



Calvert County Public Schools

LIGHTING THE PATH TO OUR STUDENTS' FUTURE

A Strategic Plan
2017





Light the Future



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Acknowledgements

The following Calvert County Public Schools stakeholders were involved in the creation of this document at varying points throughout the process.

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- Susan Johnson, Ph.D., *Director of Secondary School Improvement*
- Jon McClellan, *Director of Information Technology*
- Sabrina Bergen, *Principal of Patuxent High School*
- Beth Morton, *Principal of Plum Point Elementary School*
- Kevin Howard, *Supervisor of Human Resources*
- Jackie Jacobs, *Supervisor of Professional Development*
- Sandy Walker, *Supervisor of Equity & School Improvement*
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Calvert County Public Schools

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In partnership with



District Management Group
Helping Schools and Students Thrive

Letter from Superintendent of Schools

Dear Parents, Staff, Students, and Community Members,

On behalf of Calvert County Public Schools (CCPS), I am pleased to present our district's strategic plan for the next 5 years. This strategic plan will serve as a roadmap for our work, providing focus to our efforts to prepare and graduate each and every student in CCPS.

CCPS believes that education is a critical component of our community and therefore it is our responsibility to provide all students with a comprehensive and equitable education in order to increase their capacity to fully participate in and contribute to the civic, economic, cultural and social progress in our community, our state, our nation, and the world. We feel honored to be tasked with the responsibility as a school system of preparing students and producing graduates who are productive citizens, enabling them to have both choices and options for their lives in the 21st century.

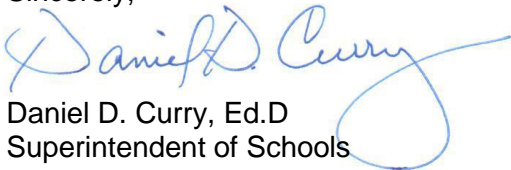
We are proud of the education we are providing to our students but believe that having a great school system is still not good enough. By using this strategic plan as a guiding force, we hope to further improve the quality and abundance of educational opportunities that we provide to ensure students have the skills to think critically, act intelligently and work creatively.

In the late winter of 2017, CCPS embarked on a strategic planning process. As part of the process, a 12-member Steering Committee was created to serve as the project owners for developing the strategic plan, which included leaders and staff from the central office, schools, union leaders, and the Board of Education. This diverse group brought together the unique perspectives needed to ensure that the work was applicable and meaningful to all system stakeholders.

This Steering Committee was responsible for reviewing data and the needs of CCPS to identify the district's guiding principles and priorities. In addition to formulating the strategic plan, the Steering Committee was tasked with engaging parents, community leaders, school employees, students, and others to participate in thoughtful dialogue regarding the goals and priorities of CCPS.

This document outlines the framework that guided the strategic planning work, as well as the district's theory of action, priorities, and measures for monitoring progress. Together, these goals form a broad vision that reaffirms CCPS' commitment to ensuring that our students receive the best education possible.

Sincerely,



Daniel D. Curry, Ed.D
Superintendent of Schools

What Was Our Process?

To identify and develop the strategic plan, a six-step process was used, as displayed below.



1. Gather Feedback

As a key component of the data gathering phase, focus groups and interviews with key district leaders and stakeholders were conducted at the onset of this process. Central office members, principals, district staff, parents, students, and key community members were invited to participate and engage in conversations focused on their experience with CCPS.

2. Collect & Analyze Data

The information gathered during interviews, focus groups and Steering Committee meetings, combined with quantitative data provided by the district, was used to identify CCPS' areas of strength and improvement. Quantitative data included district data, climate and culture surveys and the Maryland State Report Card.

3. Design Plan

Findings from the analysis were presented to Steering Committee members and used to help inform the development of the strategic plan. The Steering Committee engaged in a multi-step process to draft the theory of action, key district priorities and related measures for monitoring progress. This phase of the strategic plan consisted of multiple rounds of feedback and revision prior to being shared with the CCPS community at-large.

4. Gather Community Input

Four community engagement meetings were held across the county in an effort to solicit opinions and feedback from community stakeholders such as families, students, representatives of the local community organizations and district staff. During these meetings, attendees were presented with the theory of action and priorities and were given the opportunity to ask questions and give feedback. For individuals who were not able to attend the meetings, the presentation was made available online along with a form that could be used to provide feedback.

5. Refine Plan Based on Feedback

All feedback was reviewed by the Steering Committee and used to further refine the strategic plan to reflect the needs of the community.

6. Finalize Plan

After incorporating the updates to reflect the perspectives from a wide range of stakeholders, the Steering Committee finalized the content of the strategic plan. The strategic plan will serve as a living document that will guide the district to make strategic decisions that impact all CCPS community members.

What Do We Hope to Accomplish?

Calvert County Public Schools' existing mission and vision served as a foundation for further defining what we as a district hope to accomplish with the guidance of our strategic plan.

Our Mission

Calvert County Public Schools has established as its mission a commitment to produce graduates who are responsible citizens with options and choices in the 21st century.

Source: Calvert County Public Schools Annual Report 2016

Our Vision

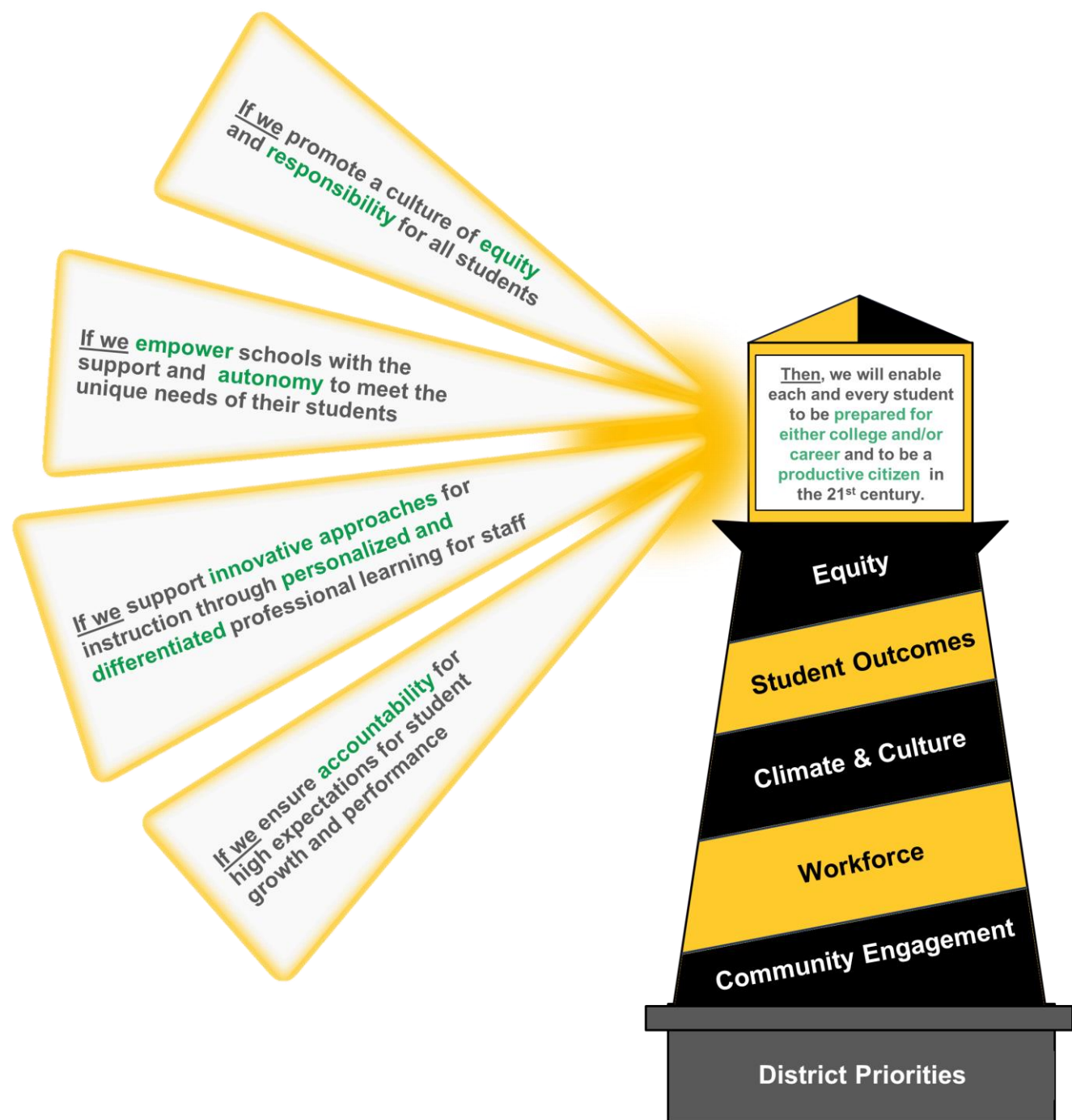
The citizens of Calvert County understand our free society requires educated and informed individuals who possess the skills needed to think critically, act intelligently and work creatively on matters of personal and common concern.

Source: Calvert County Public Schools District Website



Theory of Action

Based upon our mission and vision, as well as the identified needs in CCPS, a theory of action was developed. A theory of action is a set of beliefs and underlying assumptions about what will have the biggest impact in moving the needle towards improved student growth. Calvert County Public Schools’ theory of action represents a framework for strategic actions that, if realized, will help the district reach their mission and vision.



Defining the Theory of Action

The Steering Committee also defined key terms within the theory of action.

Equity implies support and access for all students to maximize their potential to achieve at the highest level.

Responsibility implies all stakeholders of CCPS are invested and responsible for each student's growth and outcomes.

Empower implies resources, supports and tools are provided to enable school-based leadership to make building-level decisions that will enhance their success.

Autonomy implies building-level leaders are encouraged to make decisions around the needs of their students and school community, within set guidelines.

Innovative approaches implies the ability to explore beyond the status quo and use evidence-based strategies to increase student engagement and learning.

Personalized and differentiated implies staff have choice and access to their professional learning opportunities that align with their needs and the needs of their students.

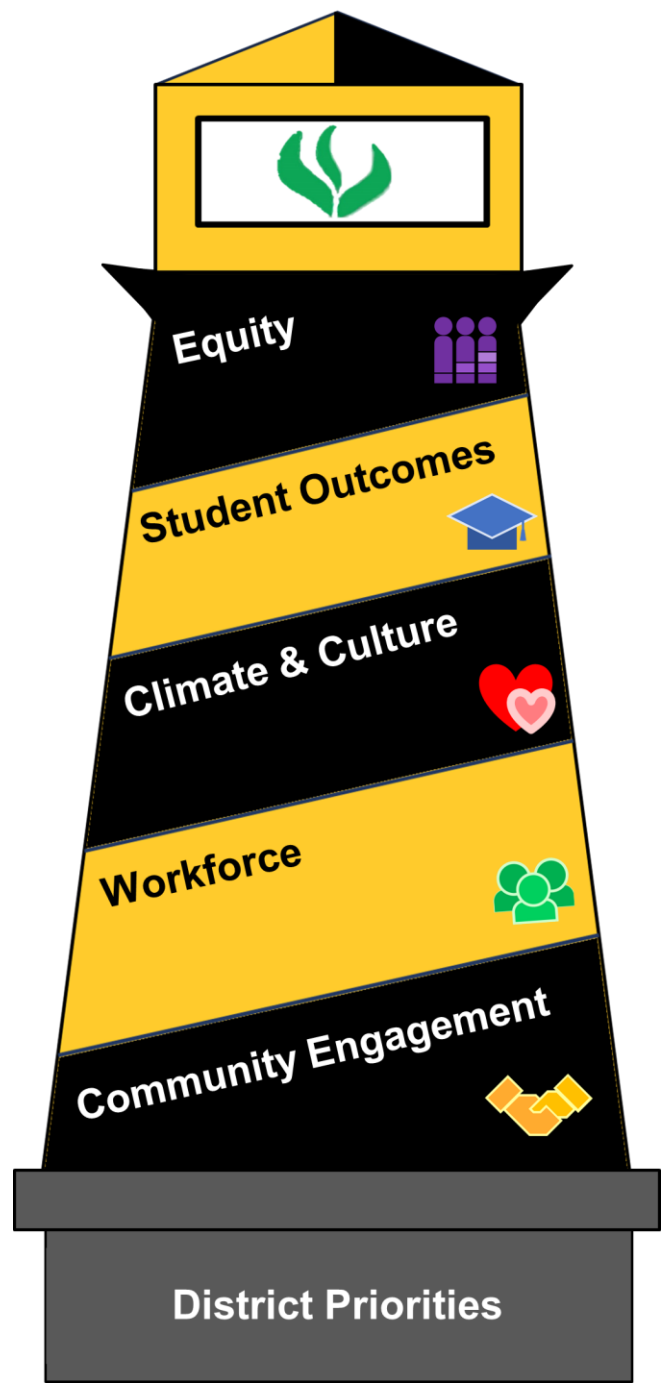
Accountability implies that all staff will play an active role in meeting and addressing each individual student's needs to ensure growth; and students will be held responsible for their personal growth, both academic and social-emotional.

Prepared for either college and/or career implies students are equipped with tools necessary for their life after high school regardless of their background and post-secondary plans.

Productive citizen implies students will be contributing members of the community and will have the skills necessary to be successful in life.

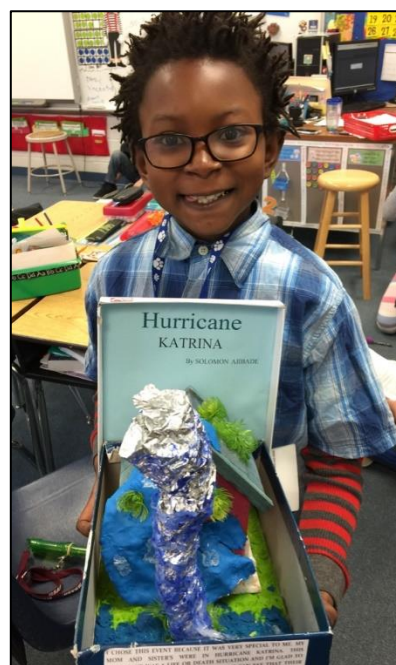
What Are Our Priorities?

Calvert County Public School's priorities will help the district in achieving its mission of producing graduates who are responsible citizens with options and choices in the 21st century. These priorities will be used by CCPS to align internal systems, processes and resources in a transparent and focused way. The priorities for CCPS, as established by the Steering Committee are displayed below.



How Will We Monitor Our Progress?

In each of the following sections, you will find specific measures for monitoring progress as they relate to each of the five priority areas. These measures will enable CCPS to monitor progress, highlight any need for mid-course corrections, and provide the community with more transparency into the district's success. Over the next five years, the district intends to make progress on all of the set measures.





Priority Area: Equity

Calvert County Public Schools is aware that not all students enter the educational system with the same resources, abilities and opportunities and that each and every student in CCPS is a unique individual. Societal, cultural, environmental, and demographic inequities present themselves in a variety of ways, making it hard at times to identify, measure, and ultimately address and solve specific district and school level inequities. As a key pillar of the community, CCPS believes that it must take a proactive and strategic approach in addressing inequities in resources, services, and opportunities to ensure that all students develop the necessary knowledge, skills and understanding for life after high school.



In 2016, CCPS ratified their equity policy, which was followed by the establishment of a central office position of the Supervisor of Equity and School Improvement. Through this policy, as well as a district Equity Plan, CCPS will articulate its vision and plan for equity across the district and community and share their current challenges and proposed solutions.





Priority Area: Equity

In support of this priority area, Calvert County Public Schools will...

- Provide equitable learning opportunities to all students in order help them become determined, independent, and successful learners;
- Promote a culturally responsive workforce; and
- Promote equitable allocation of resources that is transparent and is clearly communicated.

Equity Measures for Monitoring Progress:

- 1 A district equity plan is developed
- 2 A comprehensive communication plan is developed and implemented to disseminate the district equity plan to all CCPS employees and communities
- 3 Percentage of staff that have completed cultural competency professional development
- 4 Percentage of staff perceiving high expectations and positive attitudes towards all students regardless of their background
- 5 Percentage of students perceiving high expectations and positive attitudes towards all students regardless of their background



Priority Area: Student Outcomes

Calvert County Public Schools is committed to producing graduates who are responsible 21st century citizens and therefore strives to play an integral role in preparing students for their post-secondary life. Students at CCPS will be provided with equitable access to academically challenging and enriching learning experiences to help meet this vision. Achieving this also requires delivering innovative and differentiated teaching approaches to drive student growth and performance.

From Kindergarten to grade 12, all CCPS students have access to an abundance of academic and extracurricular opportunities in order to prepare them to be college and/or career-ready. In the past few years, CCPS' student population has become slightly more diverse and the district recognizes it must do more to address the achievement gaps between all students and student subgroups.



The district also hopes to provide more opportunities for students whether they are high-ability learners or students that may need more targeted support across all grades levels. In the last year, the percentage of high school students who are enrolled in at least one Advanced Placement (AP) course has increased to 55%. Additionally, 55% of those students scored a 3 or higher on the exam, which allows students to earn college credits while in high school. The Career and Technology Academy (CTA) offers 12 Career and Technology Education (CTE) programs of study that prepare students for both post-secondary education and employment. In addition to the CTE programs offered at CTA, another 11 CTE programs are taught at the four comprehensive high schools. Students can also earn college credit through the dual enrollment program with the College of Southern Maryland. With the existing and future programs and initiatives, the district hopes to level the playing field for all students to continue promoting a culture of equity and ownership.





Priority Area: Student Outcomes

In support of this priority area, Calvert County Public Schools will...

- Promote the growth for all students;
- Eliminate all achievement gaps;
- Enhance opportunities for high ability learners to thrive and be academically challenged;
- Prepare students for postsecondary education and/or career-focused options; and
- Support the expansion and integration of digital learning to enable all students to be connected to the world and prepare them to be 21st century learners.

Student Outcomes Measures for Monitoring Progress:

- 1 Percentage of students who are on or above grade level in reading by grades 3, 5, 8, and 9
.....
- 2 Percentage of students who are on or above grade level in math by grades 3, 5, 8, and 9
.....
- 3 Percentage of students participating in dual enrollment courses at the high school level
.....
- 4 Achievement gap of specialized populations (e.g. race, ELL, students with IEPs, FARMs)
.....



Priority Area: Climate & Culture

Nearly all schools across the country are experiencing an increased need for social, emotional, and behavioral supports. The stresses on the lives of children and their families seem to be increasing and the prevalence of more severe behavioral challenges is growing as well. While the causes are unclear, the impact on teachers, schools and students is seen every day. Not only is it hard for students to learn when their social and emotional needs are not being met, but behavioral outbursts can also distract other students as well as redirect the teachers' time. Removing these students from the classroom is not always the best answer as it is difficult for students with behavioral challenges to learn out of the general education setting.

To aid in the development of students into productive citizens in the 21st century, CCPS will ensure that students' social-emotional needs are met, and that students are taught important skills such as how to self-regulate, thereby allowing them to perform to the best of their ability in the classroom and beyond. Additionally, CCPS will continue to ensure that students are being taught and cared for in an environment that is both safe and respectful. Finally, one of those most important factors to students' success is our staff, and therefore we take responsibility for providing them with an environment and culture that builds and nurtures their wellness and morale.





Priority Area: Climate & Culture

In support of this priority area, Calvert County Public Schools will...

- Integrate students' social-emotional and behavioral learning into daily instruction;
- Provide a nurturing, respectful and safe environment for all; and
- Build and nurture the wellness and morale amongst staff.

Climate & Culture Measures for Monitoring Progress:

- 1 Percentage of students who report feeling safe at school
.....
- 2 Percentage of students who report that at least one adult in their school cares about them
.....
- 3 Percentage of school suspension rates
.....
- 4 Percentage of parents who report that they are satisfied with the school
.....
- 5 Percentage of parents that feel their children are supported by teachers
.....



Priority Area: Workforce

Calvert County Public Schools will ensure that all students are supported by a high-quality workforce who are committed and are driven by the belief that all students can succeed. CCPS values the diversity of its students and is continually striving to reflect the diversity of the student population in its workforce. Additionally, the district believes that a high-quality workforce is enriched through diversity that extends beyond race and ethnicity to include a multitude of traits such as gender, socio-economic background and content expertise. All staff will be tasked with further understanding biases and assumptions through purposeful cultural competency trainings that can be applied in and out of the classroom.



CCPS' workforce will help students achieve at the highest level and prepare students for college and/or career success. The district is committed to hiring, developing, and recognizing the very best principals, teachers and staff who implement innovative practices to support student's academic and social-emotional achievements. With the district's commitment to excellence, equity, and lifelong learning and the implementation of a robust professional development system, staff will be encouraged to learn and grow throughout their careers and remain within the CCPS community.





Priority Area: Workforce

In support of this priority area, Calvert County Public Schools will...

- Enhance the diversity of its workforce;
- Retain high-quality staff; and
- Provide staff with personalized and differentiated professional learning enabling them to grow and increase student success.

Workforce Measures for Monitoring Progress:

- 1 Percentage of racially diverse teachers that closely match the student populations belonging to minority groups
.....
- 2 Percentage of staff who report leaving CCPS for a neighboring school system
.....



Priority Area: Community Engagement

Family and community involvement in education are key in meeting and addressing the rising and complex social, emotional, and behavioral needs of our students. Family and the community must be equal partners in helping to address these issues, as well as support their students' education as a whole.

CCPS is fortunate to have community partners that contribute both time and resources to improving the supports and services provided to our students. As an organization, CCPS hopes to strengthen these partnerships allowing for students to access opportunities for more hands-on and project-based learning experiences, job shadowing opportunities, and internships. In order to encourage student success, we, as a community, need to promote and maintain shared ownership of our students as a community.





Priority Area: Community Engagement

In support of this priority area, Calvert County Public Schools will...

- Work to ensure that all staff, families, and community businesses and organizations are actively engaged with the district as advocates, allies and partners to increase equity, access, and results for all students

Community Engagement Measures for Monitoring Progress:

- 1 Percentage of students who are receiving industry or business experiences through internships or working partnerships
.....
- 2 Percentage of schools in the district that have a parent involvement organization or business partner
.....
- 3 Number of opportunities for community members to meet with board members (and provide feedback on district initiatives) outside of the board meetings (e.g. through board chats, board coffees, or rotation of location of board meetings)
.....
- 4 Number of school-business partnerships developed
.....
- 5 Number of community mentors volunteering in the schools
.....

Where We Go from Here?

It is critical that a strategic plan first determine the way to measure progress against these priorities. To this end, the Steering Committee defined a concise list of external-facing measures to be used for monitoring progress.

Next, through the implementation phase, the district will convert the priorities into initiatives and action steps that can be carried out by various members and departments across Calvert County.

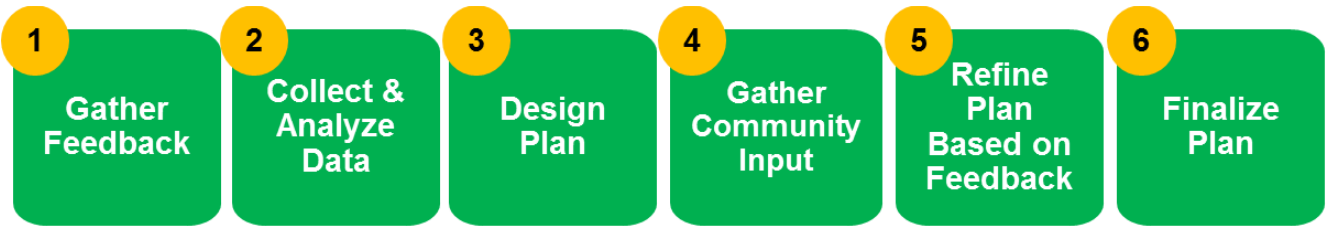
The strategic plan will then contain tangible action steps to help realize the district's theory of action, and measures for monitoring progress in each priority area. The Steering Committee, the Board of Education and CCPS staff members are excited to use this document to guide the district to make impactful changes.



Appendix

Process Overview

The strategic plan was formulated through a rigorous 6-month process. The process consisted of six major steps, as outlined below.



1. Gather Feedback

As a key component of the data gathering phase, focus groups and interviews with key district leaders and stakeholders were conducted at the onset of this process. Central office members, principals, district staff, parents, students, and key community members were invited to participate and engage in conversations focused on their experience with CCPS. The major themes and key takeaways from these interviews and focus groups are listed below.

Key Areas of Strength from Focus Groups

Abundance of Opportunities	<ul style="list-style-type: none">• Students have many opportunities to pursue their academic and extracurricular interests.
Dedicated & Passionate Staff	<ul style="list-style-type: none">• CCPS staff are dedicated to ensuring all students have the support they need to learn and thrive, both academically and social-emotionally.
High-Quality Education for Many Students	<ul style="list-style-type: none">• Parents, community members, staff, and students all agreed that CCPS provides a high-quality education for many students and helps attract families to the district.
Strong Community Connection	<ul style="list-style-type: none">• In almost every focus group, the district's strong community support came up as a strength of CCPS.
Strong Foundation for Technology Integration	<ul style="list-style-type: none">• The district has made recent investments in improving the technology infrastructure in the district and has prioritized increasing digital learning in the classroom.

Areas for Improvement from Focus Groups

Inequity	<ul style="list-style-type: none"> • Staffing and other resource allocations are perceived to not be equitable. • There are persistent achievement gaps for certain student populations, including African-American students, students receiving special education services, and males.
Professional Development	<ul style="list-style-type: none"> • Professional development opportunities may not always be offered at convenient times or in engaging methods.
Recruitment & Retention of Talent	<ul style="list-style-type: none"> • It has become increasingly more challenging to attract the most highly skilled staff to the district. • Some teachers feel low morale due to high workloads and not feeling valued for the work they do. • Opportunity to emphasize recruiting a diverse workforce in order to more closely reflect the diversity in the student population.
Supports for High Achieving Students	<ul style="list-style-type: none"> • Limited opportunities in place for students who are identified as gifted and talented. • There is a perceived need for more enrichment opportunities for high ability learners.
Social-Emotional Supports	<ul style="list-style-type: none"> • Some staff reported not feeling equipped to handle rising student behaviors and perceive the district to always be in “crisis management or reacting to crisis.” • There is a greater need for social-emotional supports for students, particularly those in Tiers 2 or 3.
Preparation for College & Career	<ul style="list-style-type: none"> • Guidance counselors at the secondary level are perceived to be spread too thin. • A need to provide more life skills and career counseling for students who may not be planning on going to college was identified.
Community Engagement & Partnerships	<ul style="list-style-type: none"> • Calvert County could develop more partnerships between the district and local companies and organizations. • Expressed desire to increase the dialogue with the community.

2. Collect & Analyze Data

The information gathered during interviews, focus groups, and Steering Committee meetings, combined with quantitative data provided by the district, was used to identify CCPS' areas of strength and improvement. Quantitative data includes district data, climate and culture surveys and the Maryland State Report Card. A sampling of the key takeaways from the data analysis is outlined below. These takeaways ensured the Steering Committee's dialogue was grounded in fact-based research.

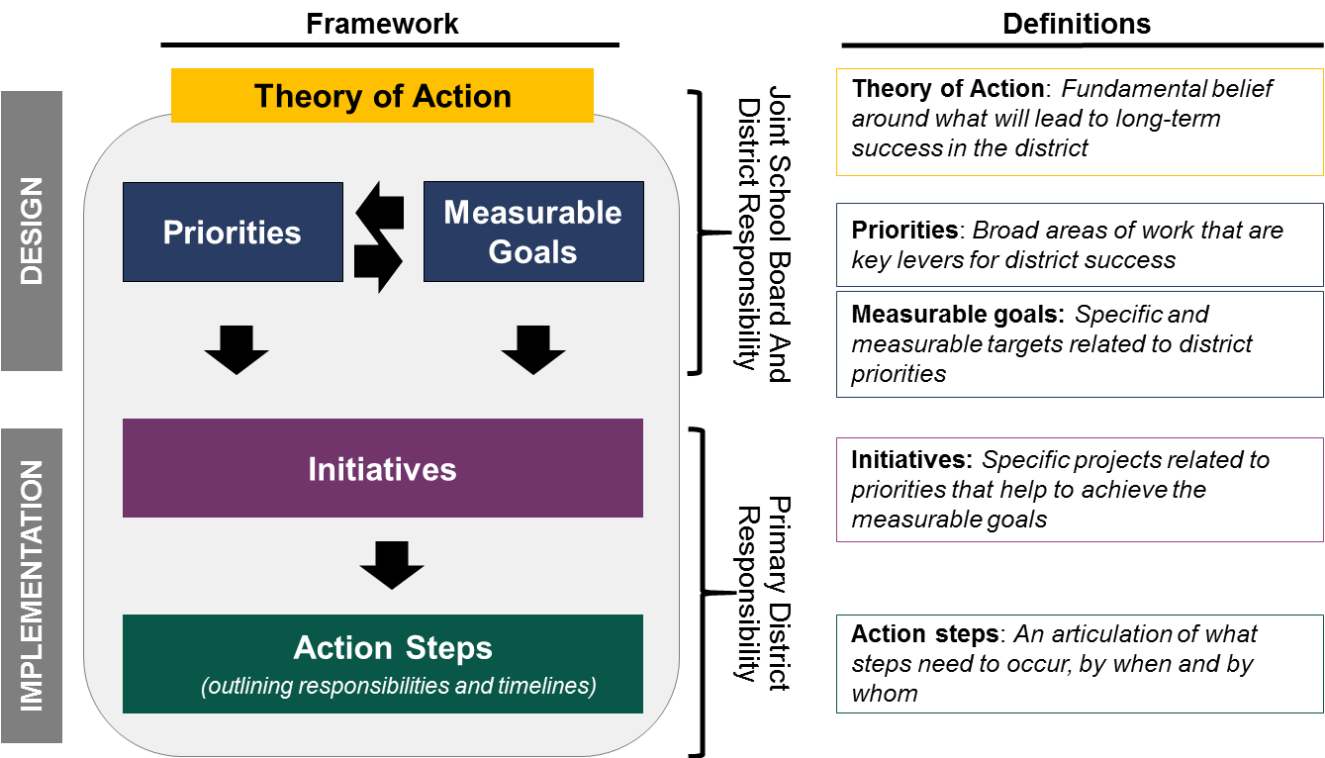
Key Data Analysis Findings for SY2015-16

Enrollment & Demographics	<ul style="list-style-type: none">• The student enrollment has decreased by 1% annually in the last five years and is expected to stay stagnant over the next five years.• Unlike the state, demographics in the district have been changing with its student population becoming slightly more diverse.
Academic Performance	<ul style="list-style-type: none">• The student enrollment has decreased by 1% annually in the last five years and is expected to stay stagnant over the next five years.• Unlike the state, demographics in the district have been changing with its student population becoming slightly more diverse.
College & Career Readiness	<ul style="list-style-type: none">• The student enrollment has decreased by 1% annually in the last five years and is expected to stay stagnant over the next five years.• Unlike the state, demographics in the district have been changing with its student population becoming slightly more diverse.
Climate & Culture	<ul style="list-style-type: none">• The student enrollment has decreased by 1% annually in the last five years and is expected to stay stagnant over the next five years.• Unlike the state, demographics in the district have been changing with its student population becoming slightly more diverse.
Teacher-Related Data	<ul style="list-style-type: none">• The student enrollment has decreased by 1% annually in the last five years and is expected to stay stagnant over the next five years.• Unlike the state, demographics in the district have been changing with its student population becoming slightly more diverse.

3. Design Plan

Findings from the analysis were presented to Steering Committee members and used to help inform the development of the strategic plan. The Steering Committee engaged in a multi-step process to draft the theory of action, key district priorities and related measures for monitoring progress. This phase of the strategic plan consisted of multiple rounds of feedback and revision prior to being shared with the CCPS community at-large.

The Steering Committee adopted a framework from which to develop the strategic plan. This Strategic Planning Framework ensured a methodological approach to identifying and articulating a broad vision for the district. This broad vision was then connected with increasing degrees of specificity to arrive at concrete goals and implementation tactics which are aligned and interconnected.



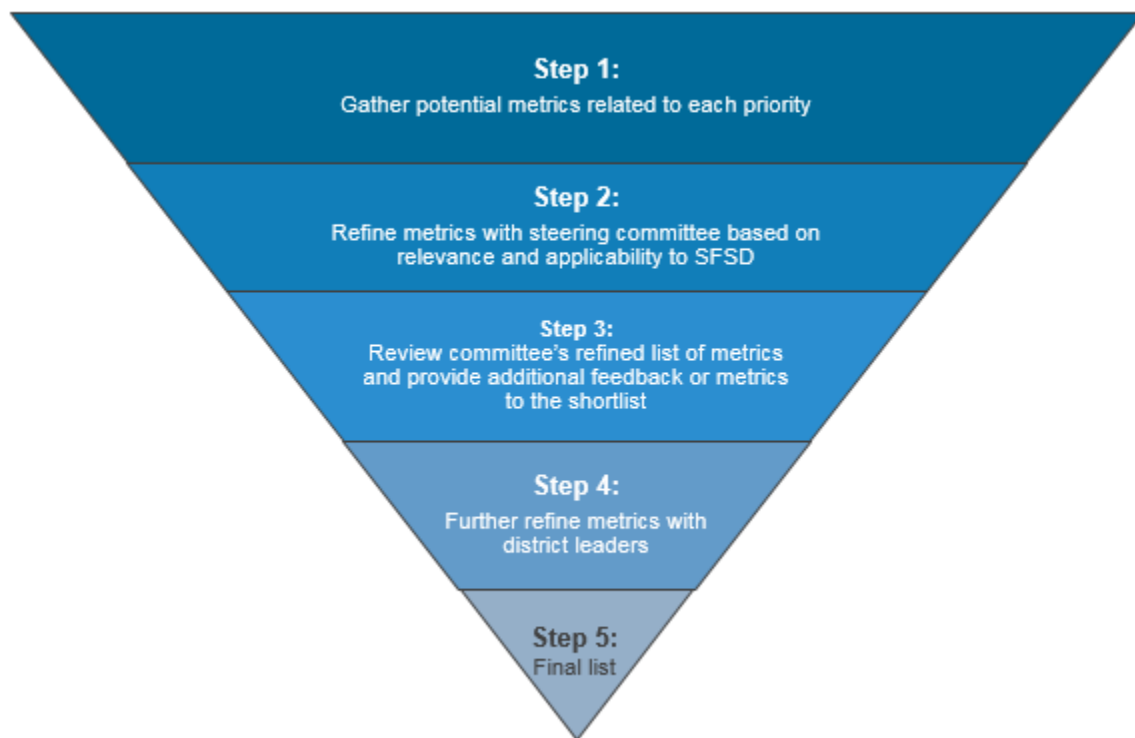
Source: District Management Group

The first step in creating the strategic plan was to articulate CCPS' theory of action. A theory of action describes the district's core beliefs and actions that will lead to long-term success and will support the district's mission/vision to help achieve the desired outcomes. Because the theory of action is a foundational component, it envelops all components of the Strategic Planning Framework.

Once the theory of action was established, the priorities were defined, which are a short list of focus areas aligned with the theory of action to sharpen CCPS' focus to achieve the long-term vision of the district.

It is critical that a strategic plan first determine the way to measure progress against these priorities. To this end, the Steering Committee defined a concise list of external-facing measures for monitoring progress. Finally, in the implementation phase, these priorities will be converted by the district into initiatives and action steps that can be carried out by various members and departments of CCPS.

A number of work steps were involved in arriving at the final set of measures for monitoring progress in support of CCPS' strategic plan. There were five core steps within the process for selecting the measures for monitoring progress:



Source: District Management Group

A wide range of potential metrics were researched, analyzed and refined by the Steering Committee to ensure the goals were both relevant and applicable to the key priorities of the strategic plan. This list was finalized through a collaborative effort of the Steering Committee and district leadership.

4. Gather Community Input

Four community engagement meetings were held across the county in effort to solicit opinions and feedback from community stakeholders such as families, students, representatives of the local community organizations and district staff. During these meetings, attendees were presented with the theory of action and priorities, and were given the opportunity to ask questions and give feedback. For individuals who were not able to attend the meetings, the presentation was made available online along with a form that could be used to provide feedback.

The Steering Committee launched extensive community engagement efforts that included social media and electronic outreach, as well as a series of four community engagement sessions across the district to solicit input from community stakeholders. Based on these discussions, the Steering Committee incorporated this feedback into the Measures for Monitoring Progress and eventually the Initiatives to better reflect the voice of the community.

A critical component of the strategic planning process for CCPS was providing the community with ongoing opportunities to reflect on the current challenges facing the district and to give feedback on the theory of action and priorities initially proposed by the Steering Committee. The primary objective of the community engagement phase of the strategic planning process was to ensure the plan incorporated a diverse set of perspectives from across the community. Efforts were designed to solicit feedback that would help test whether the theory of action and priorities drafted by the Steering Committee were responsive to community needs, and whether the intent behind the theory of action and priorities was communicated effectively with the current language. Additionally, engaging the community helped to generate awareness from a large set of stakeholders, with the goal of creating a united front behind the strategic plan moving forward.

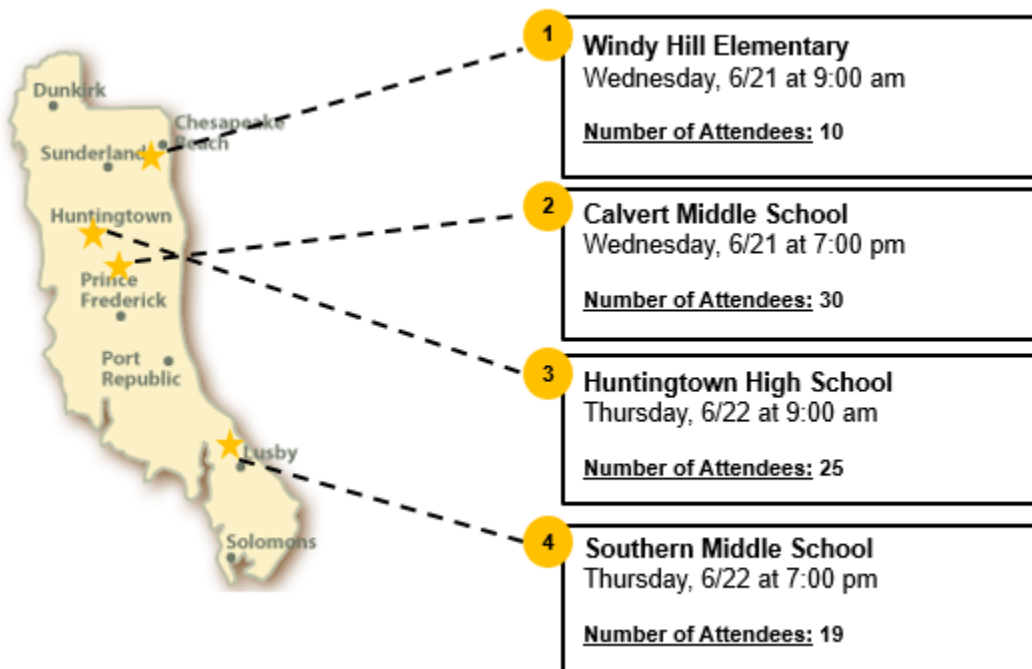
To solicit a broad range of perspectives, the Steering Committee used multiple methods to share information about the strategic plan and to solicit feedback. These efforts took place in June 2017. Below is a summary of these efforts:

Community Engagement Sessions

On June 21 and 22, 2017, CCPS hosted four community engagement sessions. (See below for a complete schedule and map of locations.) A wide range of CCPS Steering Committee members, parents, community partners, education leaders, and other stakeholders were formally invited to each session so they could provide input. Additionally, members of the public were encouraged to attend and participate in the discussion along with the invited partners. The community engagement sessions followed a predetermined protocol:

- **Presentation of strategic plan:** CCPS Superintendent, Dr. Daniel Curry, opened each session by providing a brief overview of the strategic planning process and framework, and presented the draft theory of action and priorities.
- **Discussion of plan and questions:** Invited all participants to ask clarifying questions about the draft theory of action and priorities, and whether they believed these resonated with community needs and if anything was missing.
- **Solicit written feedback:** At the end of each session, the participants were provided a feedback form to provide additional input about the draft theory of action and priorities.

Locations & Times of Community Engagement Sessions



CCPS posted a draft of the strategic plan with the theory of action and priorities, along with all relevant contextual documents on its website. In addition, the website and notifications through our School Messenger system were used to publicize the community engagement sessions (described below). The website was also used to solicit feedback on the strategic plan.

The participants in the community engagement sessions – which included school leaders, educators, parents and families, and community advocacy and activist organizations – provided perspectives from a wide range of the stakeholders who work in and with CCPS. The Steering Committee received feedback from over 100 community partners and members of the public. In addition, CCPS leadership and Steering Committee members were able to have valuable face time with members of the larger community, which will pave the way for further CCPS engagements and involvement efforts.

All oral and written feedback and input provided by the community was documented. These notes were then compiled to identify broad themes, which the Steering Committee reviewed, discussed and incorporated into a revised draft of the strategic plan.

5. Refine Plan Based on Feedback

All feedback was reviewed by the Steering Committee and used to further refine the strategic plan to reflect the needs of the community. Much of the feedback centered on specific language and wording choice. The Steering Committee took care to address such feedback to ensure the final language conveyed its intended meaning while reflecting the needs of the community. A few other pieces of feedback were more pertinent to the implementation phase of the work and will be incorporated into the creation of the initiatives and action steps emerging from each priority area.

6. Finalize Plan

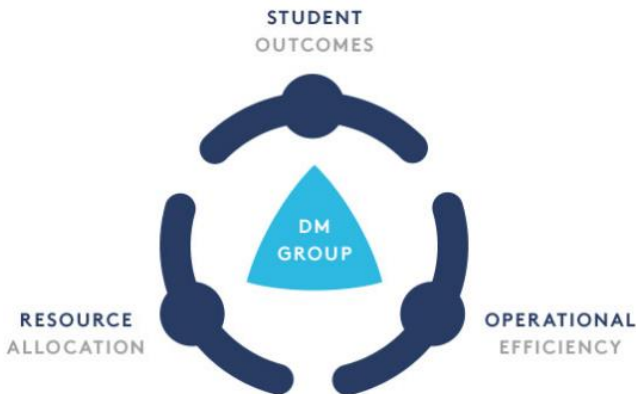
After incorporating the updates to reflect the perspectives from a wide range of stakeholders, the Steering Committee finalized the content of the strategic plan. The strategic plan will serve as a living document that will guide the district to make strategic decisions that impact all CCPS community members.




About District Management Group

Founded in 2004, District Management Group seeks to address the most important management challenges facing American public school leaders. The leaders of our school systems are charged with the enormous responsibility of providing students with the resources to succeed in school and beyond. To achieve this, district and school leaders must not only be great educators, they must also be great managers. District Management Group seeks to provide district leaders with the best management techniques and educational practices to produce measurable, sustainable improvements that help schools and students thrive.

Our unwavering focus is on solutions that improve student outcomes, and simultaneously enhance operational efficiency and resource allocation. Achieving only one of these objectives in isolation is not enough. It is in achieving these three objectives simultaneously that improvements in student outcomes and the public education system as a whole can be made sustainable.

To achieve these objectives, District Management Group engages with districts in different ways:



 District Management Solutions	 District Management Council	 District Management Journal
<p>District Management Solutions offer a comprehensive combination of deep expertise, proprietary software, and dedicated support to help districts in the areas of:</p> <ul style="list-style-type: none"> • Scheduling: elementary and secondary • Special education • Strategic planning • Program evaluation • Strategic budgeting <p>District Management Solutions also provides professional development programs in these areas.</p>	<p>District Management Council is a network of forward-thinking district leaders committed to driving transformational change in public education. Membership in District Management Council gives you access to our research and thought leadership, prepaid access to our professional development conferences, and opportunities to share ideas with a national network of like-minded district leaders.</p>	<p>District Management Journal distills our in-depth research and years of experience to provide insightful and practical articles, case studies, and toolkits that help school district leaders implement measurable, sustainable improvements in student outcomes.</p>

Nondiscrimination Statement

Calvert County Public Schools does not discriminate on the basis of race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identity and expression, or genetic information or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

- Director of Student Services
- Director of Human Resources
443-550-8000

For further information on notice of non-discrimination, visit the Office of Civil Rights Complaint Assessment System at: <http://ocrcas.ed.gov> or call 1-800-421-3481.

Anti-sexual, Anti-racial and Anti-disability Harassment Statement

Discrimination can manifest itself in behaviors such as bullying, harassment, or intimidation of individuals.

Calvert County Public Schools does not tolerate any form of harassment including, but not limited to, sexual, racial, or disability. Any individual (student, employee, or community member) who believes that he or she has been subjected to any form of harassment is encouraged to report the allegation of harassment. Students, parents and community members may report allegations of harassment to:

Ms. Kimberly Roof
Director of Student Services
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

Employees may report allegations of harassment to:

Ms. Laveeta Hutchins
Director of Human Resources
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

Calvert County Public Schools is committed to conducting a prompt investigation for any allegation of harassment. If harassment has occurred, the individual will be disciplined promptly. Disciplinary actions for students found to have engaged in any form of harassment may result in suspension or expulsion. Disciplinary actions for employees found to have engaged in any form of harassment may result in suspension or termination.

Calvert County Public Schools encourages all students, parents, employees, and community members to work together to prevent any form of harassment.

For further information on notice of non-discrimination, visit the Office of Civil Rights Complaint Assessment System at: <http://ocrcas.ed.gov> or call 1-800-421-3481.

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