Baltimore County Public Schools

DATE: May 13, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Overcrowding Relief for Southwest Area Elementary Schools

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Rita Fromm, Executive Director, Planning and Support Operations

RECOMMENDATION

That the Board of Education accept and approve information supporting staff's proposals regarding programs, relocations, and adjustments at Dogwood Elementary, Edmondson Heights Elementary, and Featherbed Lane Primary and Intermediate Schools.

Background Information: An action plan for relieving overcrowding in various elementary schools was approved by Executive Leadership on March 3, 2003.

Estimated Operating Funds Fiscal Impact: $35,000 for FY 2004
Possible Funding Source: Department of Facilities and Office of Special Education

JRH/dd
Baltimore County Public Schools
Relief Plan – Southwest Area

Prepared by:
Office of Strategic Planning
In cooperation with Executive Directors of Schools

Introduction

- The Office of Strategic Planning reviewed capacity and enrollment information with the Southwest Area Executive Director of Schools.
- Relief was requested for:
  - Dogwood ES (115 students over capacity)
  - Edmondson Heights ES (103 students over capacity)
  - Featherbed Lane ES (43 students under capacity)
Historical and Projected Enrollments

<table>
<thead>
<tr>
<th>School</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
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<tbody>
<tr>
<td>Dogwood ES</td>
<td>0</td>
<td>0</td>
<td>542</td>
<td>607</td>
<td>625</td>
</tr>
<tr>
<td>Edmondson Heights ES</td>
<td>664</td>
<td>683</td>
<td>696</td>
<td>660</td>
<td>740</td>
</tr>
<tr>
<td>Featherbed Lane Primary ES</td>
<td>405</td>
<td>415</td>
<td>437</td>
<td>436</td>
<td>409</td>
</tr>
<tr>
<td>Featherbed Lane Intermediate ES</td>
<td>375</td>
<td>388</td>
<td>380</td>
<td>384</td>
<td>339</td>
</tr>
<tr>
<td>Westowne ES</td>
<td>480</td>
<td>474</td>
<td>456</td>
<td>453</td>
<td>458</td>
</tr>
<tr>
<td>Winfield ES</td>
<td>667</td>
<td>648</td>
<td>448</td>
<td>431</td>
<td>424</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SW AREA</th>
<th>STATE CAPACITY</th>
<th>Without Changes</th>
<th>With Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dogwood ES</td>
<td>491</td>
<td>650 662 675 667</td>
<td>626 638 651 643</td>
</tr>
<tr>
<td>Edmondson Heights ES</td>
<td>614</td>
<td>771 781 783 771</td>
<td>771 771 763 771</td>
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<tr>
<td>Featherbed Lane Primary ES</td>
<td>758</td>
<td>340 390 394 396</td>
<td>785 845 877 866</td>
</tr>
<tr>
<td>Featherbed Lane Intermediate ES</td>
<td>524</td>
<td>425 465 483 488</td>
<td>452 463 498 490</td>
</tr>
<tr>
<td>Westowne ES</td>
<td>556</td>
<td>425 433 439 434</td>
<td>425 457 465 455</td>
</tr>
</tbody>
</table>

Notes:
- All projections reflect a September 30 date of given year.
- All projections are in total enrollment, not FTE.
- Capacity does not reflect adjustments to Dogwood ES and Winfield ES based on program movement.
- Capacity also does not reflect additional seats provided by relocatable units.
Southwest Area Enrollment Data

<table>
<thead>
<tr>
<th>School</th>
<th>Area</th>
<th><em>Total</em> FTE</th>
<th><em>Total</em> Enrl.</th>
<th>State Cap</th>
<th>% of State Cap</th>
<th>% of FTE Cap</th>
<th>% Over State Cap</th>
<th>% Over FTE Cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbutus</td>
<td>SW</td>
<td>410</td>
<td>374</td>
<td>431</td>
<td>-20</td>
<td>87.9%</td>
<td>-4.4%</td>
<td>-15.1%</td>
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<tr>
<td>Bath Highlands</td>
<td>SW</td>
<td>580</td>
<td>557</td>
<td>683</td>
<td>113</td>
<td>83.0%</td>
<td>17.9%</td>
<td>18.5%</td>
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<tr>
<td>Catamount</td>
<td>SW</td>
<td>391</td>
<td>365</td>
<td>405</td>
<td>-14</td>
<td>90.3%</td>
<td>-5.5%</td>
<td>-3.5%</td>
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<tr>
<td>Claremore</td>
<td>SW</td>
<td>459</td>
<td>445</td>
<td>496</td>
<td>17</td>
<td>89.4%</td>
<td>2.2%</td>
<td>1.3%</td>
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<tr>
<td>Dogwood</td>
<td>SW</td>
<td>627</td>
<td>605</td>
<td>691</td>
<td>86</td>
<td>87.3%</td>
<td>14.2%</td>
<td>14.7%</td>
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<tr>
<td>Colonnade Highlands</td>
<td>SW</td>
<td>746</td>
<td>713</td>
<td>814</td>
<td>101</td>
<td>87.3%</td>
<td>13.7%</td>
<td>13.7%</td>
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<tr>
<td>Featherleaf Lane</td>
<td>SW</td>
<td>749</td>
<td>713</td>
<td>748</td>
<td>43</td>
<td>94.6%</td>
<td>-1.2%</td>
<td>-2.1%</td>
</tr>
<tr>
<td>Hathorpe</td>
<td>SW</td>
<td>420</td>
<td>377</td>
<td>411</td>
<td>44</td>
<td>88.3%</td>
<td>-10.7%</td>
<td>-10.7%</td>
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<tr>
<td>Heloville</td>
<td>SW</td>
<td>562</td>
<td>526</td>
<td>576</td>
<td>60</td>
<td>89.1%</td>
<td>11.9%</td>
<td>11.9%</td>
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<tr>
<td>Hollowell</td>
<td>SW</td>
<td>540</td>
<td>505</td>
<td>546</td>
<td>41</td>
<td>93.6%</td>
<td>-6.4%</td>
<td>-6.4%</td>
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<tr>
<td>Johnybaker</td>
<td>SW</td>
<td>546</td>
<td>523</td>
<td>584</td>
<td>13</td>
<td>92.1%</td>
<td>13.4%</td>
<td>13.4%</td>
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<tr>
<td>Lindbergh</td>
<td>SW</td>
<td>436</td>
<td>415</td>
<td>439</td>
<td>32</td>
<td>95.1%</td>
<td>23.9%</td>
<td>23.9%</td>
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<tr>
<td>Lincolns</td>
<td>SW</td>
<td>359</td>
<td>347</td>
<td>349</td>
<td>2</td>
<td>97.7%</td>
<td>-2.3%</td>
<td>-2.3%</td>
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<tr>
<td>Millfield</td>
<td>SW</td>
<td>409</td>
<td>429</td>
<td>498</td>
<td>36</td>
<td>91.1%</td>
<td>8.6%</td>
<td>8.6%</td>
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<tr>
<td>Rayfield</td>
<td>SW</td>
<td>401</td>
<td>405</td>
<td>496</td>
<td>45</td>
<td>87.5%</td>
<td>12.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Alamo</td>
<td>SW</td>
<td>543</td>
<td>515</td>
<td>633</td>
<td>116</td>
<td>82.2%</td>
<td>20.8%</td>
<td>20.8%</td>
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<tr>
<td>Westchester</td>
<td>SW</td>
<td>487</td>
<td>464</td>
<td>511</td>
<td>46</td>
<td>86.9%</td>
<td>-13.1%</td>
<td>-13.1%</td>
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<tr>
<td>Westmore</td>
<td>SW</td>
<td>459</td>
<td>405</td>
<td>624</td>
<td>134</td>
<td>72.9%</td>
<td>32.6%</td>
<td>32.6%</td>
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<tr>
<td>Winfield</td>
<td>SW</td>
<td>434</td>
<td>405</td>
<td>500</td>
<td>132</td>
<td>86.4%</td>
<td>25.3%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Woodbridge</td>
<td>SW</td>
<td>406</td>
<td>406</td>
<td>486</td>
<td>80</td>
<td>85.1%</td>
<td>-5.0%</td>
<td>-5.0%</td>
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<tr>
<td>Woodwinds</td>
<td>SW</td>
<td>675</td>
<td>645</td>
<td>678</td>
<td>131</td>
<td>95.6%</td>
<td>4.4%</td>
<td>4.4%</td>
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<tr>
<td>Elementary Totals</td>
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<td>10653</td>
<td>9844</td>
<td>10607</td>
<td>707</td>
<td>92.2%</td>
<td>4.7%</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

Dogwood Elementary School

Existing Conditions

- Dogwood ES opened in 2000 with an enrollment of 542, over capacity by 18 students. In 2002, Dogwood ES has an enrollment of 625 students, placing them over capacity by 115 students.
- Dogwood ED Program currently serves 12 Intermediate and 12 Primary ED students (24 total).
- Dogwood ES has 6 relocatable units
- Winfield ES has 152 available seats and is the closest school to relieve overcrowding at Dogwood ES. Winfield ES has 4 available classrooms.

Recommendations

- Transfer the Dogwood ED program to Winfield ES
  - Winfield ES has 4 available classrooms to accept the special education ED component from Dogwood ES
  - Dogwood ES would gain 30 seats. Capacity of Dogwood ES would increase from 491 seats to 521 seats
- This proposal was developed in concert with the Executive Director of Schools, Special Education Office, Strategic Planning Office and Elementary Education Office
Edmondson Heights Elementary School

Existing Conditions
• In 2002, Edmondson Heights ES converted from ½ day kindergarten to full day kindergarten.
  • Kindergarten enrollment jumped from 66 children (approx 3 ½ day classes) on 9/30/2001 to 115 children (approx 5 full day classes) on 9/30/2002
  • Edmondson Heights has 2 relocatable units, with 3 more scheduled to be added in Spring 2003

Recommendations
• Cap 2003/2004 kindergarten enrollment at 2002/2003 levels (110 students or 5 classes).
• Any additional kindergarten students would be annexed to Westowne ES, which was under capacity on 9/30/2002 by 124 students.
• The additional 3 relocatable units and cap will allow Edmondson Heights ES Library and Art programs to return their designated classrooms.

Featherbed Lane Primary and Intermediate Elementary Schools

Existing Conditions
• In 2002, Featherbed Lane Primary and Intermediate ES had an enrollment of 740, placing them 43 students under capacity
• Community concerns include:
  • Student achievement
  • Vehicular and pedestrian traffic congestion
  • Student traffic flow through campus
  • Adequacy of cover for students during inclement weather
• Site has 2 modular additions which house the Intermediate grades
• Site has 6 relocatable units:
  • 3 are used as classrooms
  • 1 is used to house resource staff
  • 2 (1 double) is used as the Intermediate Office
Featherbed Lane Primary and Intermediate Elementary Schools

Academic Recommendations

• Create one school and bring program implementation in line with other Baltimore County Public Elementary Schools
• Implement the STEM Academy (NSF) to increase academic rigor and increase student achievement
• Reorganization of school around one principal

Long-Term

• Featherbed Lane ES is scheduled for Year 2 (2004/2005) implementation as a STEM Academy with the National Science Foundation Grant. This grant places a strong emphasis on Math & Science skills
• Featherbed Lane ES will be one of three BCPS Elementary Schools participating in this partnership with the University of Maryland Baltimore County
# Featherbed Lane Primary and Intermediate Elementary Schools

## Physical Recommendations

### Site Improvements

- **Drop-off loop**
  - Construct parent drop-off loop at rear of school to improve traffic flow and emergency access from Woodlawn Drive. This will significantly ease traffic congestion on Richardson Road.
  - This project is being funded by Baltimore County Public Schools with an estimated cost of $309,000. Project completion is currently planned for late November 2003.

- **Canopy at the drop-off loop**
  - In response to inclement weather concerns, a canopy will be placed at the new drop-off loop to provide cover to the closest school entrance.
  - This project is also being funded by Baltimore County Public Schools with an estimated cost of $150,000. Project completion should coincide with completion of drop-off loop.
Questions and Answers

- Dogwood ES / Winfield ES
- Edmondson Heights ES / Westowne ES
- Featherbed Lane ES
EDUCATIONAL PLAN FOR
FEATHERBED LANE ELEMENTARY SCHOOL

The following is a synopsis of the administrative plan for Featherbed Lane Elementary School for the 2003/2004 school year. The Baltimore County Public Schools are proud to partner with the University of Maryland, Baltimore County and the National Science Foundation to implement an innovative project at Featherbed Lane Elementary that is based on research-based best practices for improving student achievement and teacher quality. The implementation of this engaging and exciting program requires some reconsideration of the current school educational plan.

National Science Foundation Grant and UMBC Partnership

- In February 2003, the Baltimore County Public Schools announced its award of a National Science Foundation Grant to enhance the system’s capacity to provide all students with challenging math and science curricula in order to increase student achievement and eliminate achievement gaps. The grant project will also increase the number, quality, and diversity of Pre-Kindergarten through 12th grade math and science teachers. To achieve these goals, the project will create Science, Technology, Engineering, and Math (STEM) Academy Schools in the following schools: Hebbville Elementary, Dogwood Elementary, Featherbed Lane Elementary, Southwest Academy Middle, Woodlawn Middle, and Woodlawn High, where all science, technology, engineering, and math (STEM) educators in the Academy Schools will receive high-quality professional development. In addition, UMBC interns will be placed in these buildings and will participate in a high quality teacher training program to become certified teachers after one year.

- This project will expand the UMBC Urban Teacher Education Principal, Teacher, and Intern Scholarships to recruit and retain the most talented science, technology, engineering, and mathematics (STEM) educators. Upon completion of the program and certification requirements, UMBC interns agree to spend three years teaching in a high-need Baltimore County public school, in order to stabilize the teaching forces at the BCPS science, technology, engineering, and mathematics (STEM) Academy Schools, provide exemplary teachers for other BCPS high-need schools, and increase student achievement.

- An additional component of the National Science Foundation grant provides year-round accelerated academic and extracurricular services to students from targeted schools. The School To University Program provides for exposure of students to a college environment with the intent of establishing a knowledge, excitement, familiarity, desire, planning, and expectation for higher education.
Academic Program

- Baltimore County Public Schools’ (BCPS) Pre-Kindergarten and Kindergarten Programs provide the foundation of a solid educational and experiential base for the system’s youngest students. The Early Childhood Program is aligned with the Maryland Content Standards and Learning Outcomes. The core instructional components include:

<table>
<thead>
<tr>
<th>Language and Literacy</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>The Arts</td>
<td>Personal and Social Development</td>
</tr>
<tr>
<td>Physical Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The comprehensive Kindergarten Language Arts Program includes modeled, shared, guided, and independent reading and writing experiences. It is recommended that 150 minutes of the full-day kindergarten program be devoted to language arts instruction.

The Baltimore County Public Schools’ Pre-Kindergarten Mathematics Program uses literature and hands-on activities to explore mathematical concepts and skills. The Kindergarten Mathematics Program includes engaging experiences for young children as they are introduced to beginning mathematics concepts in number relationships, patterns, computation, geometry, measurement, statistics, and probability. This curriculum is aligned with the 2000 Maryland Learning Outcomes and Learning Goals.

Core materials include:
- McGraw Hill: Mathematics Pre-K
- The BCPS Kindergarten Mathematics Guide
- The Newbridge Early Math Program
- The BCPS Math Resource Guide K-5
- Open Court Phonemic Awareness and Phonics Kits
- Great Source Education Group: Everyday Counts

- Baltimore County Public Schools’ Language Arts Program is contained in the (BCPS) Framework for Literacy Instruction. This document incorporates research-based instructional practices that align with the Maryland Content Standards and Learning Outcomes. Each grade level has BCPS curriculum guides and documents to support instructional planning. Students in grades one through three receive a minimum of 150 minutes of daily language arts instruction and students in grades four and five receive a minimum of 120 minutes of daily language arts instruction. The following are the core components of the BCPS Language Arts Instructional Program in grades one through five:

<table>
<thead>
<tr>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary/Word Study/Spelling</td>
<td>Text Comprehension</td>
</tr>
<tr>
<td>Written Language</td>
<td></td>
</tr>
</tbody>
</table>

Core materials include:
- SRA/Open Court Phonics Kit
- Houghton Mifflin: A Legacy of Literacy
Academic Program, continued

- The goal of the Elementary Mathematics Program is to teach students to become proficient in the content areas of number relationships, computation, geometry, measurement, statistics, probability, and algebra and patterns. The Baltimore County Public Schools' Elementary Mathematics curriculum is aligned to the Maryland Learning Outcomes and Learning Goals. It is recommended that 60 minutes of instruction be provided for grades 1 – 5.

Featherbed Lane Elementary’s participation in the NSF grant will allow exciting opportunities for increasing teacher knowledge and student achievement in mathematics. It will further create the opportunity for highly qualified teachers to deliver effective, rigorous instruction with high expectations for the achievement of all students.

Core materials include:

*BCPS Elementary Mathematics Guide*  
*BCPS Math Resource Guide K-5*  
*BCPS Elementary Mathematics Summative Assessments*

- The Elementary Science Program is designed to engage students in science experiences from Life Science, Earth/Space Science, and Physical Science that are appropriate to their cognitive stages of development. It provides opportunities for students to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world. The science curriculum includes 30 minutes of instruction at the primary level and 45-50 minutes at the intermediate level.

Core materials include:

*BCPS Science Curricula for Grades 1 - 5* include units on Observing Science, Exploring Science, Discovering Science, and Investigating Science  
Harcourt Science Big Books, Grades 1 and 2  
Harcourt Science Modular Texts, Grades 3 and 5  
Houghton Mifflin Modular Texts, Grade 4

- Social studies content includes the study of geography, history, economics, civics, and cultures. Social studies instruction in grades one through five is outlined in the specific BCPS grade-level curriculum guides and is aligned to the Maryland Content Standards for Social Studies. A variety of field trips are tied directly to the core curriculum. Students are provided with 30 minutes of instruction at the primary level and 45-50 minutes at the intermediate level.

Core materials include:

Harcourt *A Child's Place* (Grade 1)  
Harcourt *Making a Difference* (Grade 2)  
Harcourt *Communities* (Grade 3)  
Houghton Mifflin *America Will Be* (Grades 4 and 5)
Academic Program, continued

- The BCPS Gifted and Talented Program exists in all elementary schools. Components include:
  Primary Talent Development (K-2)  PACE Language Arts modules (K-2)
  PACE Mathematics (Grades 1-3)  GT Language Arts (Grades 3-5)
  GT Science and Social Studies (Grades 3-5)  GT Math (Grades 4-5)

- Art, Music, Physical Education, and Health education is delivered to all students in grades 1 through 5. It is also part of the curricular program for full-day kindergarten. The programs are aligned with the Maryland Content Standards and Learning Outcomes.

Academic Program, General Recommendations

- As plans are made for Featherbed Elementary to implement the opportunities provided by the NSF grant some general recommendations include:

  **Scheduling**
  - Focus all scheduling decisions on strategies that will maximize instructional time.
  - Create a schedule that emphasizes uninterrupted reading, math and science instruction as a first priority.
  - Identify blocks of grade level instructional time to facilitate regrouping of students for instruction.

  **Professional Development**
  - Create a yearlong professional development plan considering NSF opportunities, internal resources, as well as resources from the Division of Curriculum and Instruction.
  - Create differentiated opportunities based on the experiences and needs of staff.

  **Other considerations**
  - Evaluate the instructional impact of all programs and make data based decisions about continuation/elimination of programs.
  - Consider organizing the intermediate grades by departmentalization of subjects.
  - Plan the most effective use of paraprofessionals.
  - Consider the features of the physical plant (e.g. location and size of rest rooms) when planning to maximize instructional time.
Special Education Program

- For 2003-2004, Featherbed Lane Elementary School will continue to house a non-categorical pre-school class with opportunities for inclusion in the general education pre-school class and in kindergarten.

- Special Education Programs for Featherbed Lane Elementary School (03-04) will include:
  - Inclusion (3.0 teachers and 2.0 instructional assistants to provide a continuum of services)
  - Non-categorical Pre-Kindergarten/Kindergarten (2 classes AM/PM) – 1.0 teacher and 1.0 instructional assistant
  - Primary Functional - 1 class (1.0 teacher and 1.0 instructional assistant)

- A functional class serving both Featherbed Lane Elementary and students from surrounding elementary schools will also remain in place. Presently more than fifty percent of the students functional class are from Featherbed Lane Elementary School. Three special education teachers at Featherbed will be designated to support the inclusion of students with disabilities into the least restrictive environment in order to provide flexibility in instructional delivery for students with IEPs. Whenever possible, students with IEP's will be in regular homerooms and in special subject classes and school activities with their general education classmates.

Physical Facility Improvements and Capital Planning Initiatives

- To improve access to the school building, a parent drop-off loop will be constructed in the summer of 2003 to ease congested traffic along the main school entrance on Richardson Road. The loop will egress off of Woodlawn Drive through Woodlawn Memorial Park to the rear of the school. We expect this loop to greatly enhance traffic flow around the school, as well as provide better access for emergency vehicles should an urgent situation arise.

- The Office of Strategic Planning and the Office of Physical Facilities will continue to work with the Featherbed Lane Elementary leadership and PTA to develop workable site improvements, such as redesigned parking and improved walkways, and incorporate them into a phased site improvement plan. The projects within this plan may be implemented as funding and priorities allow within the Baltimore County Public Schools.
Administrative Structure

- The circumstances that lead Featherbed Lane Elementary School to become Featherbed Lane Primary and Featherbed Lane Intermediate have changed substantially since implementation in 1997. During this time, these two schools functioned with two separate cooperative principals, each with their own staff and budget. The award of the National Science Foundation grant will require a unified leadership to guide staff and students to success. The school will return to its former name and administrative structure of Featherbed Lane Elementary School, a comprehensive elementary serving children from Pre-Kindergarten through Grade 5, under a single principal. This strength of leadership will allow Featherbed to build a program based on academic rigor and focused on student achievement.

- The combined Featherbed Primary and Intermediate projected enrollment is 731.5 FTE students.

- By formula this will produce 5.1 kindergarten teachers, 25.2 grade 1 - 5 teachers, 3.7 special area teachers (art, physical education, and vocal music), 2.0 reading teachers, and a 0.6 technology integration teacher.

- The combined school will be scheduled to have a 0.6 instrumental music teacher, three sessions of Pre-Kindergarten (1.5 teachers), 2.0 self-contained special education teachers, 3.0 special education inclusion teachers and 1.8 speech language pathologists.

- The combined school will also have 2.0 mentors, a 0.5 primary development resource teacher, 0.2 gifted and talented teacher, 1.0 math resource teacher, and 4.0 instructional assistants.

- All of the preceding positions are additive; that is, equal to the sum of the primary and intermediate schools.

- The following positions reflect the current basis of allocation for elementary schools and are not additive. There will be 1.0 of each of the following: librarian, guidance counselor, school nurse, assistant principal, and principal. There is currently 1.0 of each position in each school.

- There will be 3.0 clericals in the combined school. There are currently 2.0 clericals in each school.