

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Diane Richmond (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Summit Park Elementary School (As it should appear in the official records)

School Mailing Address 6920 Diana Road (If address is P.O. Box, also include street address)

Baltimore Maryland 21209-1598 City State Zip Code+4 (9 digits total)

Tel. (410) 887 - 1210 Fax (410) 887 - 1256

Website/URL www.bcps.org Email drichmond@bcps.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Joe A. Hairston (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Baltimore County Public Schools Tel. (410) 887 - 4281

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mr. Donald L. Arnold (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date

## **PART II - DEMOGRAPHIC DATA**

### **DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:      108 Elementary schools  
    29 Middle schools  
    0 Junior high schools  
    27 High schools
- 164 TOTAL
2. District Per Pupil Expenditure:      \$7,521.00  
 Average State Per Pupil Expenditure: \$7,971.00

### **SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 1 Number of years the principal has been in her/his position at this school.  
5 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school: (2001-02)

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	32	16	<b>38</b>	<b>7</b>			
<b>1</b>	25	28	<b>53</b>	<b>8</b>			
<b>2</b>	29	25	<b>54</b>	<b>9</b>			
<b>3</b>	24	30	<b>54</b>	<b>10</b>			
<b>4</b>	31	21	<b>52</b>	<b>11</b>			
<b>5</b>	24	26	<b>50</b>	<b>12</b>			
<b>6</b>				<b>PreK</b>	6	2	8
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>319</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>82.7</u> | % White                          |
| <u>12.2</u> | % Black or African American      |
| <u>1</u>    | % Hispanic or Latino             |
| <u>2.2</u>  | % Asian/Pacific Islander         |
| <u>1.9</u>  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 8.5%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	306
(5)	Subtotal in row (3) divided by total in row (4)	.085
(6)	Amount in row (5) multiplied by 100	8.5

8. Limited English Proficient students in the school: 2.5%  
8 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages:

Russian (7)

Romanian (1)

9. Students eligible for free/reduced-priced meals: 5.3%

17 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{22\%}{69}$  Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  2</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  5</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u> 38</u> Speech or Language Impairment
<u>  8</u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>  1</u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness
<u>  1</u> Emotional Disturbance	<u> 14</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  2</u>	<u>    </u>
Classroom teachers	<u> 13</u>	<u>    </u>
Special resource teachers/specialists	<u>  4</u>	<u>  5</u>
Paraprofessionals	<u>  3</u>	<u>  1</u>
Support staff	<u>  2</u>	<u>  1</u>
Total number	<u> 31</u>	<u>  7</u>

12. Student-“classroom teacher” ratio:   23.9

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.9	96.4	96.4	96.1	95.9
Daily teacher attendance	96.0	97.0	96.8	96.7	97.5
Teacher turnover rate	0.9%	1.4%	1%	2.4%	2%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

## **PART III - SUMMARY**

**Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words).**

Summit Park Elementary School resides in Pikesville, located in Baltimore County, Maryland. Summit Park currently services 319 students in grades pre-kindergarten through five. One distinguishing feature of Summit Park's population is that approximately 25% of its students come from homes where English is not the primary language. The school's mission is as follows: We at Summit Park believe that all students can learn and be successful. We promise to work together to provide a quality student-based program and treat people with respect. We provide students with a supportive, caring environment that develops self-esteem, self-motivation, and a sense of responsibility. We strive to provide every opportunity for maximum student achievement and to recognize and stimulate special talents in all students. Our major goal is to prepare students to become responsible citizens and take their places as productive members of the community. We believe that education is a cooperative effort among home, school and community.

Summit Park has approached its mission with unrivaled commitment. The school's success is in part due to the school community, which accepts and values others. Children at Summit Park understand and practice work habits that help them become active and responsible participants in their own learning. Students and staff begin each day by discussing the "Value of the Month" and reciting the school wide "Code of Conduct." Students also participate in various activities that develop basic human values. The school has been honored on several occasions for its community outreach programs. Summit Park is an accepting and comfortable place where independent learning is the primary focus.

With the lessons learned at Summit Park, it is the desire that students will leave elementary school with enduring knowledge that is necessary to be successful and independent learners. In addition, teachers want *all* students to improve achievement. They are not satisfied to simply maintain satisfactory achievement in class and on tests, but are always conscious about improving even those students who are already performing at high levels. Summit Park always achieves among the top ten percent of schools on the state assessment.

Teachers and administrators have recognized the tremendous importance of reading; therefore, this has been the overriding goal for five years. All teachers, even those who do not teach reading as their content, consider themselves teachers of reading and therefore join in this endeavor. With reading as a focus, teachers have to examine skills such as decoding, strategic reading, comprehension monitoring, analyzing, interpreting, comparing, and evaluating in depth. Each year the specifics of the goal evolve and become more sophisticated as Summit Park's understanding of the reading process becomes refined. District data indicate that 100% of Summit Park's students are reading at or above grade level by the end of grade two.

The expertise of the teachers is often called upon to identify needs, develop strategies, and lead training sessions that will help improve the school. For example, when it was recognized that consistency was needed in the understanding of the Maryland Content Standard for reading, a team was formed, consisting of a member from each grade level. The team wrote grade level expectations for each outcome so that each grade's instruction built upon the previous year's instruction. In this way, Summit Park began to create systematic change to increase the purposefulness of every lesson taught at Summit Park.

Summit Park includes the whole school community in its goals and successes. Parents are invited to become part of the school improvement process. Some parents sit on school improvement committees, while others train and work with students to help reach the reading goals. Teachers involve students in their improvement by making them aware of expectations and including them in the evaluation of their own progress. Parent survey data indicate that 100% of parents are satisfied with the quality of education their children are receiving at Summit Park Elementary School.

Summit Park has always performed well on assessments and the school takes pride in its success at moving *all* levels of students forward in achievement. Summit Park's success can be attributed to its continuous staff development, a clear and focused goal, constant evaluation of student progress, the direct involvement of the entire school community, and the aim of improving the achievement of all students.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system.**

In May 1990, the Maryland State Board of Education approved student-learning goals for the year 2000. The Maryland School Performance Assessment Program (MSPAP) was developed as the accountability system to assess progress toward achievement of Maryland's Learning Outcomes. Development of the MSPAP was a collaborative effort involving teachers and administrators throughout Maryland, curriculum and testing experts at the State Department of Education, and consultants whose specialty is test development. MSPAP is an assessment program whose primary purpose is to provide information that can be used to improve instruction in schools. MSPAP measures the performance of Maryland schools by illustrating: how well students solve problems cooperatively and individually; how well students apply what they have learned to real world problems; and how well students can relate and use knowledge from different subject areas. MSPAP was intended to measure school improvement, not individual student performance. MSPAP tasks include a series of related steps that draw on knowledge across content areas. The tasks are related to "real-life" situations. MSPAP tasks typically require students to write extensively. The assessment does not include multiple-choice questions that can be answered by simple rote learning and memorization of facts. The MSPAP was administered from 1993 through 2002 to 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade students each year in May.

The MSPAP measures the high quality application of knowledge that involves problem-solving, decision-making, and reasoning skills. It is a rigorous assessment related to the learning outcomes established by the State Board of Education. In each content area, MSPAP results are reported through five proficiency levels, with level 1 being the highest. Satisfactory level responses include proficiency levels 3 and above. Excellent level responses include proficiency levels 2 and higher. Established performance standards for schools and local school systems are as follows: Satisfactory – 70% of students scoring at the satisfactory level or above; Excellent – 70% of students scoring at the satisfactory level, with at least 25% of students scoring at the excellent level.

Since the inception of the MSPAP, Summit Park Elementary has been one of the highest performing schools in the state, consistently achieving in the top 10%. Summit Park has far exceeded the state average number of students meeting standards for the past five years. Due to the rigor of the assessment, the state has not achieved standards in reading or math during the past five years; however, Summit Park has repeatedly surpassed standards – often at the excellent level. Summit Park has achieved satisfactory status for third grade reading since 1999 and excellent status since 2000. Summit Park surpassed state standards for satisfactory status in third grade math in 1999 and 2001 and achieved excellent status in 2000 and 2002. Similarly, we have surpassed standards in fifth grade reading and math. Summit Park achieved satisfactory status in fifth grade reading and math in 1998 and 1999 and achieved excellent status for the past three years. Again, these achievements are substantial considering the high standards and rigor of the tests. Summit Park's exceptional level of achievement has far exceeded the state's for the past five years.

Disaggregated data of statistical significance is not reported because fewer than five students in any subgroup took the test. For a small percentage of students with disabilities, the MSPAP is not appropriate because students are learning different outcomes. These students participate in an alternate assessment, the Independence Mastery Assessment Program (IMAP). The IMAP is a portfolio assessment comprised of three sections: Section One – student description; Section Two – artifacts which demonstrate student achievement and progress in outcome areas; and Section Three – contains input from the student's parent or guardian. Another very small percentage of students receiving ESOL services who have been in English speaking schools for less than 180 days were excluded from testing as decided on a case-by-case basis. These students were assessed through classroom performance and district developed reading and math milestone assessments.

**2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Summit Park consistently analyzes MSPAP and CTBS assessment data in order to improve achievement of *all* students. Teachers use the second grade Fall CTBS scores to improve student achievement throughout the year. After analyzing the sub-scores, teachers are able to individualize instruction by delivering lessons that target specific, deficient sub-skills. Due to targeted student instruction, not only do the below level students move towards on level, but a significant percentage of on level move above level. In order to extend and challenge the students that are already performing above level, teachers analyze the sub-skills and find ways to meet their academic needs as well. Last year's fall data indicated that 26% of students entering second grade were performing above grade level. Significant increases were made and by the spring, 66% of these students were reading above grade level - a 40% increase. In fact, 100% of students were reading at or above grade level by the spring of grade two. This same concept is applied to analysis of the MSPAP data. When the school began the process of analyzing the MSPAP data, teachers concluded that students were not responding appropriately to questions because they did not understand what was actually being asked. Therefore, this became one of the school's instructional focuses. When later scores did not reflect significant growth, teaching children how to develop written responses that reflected a deep, rich understanding of texts became an additional focus. As data began to show some growth, Summit Park continued focusing upon responses, yet also began to reflect on teachers' implementation of Maryland's Content Standards. Teachers concluded that there was not a common interpretation of the Maryland Standards, causing them to be taught differently in each classroom. As a result, Maryland Standards were analyzed and a reading supplement was developed which clearly defined each outcome. Finally, the staff used the reading, science, and social studies MSPAP data to determine a need for more effective expository reading instruction. Currently, data reveal that students at all levels have significantly improved performance by becoming actively involved in their texts. In addition to standardized tests, teacher observation and assessments are components of increased student achievement. Teachers systematically monitor students' guided reading levels, sight word acquisition, and graph progress toward mastery of essential math facts. Instruction is highly focused because teachers are data driven decision makers.

**3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

Summit Park's efforts were met with success, in part, due to the involvement of all stakeholders in the education process. Summit Park purposefully disseminated student progress and assessment data to parents, community members, and students. Assessment data were shared with parents several times throughout the year. At the first PTA meeting of the year, the principal shares the actual data, but more importantly she explains the data and how it impacts the school's goals for the upcoming year. Parents also review data during Gifted and Talented placement meetings; analyzing data to establish student progress is one factor in determining instructional placement. Parents and community members are also members of the school improvement teams, one devoted to improving student achievement and one to developing positive values. Parents, community members, and students alike read about assessment results in the monthly school newsletter. Parent conferences are also encouraged several times per year to review student progress; conferences are specifically designed to celebrate student successes and plan ways to increase student achievement. Students, being the main stakeholder in the education process, are exposed to assessment data in appropriate ways. On a daily basis, students are made aware of their instructional progress through teacher led self-evaluation and connection of the classwork to the current day's lesson. Students understand the specific goal of each lesson to help improve a particular skill. Because of this, students are able to evaluate and track their own progress as each classwork assignment is completed. When milestone assessments are completed, students evaluate their responses so they can clearly see where improvements need to be made. Teachers also regroup students based upon specific needs ranging from developing a deeper understanding of the standard to conveying answers more clearly in writing, to more accurately using textual support.

**4. Describe in one-half page how the school will share its successes with other schools.**

A unique strength of Summit Park's faculty is its willingness to spend hours of personal time mentoring other teachers, discussing instruction, and sharing its knowledge with the educational community. Throughout the last four years, Summit Park has repeatedly opened its doors to other elementary as well as middle schools within its county and state. Upon learning of our high achievement on Maryland assessments, county educational department leaders, principals, mentors, and teachers requested and were invited to visit Summit Park on numerous occasions. During these visitations, Summit Park teachers from all grade levels welcomed patrons to observe lessons. Afterwards, time was allotted for a forum involving all parties. This was an invaluable opportunity for Summit Park teachers to discuss the instructional methods implemented in the lessons and for fellow educators to ask questions. Additionally, visitors met with faculty and administrators to discuss our effective scheduling plans and how we group and differentiate for students to meet all needs at the highest levels. As a result, Summit Park has received extremely positive feedback from administrators, mentors, and teachers concerning the professional importance of the experience. In the event that the school wins the national award, it plans to continue communicating its successes with the community and other schools. Summit Park is willing to broaden its audience of visitors, by sending letters to other schools and districts, as well as posting instructional information in the county newsletter, union bulletin, county website, and Maryland State Department of Education website. Test results are always published and displayed on the State website. Moreover, the State Department of Education has invited representative Summit Park teachers to serve on a task force examining successful practices. With all future school visitations, pre and post observation forums will be offered. The Summit Park team highly values educational growth, not just of its students, but also of itself and the educational community as a whole.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Describe in one page the school’s curriculum, including foreign languages and show how all students are engaged with significant content, based on high standards.**

Summit Park implements curriculum provided by Baltimore County. This curriculum emphasizes the core academic subjects of reading, writing, mathematics, science, and social studies. Technology education is meaningfully integrated into all of the core subjects to support students’ learning. The curriculum also includes physical education, vocal and instrumental music, art, and library/media to provide a balanced and culturally enriching program.

Summit Park teachers implement and extend the curriculum by basing all daily lessons upon the state’s standards and indicators of progress. Evidence of the school’s philosophy, *all* students are capable of increasing their level of achievement, is in its effective and engaging approach to daily instruction. To teach effectively, faculty members maximize instructional time in several ways. Every lesson at Summit Park is clearly focused on the desired outcome. Teachers are always aware of the enduring knowledge and purpose for learning. Summit Park’s faculty works hard to provide instruction that has substance and challenging content. Teachers also incorporate ways to actively involve students in each lesson. Creating an active learning atmosphere is accomplished by including hands on activities, group work, and having students demonstrate thinking through taking notes while reading. Careful teacher observation of students’ thinking and informal daily assessment allows teachers to intercede and address misconceptions immediately. This is better than waiting until the end of the lesson or a formal assessment to identify students who are missing the concept. Another curriculum goal is to develop lessons that go deeper into the content when enriching learning rather than developing lessons that do not directly develop Maryland Content Standards. In this way, teachers and students remain focused on the outcome rather than developing concepts that will not support Maryland Standards.

To meet the needs of all students, Summit Park implements several programs for highly able students, average students, and students performing at lower levels. Summit Park is one of two schools to pilot a compressed math program, allowing gifted students to learn math curriculum at their present grade level and the level above within the same year. For students who need an extra challenge, schedules were developed to allow for a school wide math period. This enables some students to attend math in a class one to two grade levels above their present grade. The common scheduling also allows for a selected few reading students to advance or move back a grade to meet reading needs. In order to target students that are not performing at high nor average levels, the school has put into practice various programs. More than half of the students that scored at low levels on the CTBS tests were from non-English speaking homes. Since Summit Park has a high population of students who come from bilingual homes, the school has applied for grants that have funded the school’s Language Enrichment Program. This program was designed to meet the needs of any student who would benefit from meaningful vocabulary development and contextual strategies. Students were targeted based on their classroom performance and tests data. In addition, a grant was used to provide training and implementation of Project Read, a program that approaches reading through direct concept instruction using multisensory strategies and materials. Along with grants, resource teachers and reduction teachers are used for individual and small group intensive instruction of students. For classroom instruction, students are grouped according to their individual needs; however, groupings are flexible so that children can easily move from one group to another as appropriate. Baltimore County’s curriculum is written with a spiral approach so that concepts are gradually developed each succeeding year with more depth. This works particularly well at Summit Park due to the cooperative efforts of teachers from grade to grade. Each teacher is aware of the preceding and following grade level expectations for concepts because the teachers work together on multi-grade level teams. In this way, the students are assured of receiving a balanced program that is not too repetitive, but builds successfully on the knowledge with which students come to each grade level knowing. Students are made aware of this connection and as a result, become responsible and active participants in their learning as well. An important asset of the school’s curriculum is the high standard by which students are held. It is Summit Park’s goal to educate the whole child by teaching and expecting good work habits, developing strong values, and providing a sound curriculum.

**2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

Summit Park has developed and implemented a rigorous, balanced reading program that incorporates phonics instruction and reading comprehension strategies. The uniqueness of the school's program is its focus on the *process* of reading. The overriding philosophy of this reading program is that students will learn to interact with a variety of texts by employing strategic behaviors throughout the reading process in order to accurately and independently construct meaning and extend their textual understanding. Students do answer questions after reading, but these questions are purposefully used as tools to do one of three things: 1) ensure that students accurately comprehend the text while reading; 2) force students to extend their understanding by drawing conclusions, analyzing literary techniques, and making personal connections to the text; 3) create opportunities to examine and evaluate the author's craft. Most of the emphasis in this reading program is placed on what is happening *while* the actual reading is taking place. Teachers have been trained over a five-year period to develop their own deep understanding of what happens when students read. This enables teachers to teach students strategies to attack difficult texts and ensure accurate comprehension. More importantly, this allows teachers to monitor student progress and intercede to address reading difficulties *during* the reading process. When teachers intercede *during* reading, they determine why the student is having trouble and aid them in accurately comprehending the text. Summit Park uses parent volunteers and resource staff to work closely with struggling readers to raise reading levels by focusing on vocabulary, fluency, and comprehension monitoring. Teacher expertise and total staff involvement insures that all students are learning to interact with texts. To ensure the success of this idealistic reading program, Summit Park examined skills crucial to its reading program in depth. Teachers then set standards and expectations for each of these skills in each grade level; this makes it easy to effectively monitor and capitalize on student progress throughout the students' elementary career, rather than throughout a single year. Summit Park has also enforced a comprehensive reading program where skills learned in reading class are applied in content areas while reading textbooks and informational materials. Students are held accountable for their reading ability across the curriculum. Summit Park chose to approach reading this way because it is the best way to produce independent, proficient, life-long readers armed with the knowledge to attack any text on their reading level.

**3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

The core concepts of the science program at Summit Park are based on the Maryland Science Content Standards. Teachers use the Content Standards to plan science lessons that integrate the science processes with the science content. In addition to learning science content, a major goal of Summit Park science lessons is to develop scientific thinkers. Lessons are devoted to teaching the processes of science in order to instill higher level thinking skills. For this reason, students need to be masterful in applying the scientific method. At the beginning of each year, teachers engage students in investigations while focusing on the scientific method to develop higher-level, life-long thinking skills such as analyzing, drawing conclusions, questioning, and informed decision-making. Once students are able to understand and apply the processes of science, they are ready to approach the content standards required by the state. Through the indicators, science teachers plan engaging lessons where students interact with materials and learn science content through the eyes of a scientist. Through the curriculum area of science, teachers at Summit Park continue to implement the school-wide focus on reading. Science teachers teach students to apply their strong foundation of reading strategies in the content area when reading for information and reading to perform a task. Students use reading strategies to interact with informational texts in order to develop background knowledge about science content. Students then read and perform scientific investigations. These investigations give students an opportunity to apply their scientific thinking skills. More importantly, these investigations support the school-wide goal of reading by generating opportunities to apply new understanding of informational science content to an authentic situation. Since students at Summit Park have been reading strategically for all purposes, scores measured by the MSPAP have increased dramatically.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

When choosing instructional methods, the faculty's primary focus is to make sure that all children are actively engaged and are developing the skills necessary to be life-long learners. One way teachers have accomplished this is by developing their own skills in questioning. Teachers have worked on increasing student attention through the use of the shared inquiry method. Here the students are required to listen to their peers, respond to them, and further question their own classmates for clarity or to challenge ideas. This has promoted more student involvement during lesson discussions. An important instructional method comes in designing lessons that are focused on the desired outcome. The faculty has worked on developing lessons and using questions that are clear and elicit the responses desired from the students. To do this, the teachers first determine the concept they hope to develop for the students, then they work backwards to develop clear lessons and questions that will help the students reach the desired outcome. When appropriate, teachers provide demonstrations that have clear, step-by-step, modeling of the expectations. Students are also provided with scoring tools, or specifically listed requirements, that help them understand the expectations. In some cases, students examine exemplars of excellent responses and analyze the effectiveness of the response. Additionally, teachers incorporate the instructional method of hands on inquiry for the areas of math and science in particular. This allows students the time to investigate and discover ideas through their own trial and error methods. Then, teachers follow up with discussions and explanations that lead students to the correct conclusions. Finally, teachers provide ample time for students to practice new skills. Skills that are taught are frequently revisited and applied as new concepts are developed. For example, once children are taught the note taking strategy of stopping to summarize the main point of each paragraph in a selection, students are then given frequent opportunities to use this skill when reading informational texts. Later, students are expected to apply the skill when learning a new concept while reading because the strategy will provide an opportunity for students to locate particular pieces of information or summarize without difficulty.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

Summit Park employs an ongoing, systematic, effective staff development program with the goal of improving the expertise of teachers, the quality of instruction, and consequently the achievement of students. The administration begins each year with a needs assessment. This, combined with the previous year's progress, determines the goals for the new school year. The first staff meeting of each year gives a general, theoretical introduction to the current year's goal. Each grade level is charged with personalizing the goal for their grade's curriculum and students' needs. Teachers are responsible for addressing this school goal throughout the year. In addition, teachers, depending upon their own professional growth and needs, address some aspect of the school wide goal during the formal observation process. Post-conferences, especially, offer an opportunity to analyze student responses. This is a means to evaluate and measure student progress and thereby determine the lesson's effectiveness. From here, teachers use administrative feedback to refine their instruction and improve student achievement. Teachers are taught to treat their classroom as a laboratory; while in the classroom, teachers are expected to observe students at work to gauge the effectiveness and rigor of their instructional program. Finally, at another staff meeting, discussion centers on the school goal. This session is mostly teacher led; it is a time for teachers to combine efforts and explore what works well and how to build on those successes and what does not work and how to curtail those shortcomings. This basic framework for staff development holds all teachers responsible for moving the school forward, but more importantly it gives all students the means to improve student achievement. Summit Park also combines additional components to its staff development program to make it both motivating and effective. Some teachers participate in lesson studies during the observation process where teachers plan a lesson together, and the primary goal of the observation is to observe, refine, and reteach the lesson. Differentiation also plays a key role in developing the whole staff; sessions are often offered to specific groups of teachers or new teachers who may need to refine or extend their understanding of a particular school goal. Finally, teachers participate in focused intervisitations to observe and reflect on each other's lessons. Prior to each lesson visit, teachers meet to establish goals. After the lesson visit, teachers meet again to dissect the lesson and determine factors that influenced its success.

## STATE CRITERION-REFERENCED TESTS

Grade 3 Test Maryland School Performance Assessment Program (MSPAP)  
Edition/publication year 1997-2002\* Publisher Maryland State Department of Education

\*The Edition is this year tested. A new test was published each year.

Groups excluded from testing: Some special education students learning different outcomes – assessed through the Independence Mastery Assessment Program (IMAP), which is described in Part IV #1; A small percentage of ESL students who have been in an English speaking school for less than 180 days are also excluded – assessed through classroom performance. Over the past five years, a total of 8 (3 ESL/5 Special Education) students (3%) have been exempt from testing.

**Excellent Standard: 25% Satisfactory Standard: 70%**

**Status: E = Excellent S=Satisfactory N = Not Met**

Reading Testing Month – May Percent of Students Scoring at Each Level

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>SCHOOL SCORES – Gd. 3 Reading</b>					
Not Satisfactory	16	11.1	25	27.1	36.1
At or Above Satisfactory	<b>84</b>	<b>88.9</b>	<b>75</b>	<b>72.9</b>	<b>63.9</b>
Excellent	26	33.3	32.8	16.9	12.5
Status	E	E	E	S	N
Number of students tested	50	45	64	59	72
Percent of total students tested	100	96	97	94	100
Number of students excluded	0	2	2	4	0
Percent of students excluded	0	4	3	6	0
<b>STATE SCORES</b>					
Not Satisfactory	69.3	63.5	60.8	58.8	58.4
At or Above Satisfactory	<b>30.7</b>	<b>36.5</b>	<b>39.2</b>	<b>41.2</b>	<b>41.6</b>
Excellent	3.7	5.5	6.6	6.7	6.9
Status	N	N	N	N	N

Math Testing Month – May Percent of Students Scoring at Each Level

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>SCHOOL SCORES – Gd. 3 Math</b>					
Not Satisfactory	18	12.8	9.1	13.6	31.9
At or Above Satisfactory	<b>82</b>	<b>87.2</b>	<b>90.9</b>	<b>86.4</b>	<b>68.1</b>
Excellent	26	19.1	42.4	22	15.3
Status	E	S	E	S	N
Number of students tested	50	47	64	59	72
Percent of total students tested	100	100	97	94	100
Number of students excluded	0	0	2	4	0
Percent of students excluded	0	0	3	6	0
<b>STATE SCORES</b>					
Not Satisfactory	71.3	62.2	59.9	61.1	58.4
At or Above Satisfactory	<b>28.7</b>	<b>37.8</b>	<b>40.1</b>	<b>38.9</b>	<b>41.6</b>
Excellent	2.1	4.6	5.8	6.4	7.0
Status	N	N	N	N	N

**STATE CRITERION-REFERENCED TESTS**

Grade 5 Test Maryland School Performance Assessment Program (MSPAP)  
Edition/publication year 1997-2002\* Publisher Maryland State Department of Education

\*The Edition is this year tested. A new test was published each year.

Groups excluded from testing: Some special education students learning different outcomes – assessed through the Independence Mastery Assessment Program (IMAP), which is described in Part IV #1; A small percentage of ESL students who have been in an English speaking school for less than 180 days are also excluded – assessed through classroom performance. Over the past five years, a total of 5 (2 ESL/3 Special Education) students (1%) have been exempt from testing.

**Excellent Standard: 25% Satisfactory Standard: 70%**

**Status: E = Excellent S = Satisfactory N = Not Met**

Reading Testing Month – May Percent of Students Scoring at Each Level

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>SCHOOL SCORES – Gd. 5 Reading</b>					
Not Satisfactory	20	16.9	17.1	32.5	30.2
At or Above Satisfactory	<b>80</b>	<b>83.1</b>	<b>82.9</b>	<b>67.5</b>	<b>69.8</b>
Excellent	38.5	41.5	31.4	21.3	30.2
Status	E	E	E	N	N
Number of students tested	65	65	70	80	63
Percent of total students tested	100	97	99	99	98
Number of students excluded	0	2	1	1	1
Percent of students excluded	0	3	1	1	2
<b>STATE SCORES</b>					
Not Satisfactory	57.9	55.4	55.4	58.6	59.6
At or Above Satisfactory	<b>42.1</b>	<b>44.6</b>	<b>44.6</b>	<b>41.4</b>	<b>40.4</b>
Excellent	11.2	12.3	10.8	9.2	8.5
Status	N	N	N	N	N

Math Testing Month – May Percent of Students Scoring at Each Level

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>SCHOOL SCORES – Gd. 5 Math</b>					
Not Satisfactory	20	21.2	9.9	25	20.6
At or Above Satisfactory	<b>80</b>	<b>78.8</b>	<b>90.1</b>	<b>75</b>	<b>79.4</b>
Excellent	53.8	34.8	45.1	23.8	38.1
Status	E	E	E	S	S
Number of students tested	65	66	71	80	62
Percent of total students tested	100	99	100	99	98
Number of students excluded	0	1	0	1	1
Percent of students excluded	0	1	0	1	2
<b>STATE SCORES</b>					
Not Satisfactory	60.2	57.4	53.3	53.8	52.1
At or Above Satisfactory	<b>39.8</b>	<b>42.6</b>	<b>46.7</b>	<b>46.2</b>	<b>47.9</b>
Excellent	9.6	11.7	14.2	12.6	13.2
Status	N	N	N	N	N