

## **Worcester County Public Schools**

### **Bridge to Excellence Master Plan: Key Cross Program Themes**

The comprehensive five year plan for Worcester County Public Schools was developed so that it included goals and strategies to promote academic excellence among all students and to eliminate performance gaps among all subgroups. The plan was designed so that it reflects a clear analysis of the school system's needs related to teaching and learning, a compelling vision of what WCPS must do in order for all students to attain high academic content and achievement standards, and a set of strategies for realizing that vision. As stated in the guidance, the essential information that a school system must address in its master plan should reflect the key program and fiscal requirements of both the Bridge To Excellence in Public Schools Act and the No Child Left Behind Act.

As the WCPS Master Plan was designed, the following Key Cross-Program Themes were integrated into the goals, strategies, objectives, and actions of the five year plan including the plan for FY04.

- ❖ **“Education That is Multicultural”**
- ❖ **Fine Arts Initiative**
- ❖ **Gifted and Talented Programs**
- ❖ **School Support**
- ❖ **Teacher Capacity and Quality**
- ❖ **Educational Technology**
- ❖ **English Language Acquisition, Language Enhancement, and Academic Achievement**
- ❖ **Learning Environments that are Safe, Drug Free, and Conducive to Learning**

Each of the above Key Cross-Program Themes has been integrated throughout the WCPS Master Plan. In some cases they have been identified as major goals, i.e. Goal Five - All students and staff will demonstrate frequent use and integration of technology for teaching and learning. In all cases these Key Cross-Program Themes have been included throughout the WCPS Master Plan as objectives and/or actions under strategies related to goals i.e. objective 1. A.12 Review, recommend, and purchase textbooks and supplemental materials that support the MD Content Standards/Core Learning Goals and provide a multicultural perspective. (Education That Is Multicultural). As directed by the Worcester County Plan Oversight Committee, (please refer to the Management Plan in section I), Program Committees reviewed each of their respective goals for inclusion of Key Cross Program Themes. In addition **all performance indicators for each goal** are evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted and talented, and Career and Technology students (CTE). **Key strategies for each of the goals** were chosen to integrate best practices based on scientific research, focus on curriculum, instruction, staff development, and on accelerating learning and eliminating achievement gaps for each subgroup. **Objectives/Actions were chosen to support the achievement of all students** and to incorporate all of the necessary components of each of the Key Cross-Program Themes. Performance indicators were set to measure success in achievement for all students in all subgroups.

In making the decision to integrate the Key Cross Program Themes throughout the Master Plan Worcester County Schools are driven by the strong conviction that each student in each classroom must achieve academically. We believe that in each of our programs, we must abandon the notion that one size fits all. Equity demands supplying that which is needed in order to attain the same high goals which enable all students to grow and learn. We recognize that we will be successful in raising the academic achievement of all students and eliminating achievement gaps only through identifying the varied learning needs of each child and employing appropriate practices to meet those needs each day, in each school, in each classroom.

# WORCESTER COUNTY PUBLIC SCHOOLS MASTER PLAN

## Goals, Performance Indicators, Key Strategies, Objectives

### GOAL 1: The academic achievement of all students will increase. (incorporates ESEA Performance Goals 1 & 2)

Needs Statement: Each child comes to Worcester County Public Schools with unique individual needs. Academic programs to meet the individual needs of each student must be provided in order that all students will meet with academic success in school, attaining rigorous academic standards.

#### **Performance Indicators:**

**Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).**

- 1.1 Meet the Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in reading (all students proficient by 2013-14).  
(ESEA Performance Indicator 1.1, 2.2)
- 1.2 Meet the Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in math (all students proficient by 2013-14).  
(ESEA Performance Indicator 1.1, 2.2)
- 1.3 Meet the Alternative Maryland School Assessment adequate yearly progress (AYP) standard in reading (all students proficient by 2013-14).  
(ESEA Performance Indicator 1.1, 2.2)
- 1.4 Meet the Alternative Maryland School Assessment adequate yearly progress (AYP) standard in math (all students proficient by 2013-14).  
(ESEA Performance Indicator 1.2, 2.3)
- 1.5 Meet the Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in science (all students proficient by 2013-14).
- 1.6 Increase annually the percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the year. (ESEA Performance Indicator 2.1)
- 1.7 Increase annually the total number of students achieving a passing score on the State high school assessments in English, Algebra, Biology, Government, and Geometry.
- 1.8 Increase annually the percentage of students passing the County developed assessment in Social Studies.
- 1.9 Increase annually the percentage of students achieving a passing grade on county exams/assessments in all content areas.
- 1.10 Increase annually the percentage of students in grades K-8 achieving grade level proficiency in reading on the Gates MacGinitie Reading Test.
- 1.11 Increase annually the percentage of students fully ready to enter first grade as measured on the MMSR.
- 1.12 Increase annually the average score of all students on the PSAT and the SAT.
- 1.13 Increase the percentage of Title I schools that make adequate yearly progress. (ESEA Performance Indicator 1.3.)

#### **Key Strategies**

Key strategies were chosen to integrate best practices based on scientific research, focus on curriculum, instruction, staff development, and on accelerating learning and eliminating achievement gaps for each subgroup.

#### **1. A: Align curriculum, instruction and assessment with current Maryland Content Standards, Core Learning Goals, and Maryland Voluntary State Curriculum.**

##### **OBJECTIVES**

1. A.1 Develop local benchmark assessments (reading, math, science, social studies, fine arts, and writing) to provide staff with diagnostic information for appropriate instruction.
1. A.2 Develop, implement and monitor county curriculum maps that mirror the state voluntary curriculum and include all content standards.
1. A.3 Implement new reading instructional program that follows NCLB standards.
1. A.4 Develop and implement methods for tracking and using all data available to make instructional decisions.
1. A.5 Increase opportunities for students at middle and high school to take foreign language, drama, music/band, and art classes.
1. A.6 Identify and implement a core of research-based instructional practices resulting in meaningful and engaging work for students.
1. A.7 Utilize instructional best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
1. A.8 Evaluate the existing school schedule, time allotment, and make appropriate changes as necessary.
1. A.9 Update resources and services in the Library Media Centers to align with curriculum and content standards.
1. A.10 Provide an array of courses aligned with the Content standards for students to meet the fine arts credit requirement.
1. A.11 Enable Curriculum Planners and Curriculum Resource Teachers to provide model lessons and assist teachers with using best research based practices in class to increase achievement.
1. A.12 Review, recommend, and purchase textbooks and supplemental materials that support the MD Content Standards/Core Learning Goals and provide a multicultural perspective. (Education That Is Multicultural).

#### **1. B: Implement programs to strengthen the academic experiences of prekindergarten, kindergarten, and primary grade students to promote early school success.**

##### **OBJECTIVES**

1. B.1 Phase in all day kindergarten in all schools.
1. B.2 Increase opportunities for pre-kindergarten for at risk students.
1. B.3 Expand services offered by the Judy Center.
1. B.4 Expand HIPPY Program services.
1. B.5 Expand collaboration efforts with Head Start Program.

**1. C: Identify and implement support, intervention, and acceleration programs for students to meet state and local standards and success in higher level courses.**

**OBJECTIVES**

- 1. C.1 Continue and increase extended learning opportunities for instruction (after school, during school day, and summer school, elementary projects and academies, middle school academies, academies for grades 4-5).
- 1. C.2 Develop, implement, and monitor support/intervention programs at all levels for students.
- 1. C.3 Provide intensive intervention programs at all grade levels in reading and math which target those students who have been identified from data as needing additional support and assistance. (Recommendation of Task Force)
- 1. C.4 Maintain small class size.
- 1. C.5 Implement individual student profiles and individual learning plans for at risk students.
- 1. C.6 Continue existing Gifted and Talented programs and expand programs in the elementary and middle schools.
- 1. C.7 Expand AP course offerings in all high schools.
- 1. C.8 Develop a plan so that more students participate in higher level courses.
- 1. C.9 Increase the variety of academic electives available to students.
- 1.C.10 Increase the opportunities for students to have concurrent enrollment with post secondary institutions.

**1. D: Implement effective differentiated instructional programs and practices to ensure success of traditionally under-achieving students ESL, Economically Disadvantaged, Special Education, and minority students.**

**OBJECTIVES**

- 1. D.1 Expand Special Education Inclusion Model to provide services to students with disabilities.
- 1. D.2 Coordinate instructional practices and strategies with special education.
- 1. D.3 Align and incorporate MD Content Standard/Core Learning Goals into IEP development.
- 1. D.4 Diagnose/evaluate ESL to ensure proper placement and programs.
- 1. D. 5 Provide ESL services and develop process for working with regular classroom teacher to increase English Proficiency.
- 1. D.6 Provide reading and math support to ESL students on a daily basis.
- 1. D.7 Develop and implement instructional strategies that include multiculturalism and differentiation.
- 1. D.8 Review/evaluate/change Pre-K to 12 curricula to ensure that students demonstrate an understanding of and an appreciation for all cultural groups. (Education That Is Multicultural).

**1. E: Implement a specific ongoing plan to provide meaningful staff development in best practices and what works in order to increase achievement.**

**OBJECTIVES**

- 1.E.1 Provide high quality professional development in/but not limited to:
  - Differentiated Instruction
  - Technology
  - Working with Special Needs Children
  - Working with ESL students
  - Cross Cultural Communication Strategies
  - Reading
  - Math
  - Science
  - Data Driven Decision Making
  - Understanding Poverty

- Invitational Learning
- Learning Styles/ Multiple Intelligences
- Early Childhood Learning
- Working with parents
- Child/Adolescent Development
- Cultural Sensitivity and Diversity
- Behavior Management
- Service Learning
- History Alive!

**1. F: Implement the recommendations of the task force report entitled, “Accelerating the Achievement of African American Students.**

**OBJECTIVES**

- 1. F.1 Identify and analyze all data in disaggregated form to monitor progress and make instructional decisions to eliminate the achievement gap.
- 1. F.2 Provide intensive early childhood instructional programs which develop and monitor individual learning plans for students.
- 1. F.3 Provide expanded opportunities for minority students, particularly African American students, to participate in accelerated and enrichment opportunities within and beyond the school day at all grade levels.
- 1. F.4 Provide computer instructional support in reading and math for student identified by data as needing such support.
- 1. F.5 Provide training for all teachers in differentiated instruction, adapting instructional to student needs and learning styles.
- 1. F.6 Apply the Worcester Model (a research-based framework for planning, observing and evaluating instruction) in all instructional programs and grade levels.
- 1. F.7 Write in each school a school improvement plan following the Accreditation for Growth (AFG) Guidelines with an annual review of effectiveness.
- 1. F.8 Provide quarterly and annual reports from each school on the progress of implementation and effectiveness of the recommendations of the task force.
- 1. F.9 Provide yearly progress updates on academic achievement to the Board of Education and community through forums, churches, civic groups, parent groups, business groups, and the media.

**1. G: Institute a system for technical support to low performing schools, schools requesting additional assistance, and all Title I schools.**

**OBJECTIVES**

- 1.G. 1 Develop and implement a process to review annual progress according to each school’s improvement plan.
- 1. G.2 Develop and implement a procedure for providing technical support to schools
- 1.G. 3 Form and train a technical support team in best practices and assisting schools in increasing achievement.

# WORCESTER COUNTY PUBLIC SCHOOLS MASTER PLAN

## Goals, Performance Indicators, Key Strategies, Objectives

### GOAL 2: All students will be taught by highly qualified personnel. (incorporates ESEA Performance Goal 3)

Needs Statement: Teachers provide the most important and fundamental academic, social, and emotional support for individual students in Worcester County Public Schools. Highly qualified staffs are a must for the success of our educational programs. Staff must be supported by administration and other staff in order that they may provide the highest quality education possible for all students.

#### **Performance Indicators:**

**Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).**

- 2.1 Increase annually the percentage of “Highly qualified teachers in the county (and in each school – with an emphasis first on high poverty schools) 100% by 2005-2006. (ESEA Performance Indicator 3.1)
- 2.2 Increase annually the percentage of classes being taught by “Highly Qualified Teachers” in the aggregate and in “high-poverty” 100% by 2005-2006. (ESEA Performance Indicator 3.1)
- 2.3 Increase annually the percentage of paraprofessionals who are “highly qualified” – 100% by 2005-2006. (ESEA Performance Indicator 3.3)
- 2.4 Increase annually the percentage of teachers receiving “high quality” professional development. (ESEA Performance Indicator 3.2)
- 2.5 Increase annually the percentage of paraprofessionals receiving “high quality” staff development.

#### **Key Strategies**

Key strategies were chosen to integrate best practices based on scientific research, focus on curriculum, instruction, staff development, and on accelerating learning and eliminating achievement gaps for each subgroup.

#### **2. A: Recruit hire, and support a diverse, highly qualified (as defined in NCLB) instructional and administrative staff.**

##### **OBJECTIVES**

- 2. A.1 Expand recruitment efforts to hire highly qualified staff members.
- 2. A.2 Expand recruitment efforts to attract highly qualified minority teachers and teachers in other critical shortage areas.
- 2. A.3 Develop a plan of support for new teachers and teachers with conditional certificates or non-certified teachers.
- 2. A.4 Expand mentoring support of new teachers, teachers on conditional certificates, or teachers not meeting highly qualified definition.
- 2. A.5 Partner with local Universities and Colleges in developing a support plan for administrators, teachers, and paraprofessionals in becoming highly qualified.
- 2. A.6 Expand recruitment efforts to hire highly qualified paraprofessionals.
- 2. A.7 Increase the number of schools that become Professional Development Schools in conjunction with the local universities.

#### **2. B: Implement a specific, ongoing plan to provide meaningful staff development that meets the standard for high quality as defined in NCLB and assists educators and paraprofessionals in becoming highly qualified.**

##### **OBJECTIVES**

- 2. B. 1 Conduct survey of administrators, educators, and paraprofessionals to determine professional development needs.
- 2. B.2 Implement high quality professional development (using NCLB definition) for all administrators on needs which may include, but not limited to:
  - Leadership Skills
  - Effective Communication with parents and community
  - Core Content Areas – reading, math, science, social studies
  - Assisting teachers in working with students
- 2. B.3 Develop and implement a systematic plan for providing courses and programs focused on teacher certification and credentials:
  - Reading and Math at the elementary level
  - Required content area specifics required for middle and high school
- 2. B.4 Develop and implement a systematic plan for providing courses and programs focused on paraprofessional credentials.
  - Working with students in reading
  - Working with students in math
  - Working with students in writing
  - Working with Early Childhood in reading and math
  - Working with ESL, special needs children, and students of diverse cultures
  - Test Preparation for State Assessment in competency

- 2. B.5 Coordinators will develop year long inservice plans for teachers that meet the definition of high quality (in NCLB) in best practices and what works in core content areas.
- 2. B.6 Principals will develop year long inservice plans for school staff that meet the definition of high quality (in NCLB) in best practices and what works in core content areas and specific school needs.

**2. C: Implement the recommendations of the task force report entitled, “Accelerating the Achievement of African American Students.”**

**OBJECTIVES**

- 2. C.1 Provide training to all staff in cultural diversity and awareness.
- 2. C.2 Review policies and procedures related to retention of teachers and teacher turnover in schools with high percentages of students in poverty and at risk of failure.
- 2. C. 3 Develop a plan to attract, recruit, employ, and support minority employees and encourage opportunities for advancement.

# WORCESTER COUNTY PUBLIC SCHOOLS MASTER PLAN

## Goals, Performance Indicators, Key Strategies, Objectives

### GOAL 3: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

(incorporates ESEA Performance Goal 4)

Needs Statement: Students need educational environments which nurture their academic, physical, social, and emotional needs. Students must feel safe in schools and a part of the school community.

#### **Performance Indicators:**

**Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).**

- 3.1 Maintain at 0 the number of persistently dangerous schools as defined by the state. (ESEA Performance Indicator 4.1)
- 3.2 Decrease annually the number of instructional programs in “inappropriate spaces” as defined by the school system.
- 3.3 All schools will be rated adequate or better on the Educational Facilities Master Plan.
- 3.4 Reduce annually the number and percent of middle and high school students reporting the use of tobacco, alcohol, and other drugs as measured by the Maryland Adolescent Survey.
- 3.5 Reduce annually the suspension/expulsion rates of all students.
- 3.6 Reduce annually the number of office referrals.
- 3.7 Achieve a ratio of 250:1 students to guidance counselors.
- 3.8 Achieve a ratio of 750:1 students to school nurses.
- 3.9 Increase annually the percentage of students developing a personal fitness plan.
- 3.10 Increase annually the percentage of students participating in an athletic program that are on the honor roll.

#### **Key Strategies**

Key strategies were chosen to integrate best practices based on scientific research, focus on curriculum, instruction, staff development, and on accelerating learning and eliminating achievement gaps for each subgroup.

#### **3. A: Identify and prioritize school facility and capital improvement needs to adequately address system wide requirements.**

##### **OBJECTIVES**

3. A.1 Develop and implement a plan that increases appropriate spaces for instructional settings.
3. A.2 Develop and implement a plan for space that allows for implementation of all day kindergarten and pre-K services.
3. A.3 Provide attractive, clean, caring, and secure learning environments.

#### **3. B: Design, implement and evaluate a continuum of effective behavioral problem prevention, intervention and remediation programs.**

##### **OBJECTIVES**

3. B.1 Hire pupil personnel officers for designated school areas.
3. B.2 Expand and implement a program of peer mediation.
3. B.3 Expand and implement a program of character education.
3. B.4 Enhance the use and effectiveness of Pupil Services Teams
3. B.5 Implement the PBIS (Positive Behavior Intervention System) in identified schools.
3. B.6 Implement ICM (Instructional Consultative Model) in all schools to address the disproportionality of students identified as students with disabilities.
3. B.7 Align alternative instructional programs with the county instructional programs, MD State Content Standards/Core Learning Goals.

#### **3. C: Design and implement a comprehensive health education and services program that meets the principles of effectiveness at all levels.**

##### **OBJECTIVES**

3. C.1 Hire health educators for designated schools.
3. C.2 Implement Second Step Violence Prevention Program at the middle and high school level.
3. C.3 Implement Botvin’s Life Skills Program at the middle and high school level.
3. C.4 Revise and implement a Family Life Curriculum for middle and high school level to match Principles of effectiveness.
3. C.5 Revise and implement health program for elementary levels that includes drug education, nutrition to match Principles of effectiveness.
3. C.6 Implement a program of health education in summer school and after school programs.

- 3. C.7 Continue and enhance interagency cooperation.
- 3. C.8 Enhance the use and effectiveness of Maryland Student Assistance Program.

**3. D: Implement effective student support services.**

**OBJECTIVES**

- 3. D.1 Minimize time students spend on buses.
- 3. D.2 Review and implement recommended transportation safety improvements.
- 3. D.3 Maintain high level of parent satisfaction with transportation services.
- 3. D.4 Continue cost effective bus routing.
- 3. D.5 Increase annually the percentage of students participating in the child nutrition program.
- 3. D. 6 Increase student awareness of good health through nutrition and physical activity.
- 3. D.7 Increase the number of guidance counselors to meet the ration of 250:1.
- 3. D.8 Enhance school security measures by implementing employee procedures and student guidelines for crises intervention.

**3. E: Implement an athletic and physical education program that promotes personal fitness, academic achievement, leadership, and teamwork skill development.**

**OBJECTIVES**

- 3. E.1 Revise and implement physical education curriculum to emphasize fitness education.
- 3. E.2 Provide appropriate equipment for implementation of new physical education curriculum.
- 3. E. 3 Expand high school physical education elective offerings.
- 3. E. 4 Improve high school athletic programs (achievement, participation, and safety issues).

**3. F: Implement the recommendations of the task force report entitled, “Accelerating the Achievement of African American Students.**

**OBJECTIVES**

- 3. F.1 Annually survey students, parents, and staff to determine levels of satisfaction and need (on a disaggregated basis) with regards to programs and practices related to eliminating the achievement gap.
- 3. F. 2 Administer school diversity survey (SDI) to all middle and high school students and staff and research or develop an appropriate survey to be used at the elementary school level. (Education That Is Multicultural)
- 3. F.3 Give a yearly report on School Climate based on School Diversity Inventory to the Board of Education.

# WORCESTER COUNTY PUBLIC SCHOOLS MASTER PLAN

## Goals, Performance Indicators, Key Strategies, Objectives

**GOAL 4: All students will graduate from high school and be prepared for post-secondary education and/or the world of work.  
(incorporates ESEA Performance Goals 5)**

Needs Statement: In order to meet with success in post-secondary education and the world of work, students in Worcester County Public Schools must meet with success academically and also receive educational and technical training to prepare them for what they will be doing after graduation.

**Performance Indicators:**

**Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).**

- 4.1 Increase annually the percentage of students who graduate with a regular diploma. (ESEA Performance Indicator 5.1)
- 4.2 Increase annually the percentage of students meeting University of Maryland requirements.
- 4.3 Increase annually the percentage of students completing an approved Career Technology Program.
- 4.4 Increase annually the percentage of students completing both University of Maryland requirements and Career and Technology program.
- 4.5 Decrease annually the percentage of students who dropout of school. (ESEA Performance Indicator 5.2)
- 4.6 Decrease annually the need for postsecondary remediation for students graduating from Worcester County Public Schools.

**Key Strategies**

Key strategies were chosen to integrate best practices based on scientific research, focus on curriculum, instruction, staff development, and on accelerating learning and eliminating achievement gaps for each subgroup.

**4. A: Provide support, services, and program options to encourage students to successfully complete high school graduation requirements.**

**OBJECTIVES**

- 4. A.1 Expand the drop-out recovery program.
- 4. A.2 Increase student attendance rates by utilizing support programs and school attendance incentive plans.
- 4. A.3 Implement Smaller Learning Communities strategies in 9<sup>th</sup> grade programs to promote student attendance, participation, and achievement in rigorous instructional programs including all CTE offerings.
- 4. A.4 Expand the Dropout Prevention Program.
- 4. A.5 Expand the school year and summer school work study program.
- 4. A.6 Expand an internship program.
- 4. A.7 Increase summer work experience opportunities for economically disadvantaged and disabled students.

**4. B: Expand partnerships with businesses, community colleges, four year colleges, universities, and adult education programs to increase student achievement and pathways to college and employment.**

**OBJECTIVES**

- 4. B.1 Increase opportunities for students to participate in college/university visitations.
- 4. B.2 Increase Tech Prep articulation agreements.

**4. C: Implement a comprehensive plan that informs students, promotes participation, and increases program course offerings in a state of the art career and technology center.**

**OBJECTIVES**

- 4. C.1 Develop and implement a comprehensive plan for increasing CTE offerings.
- 4. C.2 Inform all middle and high school students and parents of the CTE program offerings and opportunities.
- 4.C.3 Increase dual completers by attracting college bound students to CTE offerings.
- 4. C.4 Renovate current CTE facility.
- 4. C.5 Revise low performing CTE program offerings.
- 4.C.6 Implement the MSDE Career Development Model that informs students and parents of these course offerings necessary to achieve success in all career pathways.

# WORCESTER COUNTY PUBLIC SCHOOLS MASTER PLAN

## Goals, Performance Indicators, Key Strategies, Objectives

**GOAL 5: All students and staff will demonstrate frequent use and integration of technology for teaching and learning.**

Needs Statement: Technology has become an integral part of the lives and work of adults as well as a necessary part of the educational process for students. Students must be prepared to use technology not only to learn, but to perform tasks that will support their academic and vocational objectives.

### **Performance Indicators:**

**Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).**

- 5.1 Increase annually the percentage of students who use technology regularly for learning (100% by 2007) activities as measured by the Maryland Technology Inventory.
- 5.2 Increase annually the percentage of teachers who use technology regularly for instruction as measured by the Maryland Technology Inventory (100% by 2007).
- 5.3 Provide equitable and appropriate access to technology.
- 5.4 Increase annually third, fifth and eighth graders that are technologically literate using the Worcester County Technology Proficiency Checklist.

### **Key Strategies**

Key strategies were chosen to integrate best practices based on scientific research, focus on curriculum, instruction, staff development, and on accelerating learning and eliminating achievement gaps for each subgroup.

**5. A: Provide a reliable, efficient, and comprehensive technology-rich environment that responds to the needs of the learning community for life-long learning.**

#### **OBJECTIVES**

- 5. A.1 Deliver T1 line access to every school.
- 5. A.2 Increase computer access for students and teachers by providing more computers, wireless computer labs, digital cameras, scanners, video equipment, laptops, etc.
- 5. A.3 Provide a teacher work station (computer and printer) in every classroom for student information management system.
- 5. A.4 Provide at least four Internet accessible student stations per instructional area.
- 5. A.5 Install media center automation at all schools.
- 5. A.6 Provide all classroom instructional areas with data-ready televisions and equipment to view broadcast television.
- 5. A.7 Provide a variety of training opportunities in the integration of technology by hiring at least one technology support person per school.

**5. B: Ensure that administrators, teachers, and students can successfully use technology to access, manipulate, evaluate and communicate information both locally and on a world-wide basis.**

#### **OBJECTIVES**

- 5. B.1 Provide a variety of training opportunities for teachers enabling them to acquire the school system's Technology Proficiency Certificate.
- 5. B.2 Align the technology curriculum into the core content area curriculum for better integration of technology into instruction.
- 5. B.3 Integrate technology action plans into all school improvement plans/accreditation for growth.
- 5. B.4 Research and implement computer applications that can help students with disabilities to access general education curriculum.
- 5. B.5 Provide learner specific assistive technology to disabled students to increase learning opportunities.
- 5. B.6 Research and implement appropriate instructional software to assist in the support and achievement of students in reading, math, science, and social studies.
- 5. B.7 Implement web-based access to advanced placement services and coursework.

**5. C: Ensure that school system personnel can successfully use technology to access, communicate, manage, evaluate, and accurately report information about students, schools, and the system in order to enhance achievement and provide information for all stakeholders.**

#### **OBJECTIVES**

- 5. C.1 Provide an electronic county system for access to student information, recordkeeping, grade reporting -Student Information Management System (SIMS).
- 5. C.2 Provide a variety of training opportunities for all appropriate staff in the operation of the new SIMS.

- 5. C.3 Provide training in Internet access and appropriate instructional use of online resources.
- 5. C.4 Develop on-line professional development opportunities in the integration of technology.
- 5. C.5 Implement a summer staff development program on the use and integration of technology into instruction.
- 5. C.6 Provide training for all instructional staff to acquire skills in the use of assistive and/or specialized technology to meet the needs of all students.
- 5. C.7 Increase the participation in schools' use of the homework hotline.
- 5. C. 8 Refine and expand the use of Pupil Assessment Data System (PADS).

**5. D: Ensure continuous improvement and accountability in the implementation and use of technology will be based on effective research, assessment, and evaluation.**

**OBJECTIVES**

- 5. D.1 Administer an annual survey to all instructional staff to determine skill levels and needs.
- 5. D.2 Conduct action research based on impact of technology on academic achievement.
- 5. D.3 Conduct ongoing monitoring and feedback of staff use of technology.

# WORCESTER COUNTY PUBLIC SCHOOLS MASTER PLAN

## Goals, Performance Indicators, Key Strategies, Objectives

### GOAL 6: Increase parent and community participation in school activities and school improvement efforts.

Needs Statement: Students can only meet their highest academic goals with the help of parents who are involved and informed about the educational processes and options for their children and with the help of community members who are involved in the educational processes of the school and classroom.

#### **Performance Indicators:**

Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).

- 6.1 Increase annually the number and percentage of parent contacts made by schools.
- 6.2 Maintain/increase annually the SIAC/AFG membership of parents.
- 6.3 Increase annually the total percentage of County surveys returned by parents.
- 6.4 Increase annually the number of parent and community members who volunteer in the schools.
- 6.5 Increase annually the number of business partnerships with each school.
- 6.6 Increase the number of parents served through pre-school programs such as The Judy Center and the HIPPY Program.

#### **Key Strategies**

Key strategies were chosen to integrate best practices based on scientific research, focus on curriculum, instruction, staff development, and on accelerating learning and eliminating achievement gaps for each subgroup.

#### **6.A: Design and implement an effective and comprehensive plan to ensure the active involvement of all stakeholders (parents, community, businesses) in school activities, improvement of schools, meaningful decision making, and expanding student services.**

#### **OBJECTIVES**

- 6. A.1 Provide professional development to principals/schools for aligning parent/community involvement strategies with school improvement goals.
- 6. A.2 Provide professional development to teachers in:
  - guidelines and strategies for parent-teacher conferences
  - processes for developing and training school volunteers and business partnerships
  - the role of parents in the educational process
- 6. A.3 Expand recognition opportunities for students, parents, community, and business partners.
- 6. A.4 Continue to implement parent outreach through
  - Newsletters
  - Phone Calls
  - Parent Involvement Teams
  - PTAs
  - Academic Calendar
  - E-Mail
  - Participation through school improvement planning groups
- 6. A.5 Provide training opportunities, to enhance student learning for parents and other community stakeholders in critical areas such as:
  - conferencing with teachers
  - homework assistance
  - school/system policies and procedures
  - discipline
  - grading and reporting
  - SAT/PSAT
  - higher education
  - providing skills for helping with their child's education
  - parenting skills
  - technology
  - leadership for advocacy for educational issues
- 6. A.6 Advertise school events and activities in local media.
- 6. A.7 Expand the school volunteer program that targets parents, community members, and businesses.
- 6. A.8 Encourage and increase business partnerships that support and complement the educational program.
- 6. A.9 Increase/improve two way communication and involvement of parents, community,

business members.

6. A.10 Continue and enhance the Worcester County Public Schools website.

**6. B: Implement the recommendations of the task force report entitled, “Accelerating the Achievement of African American Students.”**

**OBJECTIVES**

6. B.1 Develop a system of regular communication with parents about the academic progress of their child.

6. B.2 Continue to provide off-site extended day programs.

6. B.3 Increase partnerships with churches, Head Start, community organizations, business organizations and governmental agencies to benefit all children.

6. B.4 Encourage the participation of the African American community in all school, volunteer and mentoring programs.