
<ul style="list-style-type: none"> • Conduct a minimum of four meetings with the High School English Lead Teachers and the Instructional Coordinator for ELA to create building-level capacity • Conduct a minimum of ten meetings with the Middle School Instructional Support Teachers and the Instructional Coordinator for ELA to create building-level capacity 	<ul style="list-style-type: none"> • Meeting Agendas 	<ul style="list-style-type: none"> • Leadership Team (funding) • Board of Education (funding) • Instructional Coordinator for ELA • • High School English Lead Teacher • Middle School Instructional Support Teachers 	Teacher feedback; administrators' observations and evaluations; intervention data; satisfactory HSA data; middle benchmark; county final exam data	August

Middle and High School English Language Arts Support Teachers

Goal 1: All students will meet or exceed high academic standards.

Objective: 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators of Success : **1.1.a** Maryland School Assessment
 1.1.b High School Assessment

Strategy: Vertical teaming opportunities for teachers from elementary through high school levels (in regular and special education assignments) will ensure smooth transitions, unnecessary skills and process repetition, and focused/appropriate curriculum.

Rationale: Vertical teaming has eliminated redundancies, gaps, and jarring transitions in the curriculum. It has promoted well-aligned, stimulating, relevant units of study. By explicitly stating what students should know entering a grade and what they should learn during the progression of a given course, students and teachers eliminate lengthy reviews units and focus completely on intended topics (Vertical Teaming: Connections for a Coherent System, 1998); vertical teaming can make the AP program accessible to more students by creating a directed and focused approach through the collaboration of teachers at multiple grade levels (The College Board).

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide time in the fall and spring for elementary and middle school Instructional Support Teachers to meet and discuss program, instruction, testing, etc. to assist in smooth transitions and program articulation.	<ul style="list-style-type: none"> • IST Agendas • Lead Teacher Agendas • Implications Feedback Form 	<ul style="list-style-type: none"> • Instructional Coordinators for English Language Arts and Math • Instructional Coordinator for Title I 	Teacher feedback; satisfactory MSA and HSA data	2 times annually
Provide time on the fall professional days for middle and high school teachers to meet and discuss program, instruction, best practices, testing, etc. to assist in smooth transitions and program articulation.	Professional Day Agenda <ul style="list-style-type: none"> • Implications Feedback Form 	<ul style="list-style-type: none"> • Instructional Coordinator for English Language Arts and Math • Middle School IST • Lead Teachers 	Teacher feedback; satisfactory MSA and HSA data	Annually
Provide time in the fall and/or spring for elementary, middle and high school teachers to visit feeder schools to observe classes and discuss program, instruction, best practices, testing, etc. to assist in smooth transitions.	Visitation Day Agenda <ul style="list-style-type: none"> • Implications Feedback Form 	<ul style="list-style-type: none"> • Elem./Middle School IST • Lead Teachers • Instructional Coordinator for English Language Arts and Math 	Teacher feedback; satisfactory MSA and HSA data	Annually

Vertical Teaming

Goal 1: All students will meet or exceed high academic standards.

Objective: 1.2 Students will graduate from high school prepared for college and/or the world of work

Indicators of Success: 1.2.i Percent of AP students scoring 3 or higher

Strategy: Incorporate best practices into Advanced Placement instruction to raise the percentage of students scoring 3 or higher.

Rationale: Teachers trained through the College Entrance Examination Board’s sanctioned courses are better prepared to instruct their students using best practices to help the students score higher on the AP exam (College Entrance Examination Board)

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide opportunities for AP teachers to attend College Board sanctioned workshops and conferences in order to incorporate best practices into instruction	<ul style="list-style-type: none"> • Workshop/ Conference Agendas • Administrators’ Observations • Compilation of Implications for Instruction 	<ul style="list-style-type: none"> • AP Teachers • Building Administrators • Instructional Coordinators 	% of students receiving a score of 3 or higher	On-going
Provide opportunities for AP teachers to meet by content area to share best practices and examine new materials	<ul style="list-style-type: none"> • Meeting Agendas • Compilation of Best Practices 	<ul style="list-style-type: none"> • Instructional Coordinators 		On-going
Continue to provide opportunities for teachers to meet to foster the vertical teaming philosophy from elementary through high school to ensure rigorous program standards	<ul style="list-style-type: none"> • Meeting Agendas • Compilation of Implications for Instruction 	<ul style="list-style-type: none"> • Instructional Coordinators • Instructional Coordinator for Title I • Elementary/Middle Instructional Support Teachers 		On-going
Conduct AP English simulations for all Literature and Language students	<ul style="list-style-type: none"> • Simulation agenda • Simulation results 	<ul style="list-style-type: none"> • Instructional Coordinator for ELA • AP English teachers • Program Facilitator for Challenge 	Simulation results; % of students receiving a score of 3 or higher	Annually

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Refine grade eight Honors English Language Arts curriculum	<ul style="list-style-type: none"> • Curriculum • Workshop materials • Developed curriculum 	<ul style="list-style-type: none"> • Instructional Coordinator for ELA • Middle School IST • Grade 8 Teachers 	<ul style="list-style-type: none"> • Curriculum Council feedback • Teacher and student feedback • Increased number of students taking Honors and AP courses 	2008-2009

Advanced Placement Success

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1: Students will meet or exceed state proficiency levels in tested areas.

Indicators: 1.1.a: Percentage of students at/above proficient on Maryland School Assessment in Reading (grades 3-8 and 10) and Math (grades 3-8 and Geometry)
 1.1.b: Percentage of students at/above proficient in High School Assessments: English, Biology, Algebra, Geometry, Government

Strategy: Quality library media services will be provided in all schools to support curriculum and student achievement. (Quality services can be defined as those that have staffing, materials, facilities and curriculum that meet or exceed state recommended standards.)

Rationale: Studies that controlled for socio-economic factors have been conducted in **16 states (Alaska, Colorado, Florida, Iowa, Massachusetts, Michigan, Minnesota, Missouri,, New Mexico, North Carolina, Ohio, Oregon, Pennsylvania, Indiana, Illinois and Texas)** and have consistently demonstrated a clear correlation between the quality of the school library media program and the reading achievement scores of students. According to Keith Curry Lance, “The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by other powerful influences on student performance.” (Lance, Keith Curry. “What Research Tells Us About the Importance of School Libraries.” White House Conference on School Libraries. [http://www.ims.gov/pubs/whitehouse0602/keith lance](http://www.ims.gov/pubs/whitehouse0602/keith%20lance))

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Develop media collections to approach or meet state recommended standards.	Growth of collections documented by annual reports.	Media Specialists; Program Facilitator for Media	Documentation of state of the media centers (Collection, facilities and benchmark assessments of student information literacy skills collected annually.)	Ongoing
Use opportunities such as renovation projects to ensure that media centers meet state facilities guidelines.	Percentage of media centers meeting state guidelines.	Assistant Superintendent for Plant Facilities.		Ongoing
Infuse information literacy skills and the research process into all curricular areas.	Curriculum documents	Program Facilitator for Media; Principals; Media Specialists; Teachers		Ongoing
Provide in-service opportunities to build the capacity of media specialists to exercise a leadership role in instruction within their buildings and across the system.	Rosters, agendas of training events.	Program Facilitator for Media		Ongoing
Use technology to acquire, manipulate and present information that addresses curricular needs.	Technology embedded in model units; digital database usage statistics; student products	Instructional Coordinators; Media Specialists; Teachers		Ongoing

Media programs

Goal 1 All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas.

Indicators of Success : 1.1.a Maryland School Assessment

Strategy: To provide mathematics curriculum and instruction in regular and special education classrooms aligned with national and state standards.

Rationale: Support for alignment of curriculum, instruction and assessment is embedded in the following: Principles and Standards for School Mathematics, 2000, from the National Council of Teachers of Mathematics. Further, Adding It Up: Helping Children Learn Mathematics, a new report from the National Research Council, says for mathematics education in this nation to be satisfactory, major reforms are needed in mathematics instruction, curricula, and assessment from pre-kindergarten through grade 8.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Develop county-wide unit assessments that model the assessments used for the Maryland Assessments for all K-12 mathematics units	Completion of unit assessments	Instructional Coord. for Mathematics Mathematics Resource Teacher	Materials being used in classrooms	2008-2010
Develop technology-based activities that are real-life and embedded in the curriculum for PreK-12. Incorporate technology standards into math units.	Completion of activities	Instructional Coord. for Mathematics Mathematics Resource Teacher	Materials being used in classrooms	2008-2010
Identify and purchase materials to support the mathematics curriculum PreK-12	Materials purchased and in use	Instructional Coord. for Mathematics	Materials being used in classrooms	2008-2010
Provide a resource teacher to support the implementation of the curriculum	Resource teacher hired	Instructional Coord. for Mathematics	Improved student assessment scores	2008-2010

Math

Goal 1 All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas.

Indicators of Success : 1.1.a Maryland School Assessment

Strategy: To provide a K-8 science curriculum and instructional approach aligned with national and state standards and based upon a constructivist approach.

Rationale: "To be successful on assessment, the curriculum, instruction and assessment must be aligned." Support for this statement is embedded in the following: National Research Council, 1996. National Science Standards. National Academy Press; Wiggins and McTighe, 1998. Understanding by Design; ASCD.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Refine alignment of the K-8 science curriculum with the state voluntary curriculum	Middle School workshops completed Elementary workshops planned	Instructional Coord. for Science Science Resource Teacher	Revised Curriculum approval & implementation	2008-10
Identify and purchase materials needed to implement the revised curriculum	List of materials published/materials purchased	Instructional Coord. for Science Science Resource Teacher	Materials being used in schools.	Annually
Staff development on the revised K-8 science curriculum and inquiry based instruction for all teachers new to the grade Continued staff development throughout	Workshops held	Instructional Coord. for Science Science Resource Teacher Instructional Support Teachers	Curriculum being implemented. Inquiry-based instruction being used.	Ongoing
Implement K-5 summative assessments created to match MSA format	Assessments piloted and in use	Instructional Coord for Science Science Resource Teacher	Assessments being used in schools	Ongoing
Staff development on constructing and scoring assessment items similar to those on MSA	Workshops held for Middle School	Instructional Coord. for Science Science Resource Teacher Instructional Support Teachers	MSA type assessment items being used to assess learning	Ongoing
Continued implementation of 6-8 unit assessments modeled on the MSA format and aligned with the revised curriculum	Workshop held	Instructional Coord. for Science Science Resource Teacher	Unit tests developed and being administered.	Ongoing

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in assessed areas.

Indicators: 1.1a Maryland School Assessments
1.1b High School Assessments

Strategy: Develop departmental end of unit assessments similar to end of course assessments and High School assessments for each course of social studies required for high school graduation.

Rationale: End of unit assessments pursues specific student achievement goals, in this case, the High School Assessment. The driving force behind this effort must be improved results. Schools foster improved results when they ask teachers to identify and pursue specific, measurable student achievement goals. End of unit assessments provide teachers with relevant data and information. This information is disaggregated by gender, assessment limits, etc for each course of instruction. When every teacher has access to information on his or her students' performance in meeting agreed upon standards, on valid assessments, in comparison to other students trying to achieve the same standards, both individual teachers and schools improve their effectiveness.

Excerpted/modified from MSDE Monitoring Student Progress, 2003

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Revise Unit assessments for each course of instruction in Government, World History, and U.S. History incorporating L to J process	Draft Review	Instructional Coordinator for Social Studies and Social Studies Lead Teachers	High School Assessment scores that meet standard for "passing" Other courses not included in High School Assessments will show similar passing rates.	2008-2010
Field Test Unit Assessments for each course of instruction	Field Test			2008-2010
Item Analysis, review and revision	Performance Matters Data Collection			2008-2010
Development/revision of course final exams for Government, World History, and U.S. History	Revised Final Exams			2008-2010
Field test revised final exams	Field Test			2008-2010
Item analysis, review and revision of exams	Performance Matters Data Collection			2008-2010
Develop Benchmark assessments at all elementary and middle school grade levels in social studies	Curriculum committees		MSA scores in reading and writing that meet or exceed the standard	2008-2010
Pilot/evaluate Benchmark assessments at select elementary and middle schools and grade levels	Pilot program			2008-2010
Review, revise and evaluate benchmark assessments for elementary and middle school social studies	Curriculum writing committee			2008-2010
Field test full implementation of benchmark assessments for elementary and middle school social studies	Field Test			2008-2010

Social Studies Assessments

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators: 1.1.a Maryland School Assessment

1.1.b Maryland High School Assessment

Strategy: Provide reading intervention during the school day to improve reading comprehension.

Rationale: There is a significant number of students in grade 3 and above who are reading below level (Mullins, Campbell, & Farstrup, 1993) Students reading below level in grade 3 and above share some common characteristics (Palincsar & Brown, 1984; Pikulski, 1991) Many know isolated decoding skills but do not apply them in reading. Many often call words correctly but do not comprehend what they read. A major need for students reading below level in grade three and above is to help them accelerate their reading as quickly as possible (Allington & Walmsley, 1995). Students in grade 3 and above need instruction that helps them apply decoding skills and develop effective strategies for constructing meaning. Successful early intervention programs utilize natural language literature that has been sequenced from simple to complex (Peterson, 1991). Upper-grade students need narrative and expository literature that is motivating and sequenced in difficulty to move them from easy reading to grade-level reading. This is a part of the scaffolded support required to increase below-level readers' reading abilities. The goal of intervention instruction must be to accelerate reading as quickly as possible in order to get students reading successfully on-level or higher (Allington & Walmsley, 1995).

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide Houghton Mifflin Soar to Success Intervention training for teachers who will instruct the program in grades 3-8	Workshop time sheet	Program Facilitator for Language Arts	Teacher report of student progress on Integrated Theme Test – Grade 1 – Themes 4, 6, 8, and Grades 2-5 – Themes 2, 3 5 Scholastic Reading Inventory fall and spring pre- and post-test	September and follow up annually
Invite and enroll targeted students	Student roster	Principal Instructional Support Teacher Classroom intervention teacher		Fall, annually
Implement Soar to Success lessons	Teacher observation	Classroom intervention teacher		October - May
Evaluate student performance	Individual student reports including student retellings and IRI data	Principal Classroom intervention teacher		Annually
Provide Lindamood Phoneme Sequencing Program (LiPS) training for all kindergarten teachers.	Workshop Timesheets	Program Facilitator		Dynamic Indicators of Basic Early Literacy Skills (DIBELS) & Emerging Literacy Surveys (ELS)
Purchase materials for LiPs program.	LiPs Materials	Program Facilitator		Annually for new participants
Ensure fidelity to the program.	Teacher Observation	Principal, Program Facilitator, Early Childhood Coordinator	DIBELS – ELS	Ongoing

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide entering 9 th graders in need of intervention a first semester strategic reading course or Read 180 program	County high school schedules Enrollment list	High school principal High school scheduling team	Teacher report of student progress; report card grades for regular English 9, student and teacher survey, HSA data	Annually
Provide monies to ensure a teacher has a place in his/her schedule to teach the course	Board of Education budget Teacher schedule	Leadership team Board of Education		Annually

Reading Intervention

Goal 1: All students will meet or exceed high academic standards.				
Objective 1.1 Students will meet or exceed state proficiency levels in tested areas.				
Objective 1.2 Students will graduate form high school prepared for college and/or the world of work.				
Objective 1.3 Students will enroll in rigorous academic programs.				
Strategy: Train and support school leadership teams in developing, implementing and monitoring School Improvement Plans. School teams include administrators, teachers, support service staff, parents and community members. Plans will document school improvement efforts that are aligned with system goals and objectives and will establish school-specific strategies and measurement targets.				
Rationale: The critical importance of school improvement teams in planning for intentional, data-driven school reform is well documented (Schmoker, 1996,2001; Marzano, 2003). Providing staff development to all teachers that focuses on improving teaching and learning is critical to student achievement (Brown, 1995; Marzano, 2003; Strong, Silver and Perini, 2001, Joyce and Showers, 1995). Reform efforts must align throughout the entire system for measurable results to occur (Bleecher and Mutchler, 1995; Senge, 1994, 1999, 2000; Lambert, 1998; Conzemius and O’Neill, 2001).				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Identify School Improvement Teams (SIT) in each building with various stakeholder groups represented. Establish meeting times, operating norms and member responsibilities to ensure collaborative team functioning.	Team membership Team meeting schedule Members’ manuals	School administrators	Each school will have a collaboratively operating team that actively directs and monitors the school’s academic program.	By September annually
Work with the Information Technology Department to develop and implement an information management system that will provide school level administrators and teachers the ability to design reports to measure goals and benchmarks established in school improvement plans.	Performance Matters Implementation	Executive Directors and Director of Information Services		2008-10
Train all principals, assistant principals, lead teachers and Instructional Support Teachers in the drilling down process to determine root causes	Agendas and program MSDE completion lists	Executive Directors		Ongoing
Provide summer teacher work days to allow teams to work over the summer in order to have plans completed by the opening of school	Completed School Improvement Plans submitted by September 15 annually	Executive Directors	Each school will have a collaboratively operating team that actively directs and monitors the school’s academic program.	Annually
Provide training for administrators and team members in SIT topics, such as data interpretation, student performance tracking, root cause analysis, intervention programs and action research.	Agenda of training sessions	Executive Directors		Annually
Review School Improvement Plans by examining process, product and results of actions.	Review session notes	Executive Directors School Administrators		September, January and May annually

School Team Training

Goal 1 All students will meet or exceed high academic standards.

Objective 1.2 Students will graduate from high school prepared for college and/or the world of work.

Indicators of Success : 1.2b % students who graduate with a regular diploma

Strategy: Offer a comprehensive sequential health program k-12 that includes national, state, and county standards and complies with C.O.M.A.R. regulations. The program will emphasize lifelong wellness and healthy lifestyle choices.

Rationale: Research (Gold 1994, Kolbe 1993) has shown that sequential health education programs have been more effective in changing health behaviors than occasional programs on single health topics.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Staff and schedule highly qualified teachers	Securing state certified health teachers	Instructional coordinator and principals	% of students passing courses and earning high school credit	Summers, annually
Review, Refine, and Produce health curricula to match the Voluntary State Curriculum.	Updated curricula developed and approved	Instructional coordinator and system teachers		Annually
Provide staff development in the areas of diet, personal fitness profiles and substance abuse.	Staff development days provided yearly	Instructional coordinator		Professional days
Administer a county-wide end of course exam to all students.	Test administered	Instructional coordinator and system teachers		Annually

Health Curriculum

Goal 1: All students will meet or exceed high academic standards.

Objective 1.2: Students will graduate from high school prepared for college and/or the world of work.

Indicators: 1.2.b Percent of students who graduate with a regular diploma
 1.2.d Percent of graduates who meet CTE and USM enrollment criteria
 Percent of students who graduate having earned college credit while in high school.

Strategy: Provide high school instruction within student-selected career clusters. Students will select one of 4 clusters (Arts and Communication; Health and Human Services; Science, Environment and Engineering; Business and Finance) and then pursue one more specific career pathway as they complete their high school courses.

Rationale: Cecil County’s Career Cluster model creates small learning communities focused on interrelated occupations. This structure increases relevance for students by providing an instructional context that allows students to apply their learning to authentic work functions of the field of their choice. Since student engagement is a precursor to learning, students must understand the connections between academic work and future goals and aspirations. (Schlechty, 2002) Small learning communities and Career clusters have been embraced both nationally and at the state level as vehicles to boost student learning. (New American High Schools, 2000) (Maryland Career Clusters, 2003) (Gregory, 2000). Two national research projects, The New American High Schools: Strategies for whole School Reform(2000) and Breaking Ranks: Changing an American Institution (1999), recommend creating small, highly personalized learning environments organized into clusters. Key High School Reform Strategies: An Overview of Research Findings (1999) reported that career academies are associated with positive student outcomes, such as lower drop out rates, higher postsecondary wages, and increased number of college credits earned during high school and increased career awareness.

The career cluster model provides a more focused educational plan for students and encourages more rigorous elective choices. Additionally, since today’s students are expected to change careers multiple times during their working life, students must learn to manage their own careers and engage in continual self-designed learning to adapt to a constantly changing employment environment. Career clusters are like roadmaps that allow students to make 6-year plans to facilitate their transition to future education and careers.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Survey student and teacher feedback about the career cluster courses and use those suggestions to revise the curriculum	Survey Results Curriculum Manual	Executive Director for High School Education	Student retention in high school (reduce drop out rates) Increased articulation agreements with Cecil Comm. College	Ongoing
Select teachers and provide appropriate staff development and/or training (Project Lead the Way Training, Advanced Placement Course Training, Program developer, Oracle)	Program Certified Teachers in each classroom	Instructional Coordinator for Career Technology Education and high school Principals		Summer - Annually
Work with Cecil College and Business leaders to expand career pathway completer programs and focus pathway electives	Education Planning Guide Career Technology Education Joint Commission report	Executive Director for High School Education		Ongoing
Work with Cecil College and other post-secondary education partners to expand articulations and dual credit opportunities	Education Planning Guide	Executive Director for High School Education		Ongoing
Continue to expand computers and mobile computer labs to high schools, provide software licenses to all maximum use of computer labs and increase technology support available to schools	School and county inventory	Director of Information Technology		Ongoing

Goal 1 All students will meet or exceed high academic standards.

Objective 1.2 Students will graduate from high school prepared for college and/or the world of work.

Indicators: 1.2.d Percentage of graduates who have Career/Technical Education “completer” status and meet University System of Maryland enrollment criteria
 1.2.e Percentage of students who meet CTE certification

Strategy: Provide high quality programs that challenge and advance academic and technical skill through partnerships with local community colleges, businesses and other stakeholders to increase student achievement in meeting both the Maryland University system requirements and the CTE completer criteria.

Rationale: Perkins 1S3 outcome requires sequential in-depth, connected programs, which lead to increase rigor. The academic demands in technical career fields have grown beyond what has traditionally been taught in ‘vocational’ programs.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Meet with CTE Program Advisory Committees to review and finalize curriculum for the CTE completer program with highest need for revision annually.	Curriculum documents, meeting agendas, recommendations	CTE Coordinator Executive Director Of Secondary Education Principal of Cecil County School of Technology BEPAC Coordinator	95% of the CTE Programs have an articulation or certification offered upon completion of the program.	Annually
From CTE Program Advisory Committees for new MSDE approved Fast track programs to review and finalize curriculum and competencies for the CTE completer program.	Curriculum documents, meeting agendas, recommendations	CTE Coordinator Executive Director Of Secondary Education Principal of Cecil County School of Technology BEPAC Coordinator		Annually
Develop and implement recruitment plans and placement materials to identify and encourage students to participate in and complete CTE programs.	Recruitment materials, student planning guide	CTE Coordinator CCST school improvement team		Annually
Meet with Program Advisory Committees to add or update articulated curriculum documents for one program to increase articulation opportunities to raise student achievement and add pathways to college and employment.	Articulation agreements	Cecil College Tech Prep Coordinator CTE Coordinator		Annually
Review, upgrade or replace 2 CTE Labs per year, as required to meet certification standards for technology.	Review and upgrade computers/equipment capacities, budget recommendations	CTE Coordinator Director for Technology Services		Annually

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Update list of participating mentors, job shadowing and internship placement sites.	Mentor list	BEPAC Coordinator CTE Coordinator	Intern and mentor arrangements are evaluated. *Employer/intern feedback.	Annual updates
Provide business mentors, job shadowing, and internship opportunities for career and technology education students through collaboration with business and community organizations.	Placement lists, mentor lists	CTE Coordinator Business Partnerships		Ongoing
Provide state-of-the-art equipment, technology, and instructional resources to CTE programs in comprehensive and technical high schools.	Equipment inventory list	CTE Coordinator		Ongoing
Collaborate with the Career and Technology Education Joint Taskforce to restructure the School of Technology to meet regional workforce needs and student's interest.	Restructured CTE program at School of Technology and all High Schools	CTE Coordinator Executive Director Of Secondary Education Business Partnerships		Ongoing
Collaborate with BEPAC and CPEC advisory councils on county needs regarding CTE programs.	Restructured CTE programs countywide	CTE Coordinator Executive Director Of Secondary Education Business Partnerships BEPAC Coordinator		Ongoing

Career Technology Partnerships

Goal 1 All students will meet or exceed high academic standards.

Objective 1.2 Students will graduate from high school prepared for college and/or the world of work.

Indicators: 1.2.d Percentage of graduates who have Career/Technical Education “completer” status and meet University System of Maryland enrollment criteria
 1.2.e Percentage of students who meet CTE certification
 1.2.1 Participation and program completion of CTE programs by under-represented and non-traditional students.

Strategy: Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs in order to assure access and success in CTE programs with special populations, including but not limited to Special Education and under-represented or non-traditional students.

Rational: Perkins 1S2 requirement. Technical GPA of CTE concentrators will achieve a 2.0 or above. Technology writing levels require a higher level of academic functioning than was previously the case in vocational education programs.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Develop and implement recruitment and placement materials and plans to identify and encourage students to participate in and complete CTE programs.	Program description flyers; Student Plan Guide, DVD’s for each CTE program at CCST	CTE Coordinator CTE Resource Teacher CCST Guidance Counselor	80% of students at concentration (3rd course in cycle) level finish the completer programs.	Ongoing
Assist teachers in identifying and employing strategies that impact positively on enhancing achievement of minority, under-represented, and special needs populations that address the diversity of the Cecil County community.	Staff development agendas; training materials	CTE Coordinator Special Education coordinator		Ongoing
Monitor need for services, make recommendations and provide services for students with disabilities and large educational gaps, enrolled in career and technology classes, and provide staff as indicated.	Individual Education Plan; Freshman Seminar assessment results	High School Principals		Ongoing
Review and modify identified career and technology education curricula to address the needs of all students and sub-groups, integrate appropriate technology, and include diversity and cultural awareness	Revisions to curriculum documents	CTE Coordinator	80% of students at concentration (3rd course in cycle) level finish the completer programs.	Summer review committees
Determine CTE programs to be included on MSDE-CCST’s Lowest Relative Performing CTE Program List	MSDE/ CCST Perkins list	CTE Coordinator		Annually
Lowest Relative Performing Groups meet with Program Advisory Committees to review and implement business and industry standards.	Meeting agendas; action plan to remedy	CTE Coordinator		Annually
Address needs of all subgroups with <u>Differentiated Instruction</u> workshop.	Staff development agendas	CTE Coordinator		Annually

Career Technology Support

Goal 1 All students will meet or exceed high academic standards.

Objective 1.2 Students will graduate from high school prepared for college and/or the world of work.

Indicators: 1.2.k All high school students identified as career and technology education concentrators will meet or exceed state standards for both cumulative and technical Grade Point Averages (GPA).

Strategy: Identify and implement research-based instructional practices resulting in more purposeful and engaging work for students. Use standardized testing results to encourage all students to enroll in challenging course work and monitor the access to rigorous curriculum for all students.

Rationale: Data supports that greater learning and retention of information occurs when presented in an applied scenario or problem

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide staff development for CTE program teachers to integrate reading, writing, science, social studies, math, and technical strategies to accelerate achievement for all students including honor students in the CTE curriculum.	Staff development agendas	CTE Coordinator	GPA of CTE completers will increase over the 03-08 timeframe.	Summer and professional days
Purchase Equipment/Materials for CTE Programs Advisory Committee recommendations from FY 2005.	Advisory recommendations Purchase orders	CTE Coordinator		Summers annually
Infuse business and industry standards in curriculum content, competency profile development, certifications and instructional activities for all CTE programs.	Revised curriculum	CTE Coordinator		Ongoing
Provide state-of-the-art equipment, technology, and instructional resources to CTE programs.	Certification/ advisory equipment list	CTE Coordinator	Certification compliance	Ongoing
Provide more students with opportunities to learn through work-based learning experiences by expanding the number of opportunities available.	Work-based learning placements	CTE Coordinator BPAC Coordinator	Employer satisfaction survey	Ongoing
Disaggregate achievement data to assist schools to identify and meet the needs of students selecting CTE programs by tagging the programs.	High school data reports	Technology Coordinator	GPA of CTE completers will increase over the 07-10 timeframe.	Annually
Review current courses and curriculum		CTE Coordinator		October, annually
Review available textbooks for Curriculum Committee and BOE approval.		CTE Coordinator		Spring, annually
Review course changes for inclusion in Student Course Selection Booklet.		CTE Coordinator		By December annually

CTE Problem Based Learning

Goal 1 All students will meet or exceed high academic standards.

Objective 1.2 Students will graduate from high school prepared for college and/or the world of work.

Indicators of Success : 1.2b % students who graduate with a regular diploma

Strategy: Offer a sequential and developmentally appropriate physical education program K-12 that includes national, state, and county standards and complies with C.O.M.A.R. regulations. The program's goal is to set the foundation for lifelong wellness by attending to exercise, diet and related health decisions.

Rationale: Research (Sallis, McKenzie, Alcaez 1993, and Epstein, Coleman, Myers 1996) has shown there is a need for increased physical activity in adolescents to reduce sedentary lifestyles that have an adverse effect on their physical health. Physically active children learn better in school, the body of 'brain research' informs us.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Staff and schedule highly qualified teachers	Securing state certified health/physical education teachers	Instructional coordinator and principals	% of students passing courses and earning high school credit	Summer, annually
Review, refine, and produce physical education curricula to match the State Voluntary Curriculum.	Updated curricula developed and approved	Instructional coordinator and system teachers		Summers, annually
Provide staff development in the areas of personal fitness goals, technology and lifetime activity choices.	Staff development days provided yearly	Instructional coordinator		At professional days
Incorporate use of technology into curriculum to monitor physical performance and personal fitness.	Pedometers, pulse bars, and heart rate monitors provided to teachers	Instructional coordinator and principals		Ongoing
Administration of Fitness Gram testing twice each year.	Fitness Gram tests given in fall and spring	Instructional coordinator and system teachers		Improvement in test scores at district level.

Physical Education

Goal 1: All students will meet or exceed high academic standards.

Objective 1.2: Students will graduate from high school prepared for college and/or the world of work.

Indicators: 1.2.g: Mean score of SATs by school and subgroups

1.2.h: % of students taking SAT by Senior year

1.2.i: % AP students scoring 3 or higher

1.2.j: % passing Algebra by end of grade 9

Strategy: Students will be identified in middle and high school as having the potential for success in advanced level courses and will be provided with gifted education services, as needed.

Rationale: NAGC Gifted Program Standards for Curriculum and Instruction: (5) Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches and resource materials.

NAGC Gifted Program Standards for Program Administration and Management: (2) Gifted education programming must be integrated into the general education program.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Identify students who qualify for Johns Hopkins Talent Search (CTY), and encourage them to pursue testing.	Numbers of students identified and taking SAT in grades 7, 8	Challenge teachers	Increased number of students taking SAT test in middle school	Ongoing
Require all teachers of AP courses to be trained annually.	Teacher attendance at training	Instructional Coordinators	Number of students receiving 3 or better on AP exams	Ongoing
Create positions of Teacher/Advocate for the Gifted in the high schools through extra pay or modified teacher schedules.	Teacher/Advocates for gifted in the high schools	Program Facilitator for G/T; High School Principals	Teacher/ Advocate position created.	As Budget Allows

Middle/High GT

Goal 1: All students will meet or exceed high academic standards.				
Objective 1.3: Students will enroll in rigorous academic programs.				
Indicators: 1.3.a: % enrolled in Advanced Placement courses 1.3.b: % enrolled in Honors Classes 1.3.c: % enrolled in courses earning college credit				
Strategy: Actively recruit students, including gifted and traditionally underrepresented minority students, to enroll in advanced courses such as Honors courses or Advanced Placement courses, and provide the necessary support in order to assist students in successfully completing coursework.				
Rationale : Providing more AP course offerings to students will enable more students to take advantage of the opportunities; students who take AP courses and do not score well on the exam are still more successful in college than those students who do not take an AP level course (College Entrance Examination Board, 1998) NAGC Gifted Program Standards for Curriculum and Instruction: (5) Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches and resource materials. SREB’s Improving Achievement is About Focus and Completing the Right Courses: “Encouraging and supporting poor and minority students to take a challenging academic high school curriculum provides them with a better education.” The Association for the Gifted (TAG from Council for Exceptional Children): “Because children are capable of developing beyond where we are able to predict, schools must sustain educational programs which promote development and magnify differences among persons.”				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide Vertical Teaming for teachers of English and Math in the elementary and middle schools and AP teachers in the high schools. Include support teachers such as Special Education, ESOL and Challenge teachers.	Teacher awareness of the continuum of skills needed for advanced coursework; planners and Meeting agendas	Instructional Coordinators for Language Arts and Math	Percents of students enrolled in, and completing Advanced Placement or Honors courses or courses earning college credit	Ongoing
AP courses will be offered at all five high schools.	Number of AP courses offered	Instructional Coordinators		Ongoing
Disseminate brochures (in multiple languages) for middle and high school students and their parents to encourage awareness of, and participation in, Honors and AP courses and courses earning college credit, particularly focusing on students who have traditionally not participated in such courses (e.g., poor and minority students).	Brochures provided to students and parents	Middle and High School Guidance Counselors; Middle School Challenge teachers	Percents of students enrolled in, and completing Advanced Placement or Honors courses or courses earning college credit	Ongoing
Institute an Ambassador Program in which high school Honors and AP teachers and students spend a half-day in the middle school encouraging students to consider taking Honors and AP courses in high school.	Increased % of students enrolled in Honors and AP courses	Instructional Coordinators; AP teachers		Spring, annually
Collaborate with Cecil College to make the opportunity to earn college credit while in high school accessible to students.	Number of students earning college credit while still in high school	Instructional Coordinators		Ongoing
Require summer reading for Regular, Honors and AP courses, and provide a support system for students to ensure that the students benefit from the experience.	Notice to students; school-based meetings; Newsletter; Website; Reading Assignments	All Teachers/ Instructional Coordinators		Annually

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Train teachers to use compacting to accelerate able students through regular coursework so they may enroll in advanced courses and/or courses earning college credit.	Students accelerating through courses	Challenge teachers, classroom teachers	Percents of students enrolled in, and completing Advanced Placement or Honors courses or courses earning college credit	Ongoing
Create a system to identify and provide support/intervention for students struggling in Honors and AP courses or courses earning college credit.	Students referred for and receiving support	Intervention Steering Committee		Ongoing

AP / Honors Recruiting & Enrollment

Goal 1: All students will meet or exceed high academic standards.				
Objective 1.2: Students will graduate from high school prepared for college and/or the world of work.				
Indicators of Success :				
1.2.c Percentage meeting University System of Maryland enrollment criteria				
1.3.b Percentage of students enrolled in Honors classes (Language level 4 or 5)				
1.3.e Percentage of students completing two credits of foreign language by the end of grade 10.				
Strategy: Provide a sequential Foreign Language program beginning with a foreign language readiness course at the Middle School level and offer instruction in Level I Foreign Language for high school credit in 8 th grade.				
Rationale: Projections based on the 2002 federal census indicate that by 2020, 25% of our population will be non-English speaking and by 2050 there will be no ethnic majority. It is imperative that children of the twenty-first century be equipped both linguistically and culturally to communicate successfully as members of the world community. Accordingly, the Maryland higher education system has set an entry requirement of two credits of high school foreign language; two advanced technology credits; or successful completion of a state approved career and technology program. The report by the College Entrance Examination Board of 1992 stated that students who averaged four or more years of foreign language study scored higher on the verbal section of the Scholastic Aptitude Test than those who had studied four or more years in any other subject area. Those students were also high achievers on the mathematics sections. Further, studies show that there is a direct correlation between the amount of time devoted to foreign language study and the proficiency the students attain (Curtain and Pesola, 1988). The economic, political, social, and intellectual benefits of foreign language proficiency are gained when students achieve advanced levels of language skill and cultural understanding. It is therefore desirable to provide a program which allows and motivates students to pursue their study of foreign language through increasingly advanced levels.				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Staff and schedule highly qualified teachers	Securing state certified foreign language teachers	Instr. Coordinator Building Principals HR	% of students passing World Language Connections I and II	Ongoing
Implement and support World Language Connections I and II in all 6 middle schools	Course scheduled in all schools	Instr. Coordinator Principals Teachers	% of students completing FL I and II by the end of grade 10.	Course developed in 07-08 and continued through 2010
Integrate the instruction of Level I of one foreign language for high school credit into the regular middle school day	Student enrollment Lesson plans Student grades Middle school master schedule	Instr. Coordinator Building principals Guidance counselors Teachers	% of students completing Foreign Language III, IV, and V	Ongoing
Write and revise curriculum to ensure instruction toward linguistic and cultural proficiency	Curriculum Guide Teacher plans	Instr. Coordinator Curriculum writing committee, curriculum council		Ongoing

Middle School Foreign Language

Goal 1: All students will meet or exceed high academic standards

Objective 1.4 All students will use technology to enhance their learning.

Indicator: 1.4.a. Percentage of student technology usage standards met at each high school

1.4.b. Percentage of students attaining competency by grade 8

Strategy: The Technology Services Office (TSO) will work collaboratively with the Instructional Coordinators, Program Facilitators, and teachers to embed the technology standards in all curricular areas where appropriate.

Rationale: There is a strong relationship between student use of technology and the following areas: the level of technology integration into curriculum; degree of teacher proficiency with technology; access to technology.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide, at the system and school based levels, targeted staff development activities that enhance teacher and administrator competencies focused upon curriculum integration and SIP initiatives.	Summary of technology related staff development offerings.	Office of Staff Development; DOES; TSO; TUST representatives	Attendance and Evaluations from participants; SIPs inclusion	Ongoing
Facilitate the inclusion of Maryland Technology Literacy by 8th Grade (TL8) standards into content area curriculum.	Approved curriculum incorporates Technology Outcomes	TSO; Div. of Educ. Services (DOES); Curriculum Committees; Curriculum Council; Facilitator for Media Services	The Curriculum Council will ensure the TL8 standards are addressed in the CCPS essential curriculum.	Ongoing
Participate in the <i>Measuring Student Technology Literacy</i> grant program administered by the MSDE to design & implement a defined set of student technology standards and procedures for measuring student attainment of those standards	Field test items, attendance rosters,	TSO	Models of assessments in our curriculum Production of assessments by state committee	Begins FY08 and ongoing through 2010
Design, implement, and evaluate assessments and activities to measure mastery of the technology standards. (1.4.b)	Assessments and Activities	TUST representatives, Technology Project participants, TSO, Instructional Coordinators (IC)	Successful implementation and evaluation of the assessments	Ongoing

Technology Outcomes

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators: 1.1.a Maryland State Assessment in reading and math

Strategy: Offer the Jump Start orientation program at every middle school for all entering sixth-grade students.

Rationale: There is ample research that demonstrates a decline in student academic performance in grade six when comparing the achievement data of the same student cohort in grade 5. Providing entering sixth-grade students with an intensive, week-long orientation program prior to the opening of school will ease the transition into middle school. Specific operating procedures, expectations for social behavior, and standards for academic success will be reviewed which increases the likelihood of student success in sixth grade.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Enroll sixth-grade students for the Jump Start program in all middle schools. Monitor and evaluate the student participation rate in all schools.	Program enrollment information and participation evaluation rates indicate the scope of student participation.	School administrators and teachers who have responsibility for program implementation.	Enrolled/participating students, their parents, participating teachers who implement the program, and sixth-grade teachers will respond positively to evaluation survey instruments. Evaluation of sixth-grade students' first quarter marking period grades will indicate that they are being as successful academically as they were in the fourth quarter of fifth grade.	Annually

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Plan the program structure in each school, and provide support and monitoring to determine effectiveness and impact.	Each middle school's Jump Start program syllabus	Designated school administrators and the Executive Director for Middle School Education	Enrolled/participating students, their parents, participating teachers who implement the program, and sixth-grade teachers will respond positively to evaluation survey instruments. Evaluation of sixth-grade students' first quarter marking period grades will indicate that they are being as successful academically as they were in the fourth quarter of fifth grade.	Spring and summer. Continue this process annually.
Implement the Jump Start program in each middle school. The Executive Director for Middle School Education will visit each site to observe student participation and conduct debriefing "progress checks" with the assigned staff.	Visitation meeting notes	Executive Director for Middle School Education		Annually
Conduct parent and student survey evaluations at the conclusion of each program offering, and a follow-up student and teacher evaluation prior to the end of the first marking period.	Evaluation results data	Assigned administrators, participating teachers.		Summer/follow up in the fall. Continue annually...

Jump Start

Goal 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas

Indicators: 1.1.a Maryland State Assessment in reading and math

Strategy: Provide before or after-school intervention to identified middle school students that will give additional support in reading and/or mathematics to improve academic achievement and performance on the MSA.

Rationale: Targeted, strategically-delivered intervention, based upon student-specific achievement data, is an essential component for improving academic achievement. Research indicates (Dufour & DuFour, 2004) that intervention services need to be provided in a consistent and ongoing basis; furthermore, specific students require even more intervention services. All middle schools in the Cecil County Public Schools provide academic intervention or enrichment to every student at a given point during the school day. In addition, “real time” intervention is provided in the classroom as a part of the instructional process in language arts and mathematics through specific strategies such as “flex groups.” The purpose of the middle school after-school intervention program is to provide identified “at-risk” students with additional academic support beyond the “during the day” academic intervention programs to help promote their success in daily reading/mathematics instruction and on the MSA.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Continue to examine and refine the structure in which extra academic support is provided from middle school summer school to the after school intervention program.	County-level academic intervention meeting notes, Board of Education approved budget.	County-level academic intervention committee, Executive Director for Middle School Education, after-school intervention planning committee	100% of identified, interested middle school students are enrolled and participate in school-based programs. Student attendance rates in this program will match or exceed the average middle school monthly attendance rate. Participating students will achieve at least a 10% gain on their MSA raw scores in comparison to their previous year’s scores.	Fall and spring, annually.
Conduct program planning meetings with a committee comprised of designated administrators from each middle school and middle school Instructional Support Teachers.	Planning meeting notes and follow-up communications.	Executive Director for Middle School Education		Fall, annually
Devise a program evaluation process to determine the degree of effectiveness/impact on achievement and surveys to assess stakeholder satisfaction.	Evaluation instruments that are designed and administered	Instructional Coordinator for Testing and Accountability in collaboration with the program planning committee		Summer and fall, annually.
Identify targeted students for participation, determine program emphasis based upon student diagnostic and achievement data, and set parameters for the frequency of program offerings as well as attendance. Review all these school-based decisions with the county-level program planning team.	School-based academic intervention meeting agendas, county-level planning meeting notes	School-based academic intervention teams and designated school-based administrators in charge of the programs.		Fall, annually.
Implement the school-based before or after-school intervention programs between the end of the first marking period and the end of MSA testing.	Enrollment rosters, payroll sheets, program syllabi, program stakeholder evaluations	Assigned school-based administrators, participating teachers, Executive Director for Middle School Education		Fall and spring, annually.

Middle School Intervention