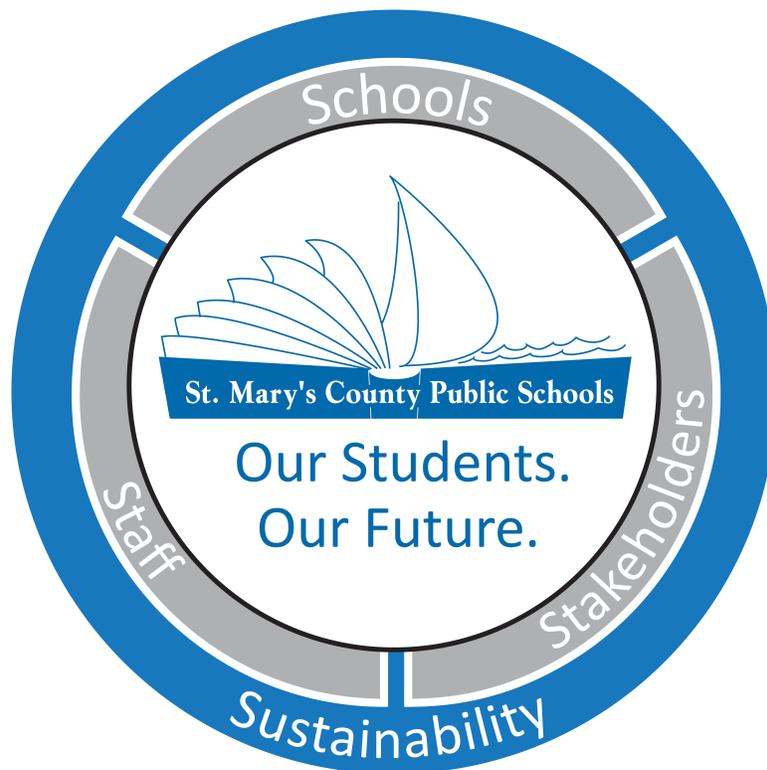


# St. Mary's County Public Schools

## Bridge to Excellence Master Plan Annual Update



2016-2017

St. Mary's County Public Schools  
23160 Moakley Street  
Leonardtwn, MD 20650

## ST. MARY'S COUNTY PUBLIC SCHOOLS

### **Board Members**

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Dr. Maureen C. Montgomery, Deputy Superintendent  
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Dr. Jeff Walker, Assistant Superintendent of Supporting Services

Mrs. Lisa E. Bachner, Director of Curriculum and Instruction  
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Note: For more information, please visit our website at <http://www.smcps.org>.



Central Administration, 23160 Moakley Street, Leonardtown, MD 20650 (301) 475-5511

**2017 Master Plan Annual Update**

**(Include this page as a cover to the submission indicated below.)**

**Master Plan Annual Update**

**Due: October 16, 2017**

**Local Education Agency Submitting this Report:**

St. Mary's County Public Schools

**Address:**

23160 Moakley Street, Leonardtown, MD 20650

**Local Point of Contact:**

Dr. Jeffrey A. Maher

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**WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2017 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence. We further certify that this Annual Update has been developed in consultation with members of the local education agency's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.**

  
\_\_\_\_\_  
Signature of Local Superintendent of Schools  
or Chief Executive Officer

Date

11/15/17

  
\_\_\_\_\_  
Signature of Local Point of Contact

Date

11/15/17

## **Local Planning Team Members**

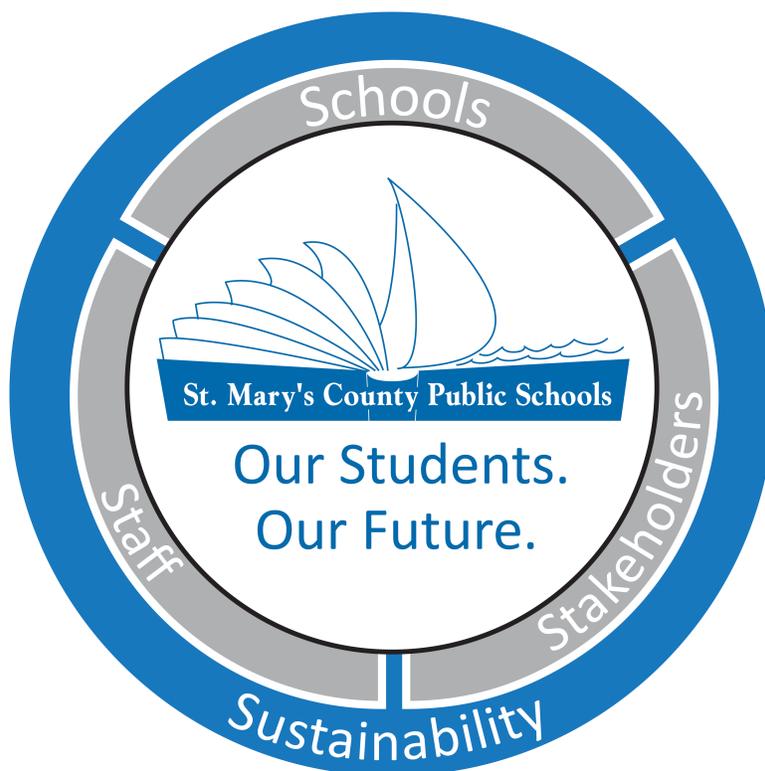
Use this page to identify the members of the school system's Bridge to Excellence planning team. Please include affiliation or title where applicable.

The St. Mary's County Public School System's Bridge to Excellence Master Plan is the result of the collaboration and contributions of many educators and stakeholders, who have provided input to develop our long term commitments to students, staff, our schools, stakeholders, and ultimately sustainability for our vision. While it is not possible to cite the names of everyone involved in the preparation of the SMCPS Master Plan, special appreciation is expressed to the following individuals who contributed to the 2017 Annual Update.

J. Scott Smith, Superintendent of Schools  
Maureen C. Montgomery, Deputy Superintendent  
Tammy S. McCourt, Assistant Superintendent of Fiscal Services and Human Resources  
Jeff Walker, Assistant Superintendent of Supporting Services  
Lisa E. Bachner, Director of Curriculum and Instruction  
Dale P. Farrell, Director of Human Resources  
Susan E. Fowler, Director of Special Education  
Kelly M. Hall, Executive Director of Supplemental School Programs  
Jeffrey A. Maher, Chief Strategic Officer  
Cheryl Long, Director of Student Services  
Michael A. Watson, Administrative Accountability Officer  
Carrie Smith, Supervisor of Special Education  
Sherry O'Dell, Supervisor of Special Education  
Cynthia Kilcoyne, Supervisor of Special Education  
Wallace Roberts, Supervisor of Special Education  
Angela Fulp, Supervisor of Special Education  
Todd Burroughs, Supervisor of Instruction: Fine Arts  
Michael Boyle, Supervisor of Instruction: CTE  
Jessica Cotugno, Supervisor of Instruction: Elementary Programs/ Elementary Gifted and Talented/Facilitator of Elementary Professional Development  
Bridget Dunbar, Supervisor of Instruction: Secondary Mathematics  
Michelle Gallant-Wall, Supervisor of Instruction: English/Language Arts  
Colleen Gill, Instructional Facilitator of Specialized Teacher Programs/ Facilitator of Secondary Professional Development  
Jason Hayes, Supervisor of Instruction: Science  
Becky Loker, Supervisor of Instruction: Elementary Mathematics  
Denise Mandis, Supervisor of Instruction: Academy Programs/ Advanced Placement/Media  
Cortney Dvorak, Supervisor of Instruction: Reading  
Margarita Rochow, Coordinator of Environmental Education  
Andrew Roper, Supervisor of Instruction: Physical Education/Health  
Wendy Tarr, Supervisor of Instruction: World Languages/English Language  
Kevin Wright, Supervisor of Instruction: Social Studies

# St. Mary's County Public Schools

## Annual Update Part I



2017-2018

St. Mary's County Public Schools  
23160 Moakley Street  
Leonardtown, MD 20650

# PART I

- I. Executive Summary
- II. Finance Section
- III. Goals and Objectives
- IV. Assessments Administered



**I.**

# **Executive Summary**

## I. Introduction

The last several years have provided us an opportunity to prepare our students and staff for the high expectations of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. With our baseline data established, we now look toward a balanced accountability system that includes both the measures of student achievement associated with PARCC and with school quality indicators, as well.

Our work this year is focused on two key elements that align with Maryland’s accountability plan and our focus on the whole child. Balanced between student achievement and culture/climate, we remain consistent with our mission and commitments to our students, staff, and stakeholders.

Our mission statement’s words are never truer:

*Know the learner and the learning,  
expecting excellence from both.*

*Accept no excuses, educating all with  
rigor, relevance, respect, and positive relationships.*

Coupled with our mission statement are our commitments. These commitments are the bedrock of our work. They are defined by: our commitments to students, to staff, to schools, to stakeholders, and to sustainability as we move forward over the next four years. The logo below captures how each individual element supports the others - with *students* in the center of all our work, supported by *staff, schools, and stakeholders* - ultimately built upon a model of fiscal and organizational *sustainability*.



## Commitments

St. Mary's County Public Schools (SMCPS) has made a commitment to live the words we speak and demonstrate daily our dedication to our students, staff, schools, and stakeholders. Two years ago we introduced these commitments, and we continue to work toward them. This year, we are not only emphasizing these commitments, but seeking to define evidence of these commitments in action.

- **Our commitment to students**

is our focus on teaching and learning in order to support students in achieving their goals.

- 1.1 Students have equitable access to rigorous and relevant learning.
- 1.2 Students are engaged in learning experiences that meet their needs and interests.
- 1.3 Students are safe and supported in their academic, social, and emotional growth.
- 1.4 Student learning is aligned to nationally recognized standards.
- 1.5 Student learning is measured in a fair, meaningful, and timely way.
- 1.6 Student learning is designed to support students' preparation for a balanced lifestyle.

- **Our commitment to staff**

is our engagement in and support of professional growth to meet the expectations of performance.

- 2.1 Staff have a deep understanding of factors that impact learning.
- 2.2 Staff are highly qualified, highly effective, and diverse.
- 2.3 Staff are engaged in an open, trusting, and solution-oriented environment.
- 2.4 Staff actively drive their learning and advancement.
- 2.5 Staff are supported and accountable in meeting expectations for performance.
- 2.6 Leadership is grown from within the school system.

- **Our commitment to schools**

is to create and maintain safe, engaging, learning environments for our students and staff.

- 3.1 Schools are well maintained, safe, and welcoming learning environments.
- 3.2 Schools support the social and emotional safety and well being of students.
- 3.3 School programs support the development of the whole child.
- 3.4 Schools support learning, effectiveness, and efficiency.

- **Our commitment to stakeholders**

is to inform and engage our parents and partners in the education of our children.

- 4.1 Family and community members are welcomed as supportive partners.
- 4.2 Two-way communication with stakeholders is open, honest, and timely.
- 4.3 Partnerships anchor our schools and students to the community we serve.

The final set of commitment statements ties to the four areas above, with specific attention to ensuring that our work can carry forward.

- **Our commitment to sustainability**  
is to only invest in that which furthers our mission and is explicitly built into our budget.
- 5.1 We invest in instructional resources.
  - 5.2 We invest in programs, experiences, and learning for students.
  - 5.3 We invest in technology to engage, educate, and communicate.
  - 5.4 We invest in our people.
  - 5.5 We invest in technology to enhance efficiency and further productivity.
  - 5.6 We invest in professional development, internal advancement, and growing our own.
  - 5.7 We develop long-range plans for the growing needs of our school system.
  - 5.8 We invest in our schools, classrooms, and work spaces.
  - 5.9 We invest in our system infrastructure.
  - 5.10 We invest in communication systems to tell our story.
  - 5.11 We develop and implement a budget that is understandable and transparent.
  - 5.12 We are responsible and accountable to our stakeholders.

### **Addressing Achievement Gaps**

As evidenced in these commitment statements, one can conclude that our work puts students first, with a focus on equity, achievement, and the whole child. We recognize that student achievement does not solely come from academic support. As is reflected in the Maryland accountability model, we too recognize the importance of both academic achievement and school quality indicators. To that end, we have aligned school improvement to reflect these same elements.

Aligning to the Maryland State Department of Education’s vision to prepare all students to be college and career ready, our goals, initiatives, and strategies consider all subgroups and specialized populations as we promote academic excellence. Persistent performance gaps are analyzed and addressed routinely for the system, for each school, and for each individual student. We have a variety of initiatives focused on teaching and learning to address these gaps. Specifically, we have identified a significant gap with all measurable data points (achievement, discipline, and attendance) between our economically disadvantaged students, minority students, special needs students, English Language Learners, and the rest of our population. SMCPs has experienced an increase in the number of students receiving free and reduced meals. The achievement gaps for our students living in poverty are persistent.

Coincident with our first commitment to staff, i.e., staff have a deep understanding of factors that impact learning (2.1), we have dedicated our professional development efforts throughout the year to address these needs. Specifically, we have designed professional development around the two key focus areas:

- Academic Achievement
- Culture and Climate

At the school level, principals work with their staff to develop a professional development plan consistent with these areas. Systemic initiatives include:

#### **Academic Achievement**

- Using assessments for student learning
- Implementing formative assessment throughout the instructional process
- Monitoring interventions for consistency and effectiveness

#### **Culture and Climate**

- Implementing Multi-tiered Systems of Support or a PBIS model
- Implement Restorative Practices and the Responsive Classroom
- Providing for the RTI Process for monitoring interventions

Understanding and intervening on behalf of students who face challenges is our priority. This encompasses our work in every area, recognizing that chronic and acute stress impacts student learning, behavior and attendance. School success hinges upon our ability to support students who face challenges.

The strategies articulated in the Goals and Objectives section of the Master Plan detail a rationale for each. The explanation of these strategies communicate the consistent approach to instruction, intervention, and support for students who are underperforming in the assessed areas.

## **Academic Achievement**

Over the last several years, SMCPS has embraced the Maryland College and Career Ready Standards/Common Core State Standards. With the implementation of these rigorous educational standards, we established a set of shared goals and expectations for students in grades k-12 which are designed to prepare them for success in college and the workplace. Throughout the year, our students were asked to demonstrate independence and perseverance, construct arguments, comprehend, critique, and support with evidence. Additionally, they used resources, strategies, and tools to demonstrate strong content knowledge. We transitioned to deeper and richer lessons, replete with informational texts, analytical writing, and trans-disciplinary project based learning, all of which we fundamentally believe will prepare our graduates to face the challenges of a 21st century post-secondary landscape.

The learning outcomes for our students places emphasis on higher levels of thinking, reasoning, modeling, written expression, and conventions of language. To that end curriculum expectations continue to focus on increasing the rigor and depth of assignments and the inclusion of writing in response to text across all curriculum areas. This focus emphasizes analytical and higher-level thinking and comprehension.

Furthermore, formative assessments used to drive targeted instruction will continue to be a focus in St. Mary's County Public Schools and will provide continuous measures of standard attainment as students move through the curriculum. Teacher teams are involved in ongoing professional development to lead the design of resources and provide professional development that centers on the shifts of the MCCRS as well as how to develop, analyze and then use Formative Assessments to plan and deliver their daily instruction.

## **Assessments for Learning**

SMCPS has developed a balanced assessment plan to help guide teaching and learning. Through the use of formative and performance assessments, students can demonstrate their learning on an ongoing basis. Formative assessment data is used to identify student strengths and weaknesses. It also informs the instructional plan to include intervention support, which addresses deficit or extension needs. Performance assessments across content areas are designed to offer students opportunities to apply the skills and knowledge of the curriculum. The assessments vary based on content standards and instruction.

Another key element in the SMCPS assessment plan is flexibility. While some county assessments are required to ensure consistency of expectations, others are offered as instructional resources for teachers to integrate as appropriate. Teacher use these assessments to meet the needs of their students while simultaneously accommodating their schedule. Therefore, testing windows are offered rather than rigid dates for giving an assessment. Another element of flexibility is offering the assessments through different means. Some are provided through a traditional paper/pencil administration, while others utilize an interactive online platform designed to mirror the PARCC assessment platform. Beyond those approaches, some performance assessments allow endless possibilities of how students can demonstrate their learning (e.g., through presentation, multi-media, etc.).

The purpose of assessment is to measure students' proficiency and learning in order to make instructional decisions. In that sense, assessment is a tool in the teacher's toolbox. Used appropriately, this tool is one of many used to design and build an architectural masterpiece of learning. SMCPS also utilizes the Performance Matters/UNIFY data warehouse so that leadership and teachers alike can analyze all aspects of the assessments that students are given in order to provide focused individualized feedback and instruction. Active, problem-based learning, and critical thinking are key elements that guide the work in designing the blueprints for each class and each individual classroom and student

## **Using Formative Assessments to Drive Instructional Decision Making**

In reviewing assessment data, SMCPS leadership has employed the professional development model of collaborative and peer support to review data and allow for differentiated, individually guided professional dialogue for each school team. System leaders utilized the aggregated and disaggregated PARCC English Language Arts (ELA) and Mathematics data to analyze trends in both System and School PARCC performance through the dual lens of proficiency and growth, respectively. Coupled with our local formative assessments, the system was able to help schools truly analyze student performance. This ongoing professional learning and collaboration continues throughout the year with a focus on trends with respect to each school's and the overall system's content and classroom performance.

This year will be our school system's second year participating in the Formative Assessment for Maryland Educators (FAME) cohort. FAME is a collaborative professional development process that consists of five self-study modules, application activities, communities of practice, leadership support, and support by

formative assessment specialists at the Maryland State Department of Education. The goals of FAME are to encourage and support teacher reflection and dialogue around the topic of formative assessments, help teachers revise and refine their current practices within their own classroom and school, and create lasting change in schools and districts. SMCPS will have two schools participating in year two and numerous cohorts around the county will begin year one throughout this school year.

### **Monitoring Interventions and Providing Support**

In working to eliminate achievement gaps for students who are underperforming, we have employed targeted instructional interventions aimed at specific content and skill gaps. School teams identify the appropriate intervention and use progress monitoring to assess a student's academic performance that examines the student's rate of improvement (i.e., responsiveness to instruction), through which we evaluate the effectiveness of instruction. Of special attention in progress monitoring is the focus on the fidelity of implementation. This includes the selection of evidence-based tools, with consideration for cultural/linguistic responsiveness and recognition of individual student strengths.

Interventions begin with setting the target by using a variety of data to include specified performance data from both lagging and leading data, as well as classroom observation and formative assessments. Through collaborative analysis of this data, teacher teams identify the target population for interventions and create action plans, data findings, and focus skill calendars. Through this process, teams develop individual lesson plans and utilize leading data to drive instruction and monitor progress. Progress monitoring includes a deeper dive into the data to review, reassess, and reteach skills. Ultimately this is a recursive and ongoing process as these teams discuss new outcomes and make necessary changes to the next iteration of the intervention.

### **Graduation Rate**

Demonstrating our preparedness for students to be college and career ready has led to remarkable achievements in our graduation rate. The four-year cohort graduation rate continued to climb this past year to 93.7 percent for the class of 2016. The new rate represents a continued increase over five years. At the same time, the four-year cohort dropout rate fell from 10.98 percent in 2010 to 4.27 percent in 2016. Both measures outpace the Maryland State Average.

The achievement of our students represents our work towards closing the achievement gap as graduation rates for all demographic groups have improved.

- **89.2%** of African American students graduated on time, an increase of **12%** over five years
- **>95%** of Hispanic/Latino students graduated on time, an increase of **11%** over five years
- **94.5%** of White/Caucasian students graduated on time, an increase of **5%** over five years
- The graduation rate for economically disadvantaged students has increased by **19%** over five years
- The graduation rate for special education students has increased by **14%** over five years

Our students are graduating college and career ready.

- 56.2 % of 2016 graduates were University System of Maryland (USM) completers
- 23.8% of 2016 graduates were Career and Technology (CTE) completers
- 19.5 % of 2016 graduates met BOTH the USM and CTE completer requirements

### **Dual Enrollment**

We continue to partner with the College of Southern Maryland (CSM), as well as other partner institutions to help our students to be College and Career Ready. This focus has resulted in the expansion of dual enrollment courses offered both on and off campus for our students. During the 2016-2017 school year, 774 students across our three high schools enrolled in courses at CSM for credit, and 1066 students enrolled in courses at SMCPS high schools that were eligible for CSM dual enrollment credit. These courses include Finite Math, Calculus, Human Anatomy, and College Prep English. In addition, over 25 courses at the Dr. James A. Forrest Career and Technology Center have articulated credit agreements with seven (7) colleges and institutes of higher education.

### **Standards Based Instruction and Feedback**

Coupled with formative assessment is the ongoing feedback to students and their parent/guardians about their progress toward mastery of the learning standards. At the elementary school level, we continue our work in transitioning to a standards-based report card to provide students and families with feedback specific to student progress on the MCCR standards. Students in gr. Pre-K through 2 receive a standards based report card. The standards-based report card articulates student progress toward mastery of the identified MCCRS standards for the grade level. Through this process, parents, students and teachers will more clearly understand what is expected, and parent and teachers are better able to work together to guide students, helping them to be successful. Families have been provided with a great deal of [information](#) to support their understanding of their child's progress. Each year, we look to expand the use of a standards based report card. During the 2018-2019 school year, we will implement a standards based reporting system in third grade with fourth grade following in school year 2019-2020. The transition to the standards based reporting will complete with the fifth grade implementation in 2020-2021.

### **Virtual Learning and Recovery**

St. Mary's County Public Schools continues in its partnership with America's Promise Alliance and Apex Learning® to provide comprehensive digital curriculum to students at all of our high schools. This three-year partnership has resulted in the implementation of programs for remediation, credit recovery, unit recovery, supplemental courses, Advanced Placement, and summer school. The program at each of our high schools includes a dedicated teacher running a resource room each period of the day, where students can complete work, receive tutoring, and monitor their graduation plan.

## Culture and Climate

- Implementing Multi-tiered Systems of Support or a PBIS model
- Implement Restorative Practices and the Responsive Classroom
- Providing for the RTI Process for monitoring interventions

### **Multi-Tiered Systems of Support**

The Code of Conduct for St. Mary's County Public Schools is designed to reflect a discipline philosophy based on the goals of fostering, teaching, and acknowledging positive behavior. Additionally, we recognize the critical need to keep students connected to school so that they may graduate college and career ready. To this end, we have reviewed our discipline practices to coincide with the statewide guidance on discipline, emphasizing the effort to provide intervention and positive reinforcement through a multi-tier system of supports. We believe it is our responsibility to effectively teach behavior and that all students can exhibit appropriate behavior, with established school-wide expectations or Tier I interventions in place. Given effective Tier I support, adults are united in common language, common practices and consistent application of rules and expectations that are developed and taught by the school. All of our schools have committed to developing school-wide expectations (Tier I) and to defining those expectations in various locations in the building (classroom, hallway, cafeteria, etc.).

Numerous Tier 2 interventions have been implemented this year to assist with challenging behaviors when a student does not respond to Tier I, school-wide expectations, in an effort to reduce out of school suspensions. Interventions include *Zones of Regulation*, *Check and Connect*, *Check In Check Out*, mentoring, and morning meetings. *Second Step* and *Steps to Respect* are the primary curricula used for teaching social and emotional learning. Fourteen schools are actively involved with Positive Behavioral Interventions and Supports.

Tier 3 interventions will be developed for individual students who do not respond to Tier I or Tier 2 interventions. Tier 3 interventions are highly individualized to address each students needs.

### **Restorative Practices**

SMCPS has partnered with the Education Association of St. Mary's County (EASMC) and the National Education Association (NEA) organization to provide professional development for staff in restorative practices. Each secondary school is working to develop a plan based on an understanding of the restorative practices model and addressing student behaviors in proactive ways. At the elementary level, schools have taken on the Responsive Classroom model, which builds upon this same premise of relationships, clear expectations, and a proactive approach.

The Student Conduct Committee meets this year to evaluate the effectiveness of the Student Code of Conduct, recommend revisions for policies, and recommend interventions to assist schools to move forward, as well as reduce disproportionality. Ongoing data analysis occurs at each meeting. The committee includes the superintendent, deputy superintendent, administrators, teachers, students, parents, and community members.

### **RTI Processes for Monitoring Interventions**

As a county, SMCPS has piloted the RTI/MTSS Report in our data warehouse known as UNIFY. The RTI/MTSS Report provides the appropriate flexibility and latitude for interventionists to set up, organize, and document a particular intervention (i.e., academic or behavioral) within the UNIFY platform. Specifically, the RTI/MTSS Report is organized to provide reports on the types of interventions and the extent to which the intervention is occurring for each student. School teams can then use this information to compare to formative assessments and progress monitoring tools to determine the effectiveness of the interventions and supports.

It is especially important to have highly effective teachers for our students. Staffing critical shortage areas such as Special Education is a focus to help ensure consistency of interventions, support, and co-teaching. To this end, SMCPS has instituted new strategies for recruitment, including specialized local teacher recruitment fairs. This has included a targeted Special Education job fair. These new recruitment strategies have yielded positive results this year to help ensure that highly effective and highly qualified teachers are serving our students. Along with this, targeted new teacher professional development provides the clear support for teachers to help them start - and maintain – their lasting careers in St. Mary’s County Public Schools.

Professional development in Tier 3 reading instruction has been provided for special education and general education teachers in elementary, middle and high schools. The Departments of Curriculum and Instruction and Special Education are collaborating to strengthen core ELA and Math instruction, as well as select evidence based Tier 2 and Tier 3 interventions.

### **Fulfilling our Commitments**

St. Mary’s County Public Schools has made a commitment to our students, staff, schools, and stakeholders. Our commitment is our mission: Know the learner and the learning, expecting excellence in both - Accepting no excuses, educating ALL with rigor, relevance, respect, and positive relationships. These just aren’t words, they are beliefs that drive our work. They are the very purpose to which we dedicate ourselves each day. As we embark on the 2017-2018 school year - and beyond - we commit to providing our students with opportunities and supports to prepare for the world beyond the walls of our classrooms. They are the reasons for our work. Our Students. Our Future.

**II.**

# **Finance Section**

**Executive Summary:****Fiscal Outlook:**

For FY 2017, SMCPS realized a net position decrease of \$20.9 million in the government wide financial statements. There was an overall increase in our liabilities of \$14.7 million, predominantly from a \$16.8 million increase in OPEB liabilities. The school system invested \$5.3 million in a broad range of capital assets, such as school buildings, vehicles, and equipment, which was offset by \$11.0 million in depreciation expense and a reduction of \$.3 for other deletions/transfers, resulting in an overall decrease in capital assets of \$6.0 million. Of particular note, the General Fund – fund balance has increased to \$12.8 million, of which, \$.1 million is restricted for capital projects, \$7.4 million is assigned to health care calls, restricted fund wellness, unanticipated fuel increases, snow or other emergencies, and \$5.3 million remains unassigned.

For FY 2018, with the state aid formula being based primarily on local wealth and change in student enrollment, the major state aid program revenues increased by \$3.9 million to \$103.7 million. Undesignated local government funding in FY 2017 had included \$2,972,989 in non-recurring technology and textbook funding. Net of these non-recurring funds, the undesignated local government funding increased by \$2.5 million.

**Climate Changes:**

As the student population continues to grow in SMCPS, we are continually assessing the needs of our students and staff. The official student enrollment increased from 17,941 with 16,935 students eligible for state aid in the 2016 school year to 18,067 with 17,125 students eligible for state aid in the 2017 school year. We invest in our people, to include both students and staff, and it is our priority to have students feel safe and supported in their academic, social and emotional growth. To that end, we have budgeted for more school psychologists, para-educators, and teachers to meet the needs of our increased enrollment. In order to support additional needs of our system, we have also added additional employees in transportation, operations, safety and security, as well as maintenance. Our staff are supported, yet accountable in meeting expectations for performance through increased professional development, mentoring and infrastructure support. We are continually assessing ways to improve upon the solid foundation that has been built. We also offer program support for student-centered initiatives and provide support to maintain existing programs and resources. The transition of teacher pension costs to the local school system is expected to continue to be a financial challenge, as a result of the conclusion of the transitional multi-year phase-in plan laid out in SB1301. Current and long term issues include increased compensation demands by the employee unions. However, we have developed long range plans for the growing needs of our school system through 4-year negotiated agreements to provide stable increases in steps with successful collaboration across all employee groups on health care plans to better manage costs.

**Revenue and Expenditure Analysis**

- 1. Did actual FY 2017 revenue meet expectations as anticipated in the Master Plan Update for 2017? If not, identify the changes and the impact any changes had on the FY 2017 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

St. Mary's County Public Schools (SMCPS) realized actual revenues of \$225,096,780, which was less than what was actually budgeted. Unrestricted funds received were higher than the amended budgeted amount by \$921,384 for FY 2017 primarily due to interest income that exceeded the budgeted amount by \$118,621, pension transfers that exceeded budgeted amounts by \$132,008 as well as a \$31,975 settlement from James River. These increased revenues were offset by lower than budgeted non-resident tuition and print shop fees. The final budgeted revenues for FY 2017 were \$493,172 higher than the original adopted budget of \$228,725,010 due to the Commissioners of St. Mary's County approving an additional \$2,500,000 in use of fund balance to purchase Reading/English textbooks and to provide resources for additional maintenance projects within the school system but was offset by a reduction of \$2,006,828 to the restricted revenues budgeted due to the Title I Focus Grant award being less than budgeted, the health care settlement not being utilized, and fluctuating carryover funds.

Actual unrestricted state revenues were \$200,000 higher than budgeted due to an increase in both nonpublic placement tuition and the handicapped children monies awarded with an offset to lower National Teacher Board Stipends funded by the state. The increase in state revenues is predominantly due to the timing of the MSDE reconciliation of Nonpublic Placement tuition and state funds for state education.

Unrestricted federal revenues were higher than budgeted due to increased funding for Impact Aid and other Department of Defense funding sources.

**2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Master Plan goals.**

**Data Systems to Support Instruction:**

The Performance Matters data warehouse that has been institutionalized over ten years continues, with enhancements to facilitate online assessments aligned to PARCC. Grant funding and local funding combine to further this initiative. As this is an ongoing initiative, it continues to be aligned with current Master Plan Goals.

**Great Teachers and Leaders:**

St. Mary's County Public Schools spent \$182,773 on unrestricted recruitment, retention, and orientation of professional staff which was \$25,227 less than budgeted. We have refined our efforts to attract highly qualified teachers through various recruiting initiatives that included decreasing travel and sponsoring our own recruitment fair that resulted in lower than budgeted actual expenditures. We have continued to increase our teacher retention efforts through professional development and personnel support.

Teachers and leaders are fully utilizing Student Learning Objectives (SLOs) as the evidence of student learning that contributes to their evaluation. There is zero cost for this initiative, other than in-kind human resources, as SMCPS utilizes a platform developed in house, and all training is done by in-house resident experts and leaders. These initiatives align with the Master Plan goals related to highly qualified staff.

**Mandatory Cost of Doing Business:**

St. Mary's County Public Schools spent \$9,729,703 less than budgeted in the mandatory cost of doing business. The primary causes were a decrease of \$3,274,175 related to the unrestricted salaries and benefits and \$4,330,952 in restricted, Title I, and IDEA salaries and benefits in the

mandatory cost of doing business. These salaries and benefits were lower than budgeted due to retirements and attrition, health care costs that were lower than projected and full time employee positions that were not utilized. Additionally, St. Mary's County Public Schools received a one-time deficiency appropriation of \$336,599 which offset State Retirement Agency (SRA) administrative fees through Maryland House Bill 1109. Student transportation also had savings due to the lower cost of fuel and the efforts of the transportation department in performing reviews and consolidating stops and bus routes. Utility costs were \$701,410 less than budgeted due to the favorable rates attained with the mild weather conditions. Nonpublic Special Education Placements were less than budgeted as we strive to meet the needs of our special education students who qualify for the nonpublic placements. The expense for materials of instruction for restricted funds were lower than budgeted for the current fiscal year due to funds that will be utilized during the carryover period of the 2018 fiscal year.

**Other Items:**

Unrestricted equipment purchases of \$29,176 was primarily for the purchase of a new vehicle for operations. These purchases could be made, in part, due to the savings in the mandatory cost of doing business within operations supplies. Unrestricted contracted services were higher than budgeted due to additional expenses related to the repair of buildings, asbestos abatement, and HVAC as well as additional needs relating to providing additional contracted services to meet the needs of special education students. The expenses associated with unrestricted supplies and materials were \$2,754,854 over the adopted budget due to an approved budget amendment in order to implement a new textbook adoption for reading/language arts as well as purchasing classroom furniture to accommodate the needs due to general wear and tear. The supplies and materials for the restricted funds, Title I, and IDEA were less than budgeted due to the fact that they are expended based on the needs of the individual sub groups. Other expenditures will take place during the 2018 fiscal year using carryover funds.

Unrestricted other charges were \$232,375 less than budgeted. This is related to communications expenses that were \$134,363 less than budgeted. Restricted other charges were \$202,859 less than budgeted due to decreased transportation costs and reduced costs relating to conferences and training.

Fairlead Academies spent less than budgeted by \$29,212. This decrease was primarily attributed to the fact that an 11 month secretary was hired rather than utilizing a temporary staffing agency to provide support to the program allocated under contracted services.

To address the instructional areas of continuous improvement, the Goals and Objectives portion of this document addresses specific strategies to address student achievement. Activities are aligned instructionally and approached collaboratively across departments and schools. The Department of Curriculum and Instruction coordinates systemic professional development and curriculum support for all schools, through local and state unrestricted general fund dollars. These funds are detailed in our annual operating budget posted to <http://www.smcps.org/fs/budget/information>.

**1.1A: Current Year Variance Table****Local School System: St. Mary's**

| <b>Revenue Category</b>   |                                      | <b>FY 18 Budget</b> |
|---------------------------|--------------------------------------|---------------------|
| Local Appropriation       |                                      | 102,247,506         |
| Other Local Revenue       |                                      | 32,246              |
| State Revenue             |                                      | 105,790,411         |
| Federal Revenue           | 84.388: Title I - School Improvement | -                   |
|                           | 84.395: Race to the Top              | -                   |
|                           | 84.010: Title I                      | 3,804,151           |
|                           | 84.027: IDEA, Part B                 | 4,154,833           |
| Other Federal Funds       |                                      | 11,582,368          |
| Other Resources/Transfers |                                      | 4,290,096           |
| <b>Total</b>              |                                      | <b>231,901,611</b>  |

Instructions: Itemize FY 2016 expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

**Section B - Standards and Assessments****Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the**

| <b>Expenditures:</b> | <b>Source</b> | <b>Amount</b> | <b>FTE</b> |
|----------------------|---------------|---------------|------------|
| Fairlead Academies   | Unrestricted  | 31,378        |            |

**Section C - Data Systems to support instruction****Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.**

| <b>Expenditures:</b>  | <b>Source</b> | <b>Amount</b> | <b>FTE</b> |
|---|---------------|---------------|------------|
| Student assessment and analytics system (Performance Matters) | Unrestricted  | 110,000       |            |

**Section D: Great Teachers and Leaders****Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.**

| <b>Expenditures:</b>  | <b>Source</b> | <b>Amount</b> | <b>FTE</b> |
|---|---------------|---------------|------------|
| Recruiting, developing, rewarding and retaining effective teachers and principals, especially where they are needed most. | Unrestricted  | 235,991       |            |

**Section E: Turning Around the Lowest Achieving Schools****Reform Area 4: Turning around our lowest-achieving schools**

| <b>Expenditures:</b> | <b>Source</b> | <b>Amount</b> | <b>FTE</b> |
|----------------------|---------------|---------------|------------|
|----------------------|---------------|---------------|------------|

**Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.**

| <b>Expenditures:</b>                   | <b>Source</b> | <b>Amount</b>      | <b>FTE</b>     |
|--|---------------|--------------------|----------------|
| Contractual agreements - salaries      | Unrestricted  | 126,438,938        | 1980.25        |
| Contractual agreements - salaries      | Restricted    | 4,723,202          | 47.68          |
| Contractual agreements - salaries      | 84.010        | 2,224,618          | 30             |
| Contractual agreements - salaries      | 84.027        | 2,503,527          | 49.94          |
| Contractual agreements - salaries      | 84.395        | -                  | 0              |
| Contractual agreements - benefits      | Unrestricted  | 49,469,405         |                |
| Contractual agreements - benefits      | Restricted    | 2,971,792          |                |
| Contractual agreements - benefits      | 84.010        | 903,966            |                |
| Contractual agreements - benefits      | 84.027        | 897,511            |                |
| Contractual agreements - benefits      | 84.395        | -                  |                |
| Transportation                         | Unrestricted  | 14,624,009         |                |
| Utilities                              | Unrestricted  | 4,901,414          |                |
| Nonpublic Special Education Placements | Unrestricted  | 2,100,280          |                |
| Materials of Instruction               | Unrestricted  | 1,327,906          |                |
| Materials of Instruction               | Restricted    | 1,680,858          |                |
| Materials of Instruction               | 84.010        | 318,477            |                |
| Materials of Instruction               | 84.027        | 100,343            |                |
|  |               | <u>215,186,246</u> | <u>2107.87</u> |

**Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.**

| <b>Expenditures:</b> | <b>Source</b> | <b>Amount</b>     | <b>FTE</b> |
|----------------------|---------------|-------------------|------------|
| Contracted Services  | Unrestricted  | 5,911,612         |            |
| Contracted Services  | Restricted    | 2,466,139         |            |
| Contracted Services  | 84.010        | 144,914           |            |
| Contracted Services  | 84.027        | 539,049           |            |
| Supplies/Materials   | Unrestricted  | 3,412,796         |            |
| Supplies/Materials   | Restricted    |                   |            |
| Supplies/Materials   | 84.010        |                   |            |
| Supplies/Materials   | 84.027        |                   |            |
| Other Charges        | Unrestricted  | 1,073,968         |            |
| Other Charges        | Restricted    | 1,602,112         |            |
| Other Charges        | 84.010        | 142,064           |            |
| Other Charges        | 84.027        | 61,640            |            |
| Equipment            | Unrestricted  | 245,653           |            |
| Equipment            | Restricted    | 58,523            |            |
| Other Fixed Charges  | Unrestricted  | 179,500           |            |
| Transfers            | Unrestricted  | 263,900           |            |
| Transfers            | Restricted    | 113,251           |            |
| Transfers            | 84.010        | 70,112            |            |
| Transfers            | 84.027        | 52,763            |            |
|                      |               | <u>16,337,996</u> |            |
|                      | Total         | 231,901,611       |            |

**Total**

Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.

**1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)**

**Local School System: St. Mary's**

|                           |        |         | FY 2017<br>Original<br>Budget | FY 2017 Final<br>Budget |                |              |
|---------------------------|--------|---------|-------------------------------|-------------------------|----------------|--------------|
| Revenue                   |        |         | 7/1/2016                      | 6/30/17                 | Change         | % Change     |
| Local Appropriation       |        |         | 104,190,393                   | 106,690,393             | 2,500,000      | 2.40%        |
| State Revenue             |        |         | 101,749,880                   | 101,725,536             | (24,344)       | -0.02%       |
| Federal Revenue           | 84.010 | Title I | 4,038,190                     | 3,720,956               | (317,234)      | -7.86%       |
| Federal Revenue           | 84.027 | IDEA    | 3,992,054                     | 3,685,313               | (306,741)      | -7.68%       |
| Other Federal Funds       |        |         | 10,591,040                    | 10,350,607              | (240,433)      | -2.27%       |
| Other Local Revenue       |        |         | 68,900                        | 73,900                  | 5,000          | 7.26%        |
| Other Resources/Transfers |        |         | 4,094,553                     | 2,971,477               | (1,123,076)    | -27.43%      |
| <b>Total</b>              |        |         | <b>228,725,010</b>            | <b>229,218,182</b>      | <b>493,172</b> | <b>0.22%</b> |

Change in Expenditures - Instructions: Itemize FY 2015 actual expenditures and FTE by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

| Assurance Area                             | Source       | Expenditure Description                        | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|--|--------------|--|---------------------|--------------------|-------------|------------|
| Standards and Assessments                  | Unrestricted | Fairlead Academies                             | 56,091              | 26,879             | -           | -          |
| Data Systems to Support Instruction        | Unrestricted | Student assessment and analytics system (Per   | 110,000             | 110,000            | -           | -          |
| Great Teachers and Leaders                 | Unrestricted | Recruiting, developing, rewarding and retainir | 208,000             | 182,773            | -           | -          |
| Mandatory Cost of Doing Business           | Unrestricted | Contractual agreements - salaries              | 123,598,833         | 122,316,880        | 1,944.3     | 1,944.3    |
| Mandatory Cost of Doing Business           | Restricted   | Contractual agreements - salaries              | 4,336,925           | 2,805,948          | 42.6        | 42.4       |
| Mandatory Cost of Doing Business           | 84.010       | Contractual agreements - salaries              | 2,137,646           | 1,676,264          | 31.0        | 27.0       |
| Mandatory Cost of Doing Business           | 84.027       | Contractual agreements - salaries              | 2,286,740           | 2,195,217          | 49.9        | 46.3       |
| Mandatory Cost of Doing Business           | Unrestricted | Contractual agreements - benefits              | 48,130,224          | 46,138,002         | -           | -          |
| Mandatory Cost of Doing Business           | Restricted   | Contractual agreements - benefits              | 2,914,188           | 968,944            | -           | -          |
| Mandatory Cost of Doing Business           | 84.010       | Contractual agreements - benefits              | 913,594             | 738,634            | -           | -          |
| Mandatory Cost of Doing Business           | 84.027       | Contractual agreements - benefits              | 980,908             | 854,042            | -           | -          |
| Mandatory Cost of Doing Business           | Unrestricted | Transportation                                 | 13,908,468          | 13,646,371         | -           | -          |
| Mandatory Cost of Doing Business           | Unrestricted | Utilities                                      | 4,885,047           | 4,183,637          | -           | -          |
| Mandatory Cost of Doing Business           | Unrestricted | Nonpublic Special Education Placements         | 2,045,902           | 1,842,318          | -           | -          |
| Mandatory Cost of Doing Business           | Unrestricted | Materials of Instruction                       | 1,338,523           | 1,360,235          | -           | -          |
| Mandatory Cost of Doing Business           | Restricted   | Materials of Instruction                       | 1,136,776           | 424,255            | -           | -          |
| Mandatory Cost of Doing Business           | 84.010       | Materials of Instruction                       | 486,029             | 180,210            | -           | -          |
| Mandatory Cost of Doing Business           | 84.027       | Materials of Instruction                       | 20,746              | 59,889             | -           | -          |
| Other: Please itemize only those expenditt | Unrestricted | Contracted Services                            | 5,641,685           | 6,486,266          | -           | -          |
| Other: Please itemize only those expenditt | Restricted   | Contracted Services                            | 2,437,843           | 1,479,465          | -           | -          |
| Other: Please itemize only those expenditt | 84.010       | Contracted Services                            | 260,794             | 203,930            | -           | -          |
| Other: Please itemize only those expenditt | 84.027       | Contracted Services                            | 539,366             | 401,533            | -           | -          |
| Other: Please itemize only those expenditt | Unrestricted | Supplies/Materials                             | 6,560,701           | 9,315,555          | -           | -          |
| Other: Please itemize only those expenditt | Restricted   | Supplies/Materials                             | 500,000             | 362,912            | -           | -          |
| Other: Please itemize only those expenditt | 84.010       | Supplies/Materials                             | 47,000              | 25,301             | -           | -          |
| Other: Please itemize only those expenditt | 84.027       | Supplies/Materials                             | 107,020             | 7,298              | -           | -          |
| Other: Please itemize only those expenditt | Unrestricted | Other Charges                                  | 1,029,912           | 797,537            | -           | -          |
| Other: Please itemize only those expenditt | Restricted   | Other Charges                                  | 1,224,129           | 1,021,270          | -           | -          |
| Other: Please itemize only those expenditt | 84.010       | Other Charges                                  | 120,870             | 56,017             | -           | -          |
| Other: Please itemize only those expenditt | 84.027       | Other Charges                                  | 21,501              | 33,376             | -           | -          |
| Other: Please itemize only those expenditt | Unrestricted | Equipment                                      |                     | 29,176             | -           | -          |
| Other: Please itemize only those expenditt | Restricted   | Equipment                                      | 59,273              | 18,958             | -           | -          |
| Other: Please itemize only those expenditt | Unrestricted | Other Fixed Charges                            | 160,460             | 159,072            | -           | -          |
| Other: Please itemize only those expenditt | Unrestricted | Transfers                                      | 263,900             | 195,840            | -           | -          |
| Other: Please itemize only those expenditt | Restricted   | Transfers                                      | 147,887             | 89,445             | -           | -          |
| Other: Please itemize only those expenditt | 84.010       | Transfers                                      | 72,256              | 82,402             | -           | -          |
| Other: Please itemize only those expenditt | 84.027       | Transfers                                      | 35,773              | 52,339             | -           | -          |
| Other: Carryover funds                     | 84.010       | Carryover Funds                                |                     | 758,199            | -           | -          |
| Other: Carryover funds                     | 84.027       | Carryover Funds                                |                     | 81,619             | -           | -          |
| Other: Carryover funds                     | Restricted   | Carryover Funds                                |                     | 4,202,970          | -           | -          |
| Other                                      | Unrestricted | Increase in Fund Balance                       |                     | 3,647,205          | -           | -          |
| <b>Totals</b>                              |              |  | <b>228,725,010</b>  | <b>229,218,182</b> |             |            |

# **III.**

# **Maryland's Goals, Objectives and Strategies**

## Maryland's Goals, Objectives and Strategies

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices.

Based on the Chapter 702 of the Education Article, Annotated Code of Maryland, the Commission on Innovation and Excellence in Education, the reporting requirements regarding the performance of certain students in all indicated assessments must include goals, objectives and strategies. Strategies must address any discrepancies in achievement. For this annual update, the reporting requirements must address for the following student populations:

- i. Students requiring special education services;
- ii. Students with limited English proficiency; and
- iii. Students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

Based on House Bill 999, the reporting requirement must also include strategies to address any discrepancies in achievement for students failing to meet, or failing to make progress toward meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Describe the goals, objectives, and strategies regarding the performance of each identified student group.

In your analysis of students requiring special education services, LEAs must consider the following special education issues within the responses:

- **Access to the General Education Curriculum.** How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- **Collaboration with General Educators.** How is the local education agency ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- **Strategies used to address the Achievement Gap.** When the local education agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- **Interventions, enrichments and supports** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?

In your analysis of **students with Limited English Language proficiency**, you **must** consider reporting the progress of English Learners (ELs) in the ACCESS for ELLs 2.0 in developing and attaining English language proficiency and achievement on the reading/language arts and mathematics State’s assessments for the following indicators.

- **Indicator 1** is used to demonstrate the percentages of ELs progressing toward English proficiency. To demonstrate progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs 2.0*. ELs are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs 2.0* is 0.5 higher than the overall composite proficiency level from the previous year’s test. In order to meet the Indicator 1 target for school year 2016-2017, LEAs must show that **58%** of ELs made progress.
- **Indicator 2** is used to demonstrate the percentages of ELs attaining English proficiency by the end of each school year. For determining Indicator 2, Maryland uses an overall composite proficiency level **and** a literacy composite proficiency level based upon *ACCESS for ELLs 2.0*. ELs are considered to have attained English proficiency if their overall composite proficiency level is 4.5 or higher. In order to meet the Indicator 2 target for school year 2016-2017, LEAs must show that **16%** of ELs have attained proficiency.
- **Indicator 3** represents achievement on the Reading/Language Arts and Mathematics State’s assessments for the EL subgroup.

Describe the strategies that will be used to ensure ELs meet the targets for Indicators 1-3. LEAs should include funding targeted to changes or adjustments in staffing, materials or other items for a particular program, initiative or activity.

Maryland’s accountability structure is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC performance levels defines the knowledge, skills and practices students are able to demonstrate. The five performance levels are:

**PARCC Performance Levels**

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

## PARCC English Language Arts/Literacy for Grades 3-8 and Grade 10:

- Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grade 10**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language proficiency.**

### Grades 3-5

#### Grade 3

|       | Number of Students | Level 4          |       | Level 5               |      | ≥ Level 4                    |       | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|-------|-----------------------|------|------------------------------|-------|------------------------------|-------------------|
|       |                    | Met Expectations |       | Exceeded Expectations |      | Met or Exceeded Expectations |       | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %     | #                     | %    | #                            | %     | %                            | %                 |
| State |                    |                  | 36%   |                       | 4%   |                              | 40%   | 38%                          | 2%                |
| SMCPS | 1361               | 506              | 37.2% | 47                    | 3.5% | 553                          | 40.7% | 37.6%                        | 3.1%              |
| White | 854                | 364              | 42.6% | 32                    | 3.7% | 396                          | 46.3% | 43.8%                        | 2.5%              |
| AA    | 242                | 41               | 16.9% | 2                     | 0.8% | 43                           | 17.7% | 16.3%                        | 1.4%              |
| IEPs  | 135                | 11               | 8.1%  | 1                     | 0.7% | 12                           | 8.8%  | 5.9%                         | 2.9%              |
| FARMS | 491                | 93               | 18.9% | 5                     | 1%   | 98                           | 19.9% | 20.2%                        | -0.3%             |
| LEP   | 25                 | 1                | 4%    | 0                     | 0%   | 1                            | 4%    | 4%                           | 4%                |

### Grade 4

|       | Number of Students | Level 4          |       | Level 5               |       | ≥ Level 4                    |       | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|-------|-----------------------|-------|------------------------------|-------|------------------------------|-------------------|
|       |                    | Met Expectations |       | Exceeded Expectations |       | Met or Exceeded Expectations |       | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %     | #                     | %     | #                            | %     | %                            | %                 |
| State |                    |                  | 33%   |                       | 9%    |                              | 42%   | 40%                          | 2%                |
| SMCPS | 1424               | 485              | 34.1% | 129                   | 9.1%  | 614                          | 43.2% | 39.9%                        | 3.3%              |
| White | 905                | 355              | 39.2% | 101                   | 11.2% | 456                          | 50.4% | 44.9%                        | 5.5%              |
| AA    | 271                | 45               | 16.6% | 6                     | 2.2%  | 51                           | 18.8% | 16.5%                        | 2.3%              |
| IEPs  | 145                | 9                | 6.2%  | 1                     | 0.7%  | 10                           | 6.9%  | 6.5%                         | .4%               |
| FARMS | 498                | 93               | 18.7% | 14                    | 2.8%  | 107                          | 21.5% | 20.1%                        | 1.4%              |
| LEP   | 14                 | 1                | 7.1%  | 0                     | 0%    | 1                            | 7.1%  | 9.5%                         | -2.4%             |

### Grade 5

|       | Number of Students | Level 4          |       | Level 5               |      | ≥ Level 4                    |       | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|-------|-----------------------|------|------------------------------|-------|------------------------------|-------------------|
|       |                    | Met Expectations |       | Exceeded Expectations |      | Met or Exceeded Expectations |       | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %     | #                     | %    | #                            | %     | %                            | %                 |
| State |                    |                  | 37%   |                       | 4%   |                              | 41%   | 39%                          | 2%                |
| SMCPS | 1352               | 515              | 38.1% | 65                    | 4.8% | 580                          | 42.9% | 39.1%                        | 3.8%              |
| White | 846                | 363              | 42.9% | 49                    | 5.8% | 412                          | 48.7% | 44.4%                        | 4.3%              |
| AA    | 255                | 48               | 18.8% | 3                     | 1.2% | 51                           | 20%   | 15.6%                        | 4.4%              |
| IEPs  | 133                | 7                | 5.3%  | 1                     | 0.8% | 8                            | 6.1%  | 6.5%                         | -0.4%             |
| FARMS | 463                | 116              | 25.1% | 4                     | 0.9% | 120                          | 26%   | 20.8%                        | 5.2%              |
| LEP   | 18                 | 0                | 0%    | 0                     | 0%   | 0                            | 0%    | 8.4%                         | 8.4%              |

### Overall Comparison of Students Who Met or Exceeded Expectations:

- Grade 3: SMCPS 40.7%; Maryland 40% (+0.7); PARCC 40% (+0.7)
- Grade 4: SMCPS 43.2%; Maryland 42% (+1.2); PARCC 42.6% (+0.6)
- Grade 5: SMCPS 42.9%; Maryland 41% (+1.9); PARCC 43.7% (-0.8%)

Overall our students in grades 3-5 outscored their peers within in the state of Maryland and cross state, with the exception of 5th grade who were outscored by peers cross state by 0.8%. In third grade, students in all subgroups, with the exception of FARMS, made progress in meeting or exceeding the PARCC expectations. This progress, however, has been minimal and continued focus will remain on closing the gap between these students and their peers. In both fourth and fifth grade, the percentage of students with limited English proficiency meeting or exceeding expectations declined by 2.4% and 8.4% respectively. Supports will be put in place for the 2017-2018 school year, including implementing a program called Imagine Learning, to help curb this trend. The number of fifth grade students with disabilities who met or exceeded expectations also declined by 0.4%. Although this may seem like a slight decline, these students continue to fall significantly behind their non-disabled peers in regards to performance on the PARCC assessment in all grade levels.

The challenges below articulate the challenges for our underperforming student groups (e.g., FARMS, African Americans, Males). These challenges apply to the student groups that are underperforming relative to the assessment area. In addition, specific challenges were further delineated for SWD and LEP students. The data chart provided in this section reflects the performance challenges of underperforming student groups.

Challenges affecting the underperformance of students and for those failing to meet standards in English Language Arts for **grades 3-5** include:

- Reading subscores for Literary, Information, and Vocabulary are both above the state and cross-state when analyzing the performance distributions. However, scores are low at an average of 43% of students meeting or exceeding expectations. This does show a slight improvement of 2.5% from the previous year. Students struggle to answer higher order questions, identify text evidence, and explain their reasoning. This is particularly difficult for students with limited English proficiency and weaker language and vocabulary skills.
- Writing expression and conventions continue to fall below the state and cross-state performance levels by a difference of one point. Writing continues to be an area of weakness as students struggle to respond to text through writing using text support and the appropriate language and conventions.
- Students are striving to read and understand text at a greater text complexity than in the past. Stamina with longer passages, vocabulary and overall fluency of more complex text is challenging for them. Students have shown improvement on being able to answer a question based on a standard but struggle to explain their reasoning and identify text support.
- Students are entering the intermediate grades reading below grade level. Deficits in decoding and fluency prevent students from comprehending on level text.
- Using the Maryland College and Career Readiness Standards, teachers are still learning the depth of the content and the pedagogy. This impacts their ability to ask purposeful questions, differentiate instruction, and reteach with clarity to our struggling learners.
- Core curriculum materials have recently been updated and work is being done to ensure alignment with the Maryland College and Career Readiness Standards (MCCRS). MCCRS's emphasis is on a student's ability to find text-based evidence for generalizations, conclusions, or inferences drawn. To do that, students need to have materials and lessons that provide them opportunities to:

- have regular practice with text matched to their independent reading level to build fluency and confidence
- have guided practice with grade appropriate text that is at the upper levels of the grade level complexity band
- have daily vocabulary building that is pulled from text
- have practice drawing evidence from text and evaluate the quality of the evidence
- have repeated practice in evidence based writing. They need to read text and then reread with the purpose of finding the necessary evidence to respond to a prompt.
- A comprehensive, integrated program that includes these instructional practices and materials is needed to ensure the best instruction is occurring in our classrooms.

Additional information/challenges specific to students with disabilities include:

- Intensive, individualized interventions are not aligned to curriculum and assessment content. The gap is so wide for some students that access to the general education continues to be a challenge.
- Staff turnover impacts intervention training for sustainability. Consistent professional development for both the general education teacher and special education teacher ensures that all students are working toward the same level of rigor of the standards.
- Planning with content teachers is limited. This collaboration is essential to ensure consistency of the way in which content is delivered.
- Further professional development for staff is needed to ensure that Universal Design for Learning strategies are being implemented in both classroom instruction and assessment.
- Students with disabilities have historically had a higher absentee rate, thus compelling greater levels of intervention and recovery for learning.

Additional challenges specific to students with limited English proficiency:

- The rate of speech of the Native English speaker makes it difficult for ELs to process information when students are listening in the content classroom.
- Limitations with academic language interfere with the EL student's ability to process information when reading literary and informational text.
- Students may have difficulty with comprehension especially when the content language and knowledge differ from that of the native speaker.
- Writing activities tend to have some connection to culture which makes it difficult to write in the same manner as native English speakers, and it is difficult for the EL student to write a suitable response.

## Grades 6- 8

### Grade 6

|       | Number of Students | Level 4          |      | Level 5               |     | ≥ Level 4                    |      | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|------|-----------------------|-----|------------------------------|------|------------------------------|-------------------|
|       |                    | Met Expectations |      | Exceeded Expectations |     | Met or Exceeded Expectations |      | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %    | #                     | %   | #                            | %    | %                            | %                 |
| State | 63624              | 21044            | 33.2 | 3306                  | 5.3 | 24400                        | 38.4 | 37.1                         | +1.3              |
| SMCPS | 1321               | 433              | 32.8 | 75                    | 5.7 | 508                          | 38.5 | 39.7                         | -1.2              |
| White | 880                | 328              | 37.3 | 60                    | 6.8 | 388                          | 44.1 | 44.2                         | -.1               |
| AA    | 210                | 31               | 14.8 | 0                     | 0   | 31                           | 14.8 | 15.7                         | -.9               |
| IEPs  | 144                | 5                | 3.5  | 1                     | .7  | 6                            | 4.2  | 1.5                          | +2.7              |
| FARMS | 420                | 61               | 14.5 | 3                     | .7  | 64                           | 15.2 | 19.4                         | -4.2              |
| LEP   |                    |                  |      |                       |     |                              |      | N/A                          | N/A               |

### Grade 7

|       | Number of Students | Level 4          |      | Level 5               |      | ≥ Level 4                    |      | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|------|-----------------------|------|------------------------------|------|------------------------------|-------------------|
|       |                    | Met Expectations |      | Exceeded Expectations |      | Met or Exceeded Expectations |      | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %    | #                     | %    | #                            | %    | %                            | %                 |
| State | 63584              | 19333            | 30.4 | 8026                  | 12.6 | 27359                        | 43   | 39.5                         | +3.5              |
| SMCPS | 1234               | 387              | 31.4 | 177                   | 14.3 | 564                          | 45.7 | 44                           | +1.7              |
| White | 827                | 301              | 36.4 | 131                   | 15.8 | 432                          | 52.2 | 46.5                         | +5.7              |
| AA    | 223                | 30               | 13.5 | 9                     | 4.0  | 39                           | 17.5 | 26.2                         | -8.7              |
| IEPs  | 137                | 6                | 4.4  | 0                     | 0    | 6                            | 4.4  | 5.4                          | -1.0              |
| FARMS | 400                | 66               | 16.5 | 15                    | 3.8  | 81                           | 20.3 | 21.8                         | -1.5              |
| LEP   |                    |                  |      |                       |      |                              |      | N/A                          | N/A               |

**Grade 8**

|       | Number of Students | Level 4          |      | Level 5               |      | ≥ Level 4                    |      | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|------|-----------------------|------|------------------------------|------|------------------------------|-------------------|
|       |                    | Met Expectations |      | Exceeded Expectations |      | Met or Exceeded Expectations |      | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %    | #                     | %    | #                            | %    | %                            | %                 |
| State | 63073              | 20012            | 31.7 | 4552                  | 7.2  | 24564                        | 38.9 | 38.6                         | +3                |
| SMCPS | 1272               | 438              | 34.4 | 137                   | 10.8 | 575                          | 45.2 | 41.8                         | +3.4              |
| White | 816                | 288              | 35.3 | 101                   | 12.4 | 389                          | 47.7 | 46.7                         | +1                |
| AA    | 236                | 59               | 25   | 8                     | 3.4  | 67                           | 28.4 | 18.5                         | 9.9               |
| IEPs  | 110                | 5                | 4.5  | 1                     | .9   | 6                            | 5.5  | 3.5                          | +2                |
| FARMS | 379                | 75               | 19.8 | 5                     | 1.3  | 80                           | 21.1 | 23                           | -1.9              |
| LEP   |                    |                  |      |                       |      |                              |      | N/A                          | N/A               |

**Grade 10**

|       | Number of Students | Level 4          |      | Level 5               |      | ≥ Level 4                    |      | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|------|-----------------------|------|------------------------------|------|------------------------------|-------------------|
|       |                    | Met Expectations |      | Exceeded Expectations |      | Met or Exceeded Expectations |      | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %    | #                     | %    | #                            | %    | %                            | %                 |
| State | 57571              | 19088            | 33.2 | 10082                 | 17.5 | 29170                        | 50.7 | 44.4                         | +6.3              |
| SMCPS | 1239               | 524              | 42.3 | 248                   | 20.0 | 772                          | 62.3 | 44.4                         | +17.9             |
| White | 814                | 372              | 45.7 | 199                   | 24.4 | 571                          | 70.1 | 47.5                         | +22.6             |
| AA    | 236                | 63               | 26.7 | 18                    | 7.6  | 81                           | 34.3 | 25.6                         | +8.7              |
| IEPs  | 93                 | 5                | 5.4  | 0                     | 0    | 5                            | 5.4  | 3.1                          | +2.3              |
| FARMS | 333                | 113              | 33.9 | 14                    | 4.2  | 127                          | 38.1 | 22.5                         | +15.6             |
| LEP   | 14                 | 0                | 0%   | 0                     | 0%   | 0                            | 0%   | N/A                          | N/A               |

### Overall Comparisons:

- Grade 6: SMCPS 38.5%; Maryland 38.4% (+.1); PARCC 40% (-1.5)
- Grade 7: SMCPS 45.7%; Maryland 43% (+2.7); PARCC 44.8% (+.9)
- Grade 8: SMCPS 45.2%; Maryland 38.9% (+6.3); PARCC 43.1% (+2.1)
- Grade 10: SMCPS 62.3%; Maryland 50.7% (+11.6); PARCC 44.6% (+17.7)

We have experienced consistent progress in almost all of our student subgroups. Special Education students have made progress in all grades with the exception of 7th between 2016 and 2017. While the overall percentage passing rate for this particular subgroup is still not where we would like it to be, their progress has been consistent in all grade levels, and we will continue to focus our efforts to ensure that this is a trend that continues next year. While our FARMS scores did decrease slightly in grades 6-8, in grade 10, their scores increased significantly by 15.6 points; African American students experienced a similar gain in high school (8.7 points). Finally, one of the most interesting challenges in our secondary data was the staggering difference between male and female students; there was close to a 20 point difference in the scores in both middle school and grade 10.

The challenges below articulate the challenges for our underperforming student groups (e.g., FARMS, African Americans, Males). These challenges apply to the student groups that are underperforming relative to the assessment area. In addition, specific challenges were further delineated for SWD and LEP students. The data chart provided in this section reflects the performance challenges of underperforming student groups.

Challenges affecting the underperformance of students and for those failing to meet standards in English/Language Arts for students in **grades 6-8 and grade 10** include:

- The majority of the most challenging areas on PARCC were in reading informational texts, primarily in the content area. There needs to be a more concerted effort to practice and apply literacy skills in the content area classrooms.
- Literary Analysis PBA scores were lower than narrative writing scores. Students are expected to understand texts of greater text complexity than in the past. Stamina with longer passages, vocabulary and overall comprehension of more complex texts is challenging for them. Students have shown improvement on being able to answer a question based on a standard but struggle to explain their reasoning and identify text support.
- In grades 6-8, the writing scores tend to be between 10 and 12 points lower than the reading scores. In grade 10, this trend is reversed. Traditionally, the additional literacy time in middle school has been devoted to supporting students with independent reading. More time needs to be spent on writing in the literacy lab block.
- For our sixth grade students, their average writing score in 2016 was a 31 and it was 29 in 2017, which reflects a loss of two percentage points for the same cohort of students.
- Using the Maryland College and Career Readiness Standards, teachers are still learning the depth of the content and the pedagogy. This impacts their ability to ask purposeful questions, differentiate instruction, and reteach with clarity to our struggling learners.
- Core curriculum materials have recently been updated and work is being done to ensure alignment with the Maryland College and Career Readiness Standards. Common Core's emphasis is on a student's ability to find text-based evidence for generalizations, conclusions, or inferences drawn. To do that, students need to have materials and lessons that provide them opportunities to:
  - have guided and independent practice with grade appropriate text that is at the upper levels of the grade level complexity band;
  - have daily language activities that are integrated with texts;

- have practice drawing evidence from text and evaluating the quality of the evidence;
- have repeated practice in evidence based writing.

Additional information/challenges specific to students with disabilities include:

- Intensive, individualized interventions are not aligned to curriculum and assessment content. The gap is so wide for some students that access to the general education continues to be a challenge.
- Staff turnover impacts intervention training for sustainability. Consistent professional development for both the general education teacher and special education teacher ensures that all students are working toward the same level of rigor of the standards.
- Planning with content teachers is limited. This collaboration is essential to ensure consistency of the way in which content is delivered.
- Further professional development for staff is needed to ensure that Universal Design for Learning strategies are being implemented in both classroom instruction and assessment.
- Students with disabilities have historically had a higher absentee rate, thus compelling greater levels of intervention and recovery for learning.

Additional challenges specific to students with limited English proficiency:

- The rate of speech of the Native English speaker makes it difficult for ELs to process information when students are listening in the content classroom.
- Limitations with academic language interfere with the EL student’s ability to process information when reading literary and informational text.
- Students may have difficulty with comprehension especially when the content language and knowledge differ from that of the native speaker.
- Writing activities tend to have some connection to culture which makes it difficult to write in the same manner as native English speakers, and it is difficult for the EL student to write a suitable response.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*  
**Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

To address the challenges and areas of continuous improvement, the following strategies are being implemented. Activities are aligned instructionally and approached collaboratively across departments and schools. The Department of Curriculum and Instruction coordinates systemic professional development and curriculum support for all schools, through local and state unrestricted general fund dollars. These funds are detailed in our annual operating budget posted to <http://www.smcps.org/fs/budget/information>. Where restricted funds (e.g., Title I) are utilized, that funding is identified, and detailed in Part II of the Master Plan.

For each of the strategies, a rationale is provided that addresses the challenge for performance of students within the student groups identified. A strategy can be successfully applied to multiple student groups. For example, implementing instructional materials that are aligned to the current standards and including more

engaging texts will not only benefit all students, but also meet the specific needs of FARMS and male students. Therefore, while the strategies are not designated or labeled for one student group in particular, instructional best practices will benefit students in each of the identified student groups.

| ELA Strategies for Change (Elementary)   |  |  |  |              |
|--|--|--|--|--------------|
| Strategy   | Rationale  | Timeline   | Methods for Measuring Progress   | Funding      |
| Alignment of Elementary ELA curriculum and materials with MCCRS through the implementation of the McGraw Hill Wonders and Houghton Mifflin Journeys Programs | Implementation of common curricular units, assessments, and instructional practices that align to the MCCRS will provide students with a fully integrated Language Arts program. Wonders and Journeys will provide ongoing instruction and practice with paired passages to improve areas identified as challenges in student performance, including the area of writing. Utilization of common resources will provide collaborative opportunities to design instruction and score student work. Wonders and Journeys will provide leveled readers to meet the instructional needs of students at varying levels. Journeys includes intervention and ELL components. | Houghton Mifflin Journeys was purchased and implemented in 2016-2017 for grades Grade 4 and 5. It will continue to be implemented during the 2017-2018 school year.<br><br>Houghton Mifflin Journeys has been purchased for grade 3 and will be implemented during the 2017-2018 school year.<br><br>McGraw-Hill Wonders has been purchased for grades K-2 and will be implemented during the 2017-2018 school year. | Local assessments and student progress on standards monitored through Performance Matters  | Unrestricted |
| Provide teacher resources and professional development for Wonders and Journeys implementation   | Kindergarten through 5th grade curriculum maps were revised to reflect an emphasis on standards based instruction and to align with new reading programs.<br><br>A Professional Development plan was created and consultants scheduled to provide initial and ongoing training. Additional professional development opportunities, such as collaborative planning, will be offered throughout the 2017-2018 school year.   | Summer 2017<br><br>Beginning August 2017 and continuing through May 2018   | Successful implementation of lessons monitored through the TPAS observation process and informal/formal common assessments.<br><br>Completion of the PD Plan | Unrestricted |

**ELA Strategies for Change (Elementary)**

| Strategy  | Rationale   | Timeline  | Methods for Measuring Progress  | Funding               |
|---|---|---|---|-----------------------|
| <p>Monitor and support the implementation of Foundations in grades K-2.</p>   | <p>Foundations, second edition was purchased in 2015-2016 to be implemented as our primary phonemic awareness and phonics program. Teachers received training and materials were purchased to support the implementation. Professional Development will continue to be provided to school based instructional resource teachers in order to assist classroom teachers with the implementation. Pacing guides were created to guide instruction. Consistently utilizing this multi-sensory approach will ensure all students are receiving the skills needed for a strong foundation for decoding.</p> | <p>Implementation to begin in August 2017 and continue through June 2018.</p> <p>Professional Development to occur quarterly at System Instructional Resource Teacher meetings.</p> | <p>DIBELS Next will be given three times a year to monitor student progress. At risk students will be progressed monitored more frequently. Successful implementation of Foundations lessons monitored through the TPAS observation process and informal/formal common assessments.</p> | <p>Unrestricted</p>   |
| <p>Support teachers in transitioning to Standard Based Instruction/Grading through the creation of resources and professional development activities.</p> | <p>Rubrics, formative assessments and anchor papers based on the MCCRS were developed for grades K-2 in 2016-2017 and were revised during the summer of 2017. An increased focus and unpacking of the standards will support teacher understanding of student expectations in the primary grades. Common formative assessments were also identified and outlined on the current curriculum maps for grades K-2.</p> <p>Rubrics were developed for grade 3 during the summer of 2017. Continuous professional development will be provided</p>   | <p>Rubrics developed summer of 2016 and revised summer of 2017</p>  | <p>Input from teachers gathered through surveys and conversations.</p> <p>Monitored through the TPAS observation process.</p>   | <p>Unrestricted</p>   |
| <p>Implement the Independent Reading Level Assessment (IRLA) Framework in Title 1 schools.</p>  | <p>The IRLA framework is used to enhance instruction, monitor individual student reading progress, provide meaningful independent practice, and support flexible strategic instructional groups. Instructional decisions are made and modified based on the ongoing formative assessment process of the IRLA. Teachers use a reading/writing workshop model which incorporates best practices and provides for</p>  | <p>Continue to implement during a portion of the Language Arts block for 2017-2018 school year.</p>   | <p>Ongoing data collection</p> <p>Classroom observations</p>  | <p>Title 1 funded</p> |

ELA Strategies for Change (Elementary)

| Strategy   | Rationale   | Timeline   | Methods for Measuring Progress   | Funding                                    |
|--|---|--|--|--|
|  | <p>differentiation.<br/>The expectation is that student are engaged in integrated, authentic reading and writing for the majority of the literacy block. There is structured, purposeful, and school designed professional development scheduled throughout the year from the American Reading Company (ARC) to support the implementation of the framework.</p>  |  |  |  |
| <p>Tiered interventions will be utilized with students in need of additional supports including special education.</p>   | <p>Special and general education elementary teachers received Wilson training to develop expertise within the county during the 2016-2017 school year. At least one staff member from every school will have received training during September of the 2017-2018 school year.</p> <p>Tier I, II, III Interventions will be identified by the skill, assessment to determine need, and the appropriate tiered intervention to trial. A document resource has been created to guide teachers. Professional development will focus on choosing the appropriate intervention and data collection methods.</p> <p>Linden Mood Bell strategies will be implemented as appropriate to student needs.</p> | <p>Wilson Training<br/>Sept. 13-15</p> <p>Interventions identified and implemented as needed based on student performance.</p> | <p>Ongoing data collection</p> <p>PST and IEP process<br/>Frequent review and monitoring of data</p>   | <p>Restricted</p>                          |
| <p>The EL teacher will meet with the Language Arts teachers to plan ways in which EL students can be supported in a pull- out and in some cases, a push-in instructional model.</p> <p>Presenters visit our county in order to provide WIDA English Language Development (ELD) Standards training.</p> | <p>The varying needs of individual ELs make it necessary for content teachers to include both language and content objectives in each lesson.</p> <p>Provide a foundation for participants who are new to the WIDA ELD Framework and will allow teachers to acquire a deeper understanding of performance definitions.</p>  | <p>September 2017-<br/>June 2018</p> <p>Fall 2017/Spring<br/>2018</p>  | <p>Monitor the progress of ELs in mainstream classes using data from grade level and content formative assessments as well as data collected from the ACCESS 2.0.</p> <p>Classroom observations will provide evidence of interventions/supports used by teachers</p> | <p>Unrestricted</p> <p>Title III funds</p> |

**ELA Strategies for Change (Elementary)**

| Strategy  | Rationale   | Timeline  | Methods for Measuring Progress   | Funding                                    |
|---|---|---|--|--|
| <p>Conduct school-based workshops, which address everyday strategies for teachers working with ELs.</p> <p>In addition to the professional development activities mentioned above, SMCPS will be using Imagine Learning-- a language and literacy computer-based program.</p> | <p>This training will help teachers become familiar with content-related strategies that improve delivery of instruction and increase learning.</p> <p>In order to increase the reading and writing proficiency levels of ELs, Imagine Learning will be used for all ELs in grades 2-6 with ELP levels of 1 and 2. Imagine Learning is a fun and highly engaging digital literacy program, which is aligned to MCCRS.</p> | <p>September 2017- June 2018</p> <p>September 2017- June 2018</p> | <p>Classroom observations will provide evidence of interventions/supports used by teachers</p> <p>Usage and data reports accessible to classroom teachers provided by Imagine Learning</p> | <p>Unrestricted</p> <p>Title III funds</p> |

**ELA Strategies for Change (Secondary)**

| Strategy   | Rationale  | Timeline                         | Methods for Measuring Progress  | Funding             |
|--|--|----------------------------------|---|---------------------|
| <p>Adoption of new, differentiated textbook series for all students in grades 6-12.</p> <p>Development of cross-curricular tasks and assessments that focus on reading and writing in the content areas (in addition to the ELA classroom).</p> <p>Continued vertical articulation of MCCRS-aligned instructional practices and collaborative scoring of PARCC-aligned local assessments.</p> <p>Expansion of extended texts to include more modern, student-centered texts.</p> <p>Implementation <i>Whole Novels for the Whole Class</i></p> | <p>Implementation of common curricular units and assessments provide collaborative opportunities for teachers to design instruction and score student work. Introduce new curriculum materials (in terms of extended texts) that relate to a broader range of interests and appeal to a variety of learners (especially boys and a racially diverse student body).</p> | <p>September 2017- June 2018</p> | <p>Local assessments (reading and writing), delivered as online assessments, followed by collaborative scoring sessions, quarterly PLC meetings for instructional planning.</p> | <p>Unrestricted</p> |

ELA Strategies for Change (Secondary)

| Strategy  | Rationale  | Timeline                 | Methods for Measuring Progress   | Funding      |
|---|--|--------------------------|--|--------------|
| in middle school (increase reading engagement)  |  |                          |  |              |
| Full implementation of Membean and Turnitin (web-based vocabulary and writing instructional support and feedback tools)   | Increase reading comprehension scores by expanding students' vocabulary knowledge and provide teachers with a tool that makes writing feedback easier to provide and more meaningful for students.   | September 2017-June 2018 | PARCC and SAT 2016-2017 baseline data and measure growth in vocabulary and reading comprehension in 2017; correlation study between top performing Membean students and local reading/vocabulary assessment data.  | Unrestricted |
| Finalization and implementation of 11 Bridge and 12 Transition courses; SpringBoard is being piloted in two high school Bridge courses.   | In grade 11, support students in achieving CCR at the end of 11th grade for students who did not score a 4 or 5 on PARCC 10. In grade 12, provide students with transition activities that align to entry level community college writing courses. | Summer 2017-June 2018    | Grade 11: Percentage of successful completion of Bridge Projects; PARCC 10 scores between 2016 and 2017 (for second time test-takers; SAT (SpringBoard program is aligned to SAT preparation)<br><br>Grade 12: Accuplacer diagnostic and Accuplacer Assessment* at end of course.<br><br>*Accuplacer scores can be used to determine eligibility for CSM Enrollment (credit bearing) course registration | Unrestricted |
| The EL teacher will meet with the Language Arts teachers to plan ways in which EL students can be supported in a pull- out and in some cases, a push-in instructional model.<br><br>WIDA English Language | The varying needs of individual ELs make it necessary for content teachers to include both language and content objectives in each lesson.   | August 2017-June 2018    | Monitor the progress of ELs in mainstream classes using data from grade level and content formative assessments as well as data collected from the ACCESS 2.0.   | Unrestricted |

ELA Strategies for Change (Secondary)

| Strategy   | Rationale  | Timeline   | Methods for Measuring Progress  | Funding   |
|--|--|--|---|---|
| <p>Development (ELD) Standards training</p> <p>Conduct school-based workshops, which address everyday strategies for teachers working with ELs.</p> <p>In addition to the professional development activities mentioned above, SMCPs will be using Imagine Learning-- a language and literacy computer-based program.</p>  | <p>Provide a foundation for participants who are new to the WIDA ELD Framework and will allow teachers to acquire a deeper understanding of performance definitions. This training will allow classroom and EL teachers to collaborate on designing lessons that best meet the needs of individual ELs.</p> <p>Become familiar with content-related strategies that improve delivery of instruction and increase learning.</p> <p>Imagine Learning is an intervention tool for our lowest EL students (levels 1 and 2). Imagine Learning software creates an individual and unique learning path for each student and teaches essential skills for students with reading difficulties.</p> | <p>Fall 2017 and Spring 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p>                 | <p>Classroom observations will provide evidence of interventions/supports used by teachers.</p> <p>Classroom observations will provide evidence of interventions/supports used by teachers.</p> <p>Usage and data progress reports accessible to classroom teachers provided by Imagine Learning.</p> | <p>Title III funds</p> <p>Unrestricted</p> <p>Title III</p> |
| <p>Wilson training for both for middle and high school staff</p> <p>Linda-Mood Bell LIPS and Visualize and Verbalize strategies are being implemented as appropriate to student needs</p> <p>Review the staffing allotments per building regarding intervention training needs.</p> <p>Kurzweil is available to help students access text, study skills, and writing.</p> <p>On-going integration of technology embedded</p> | <p>To support acquisition of letter sound association to improve decoding skills, increase fluency, and ultimately support reading comprehension with more complex texts reflected on the PARCC assessments.</p> <p>To help students access text, study skills, and provide writing accommodations.</p> <p>Tier I, II, III interventions will be identified by a skills assessment to determine need, and the appropriate tiered intervention to support instructional delivery and assessment performance.</p> <p>Provide teachers with lesson plans and strategies for implementation of standards-based IEP goals and</p>   | <p>Sept. 12-14 2017</p> <p>September 2017-June 2018</p> <p>August 2017</p> <p>September 2017-June 2018</p> | <p>Local reading benchmarks, classroom reading data collection</p> <p>Monitoring the quality and compliance of IEPs as well as teacher usage (when it becomes available from the vendor)</p>  | <p>Restricted</p>   |



## PARCC Mathematics for Grades 3-8:

- Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

### Grades 3-5

#### Grade 3

|       | Number of Students | Level 4          |       | Level 5               |       | ≥ Level 4                    |       | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|-------|-----------------------|-------|------------------------------|-------|------------------------------|-------------------|
|       |                    | Met Expectations |       | Exceeded Expectations |       | Met or Exceeded Expectations |       | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %     | #                     | %     | #                            | %     | %                            | %                 |
| State |                    |                  | 31%   |                       | 12%   |                              | 43%   | 44%                          | -1%               |
| SMCPS | 1363               | 476              | 34.9% | 184                   | 13.5% | 660                          | 48.4% | 47.9%                        | .5%               |
| White | 854                | 334              | 39.1% | 132                   | 15.5% | 466                          | 54.6% | 57%                          | -2.4%             |
| AA    | 242                | 51               | 21.1% | 10                    | 4.1%  | 61                           | 25.2% | 20.2%                        | 5%                |
| IEPs  | 135                | 12               | 8.9%  | 4                     | 3%    | 16                           | 11.9% | 11.2%                        | .7%               |
| FARMS | 493                | 114              | 23.1% | 23                    | 4.7%  | 137                          | 27.8% | 27.2%                        | .6%               |
| LEP   | 28                 | 5                | 17.9% | 0                     | 0%    | 5                            | 17.9% | 11.8%                        | 6.1%              |

### Grade 4

|       | Number of Students | Level 4          |       | Level 5               |      | ≥ Level 4                    |       | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|-------|-----------------------|------|------------------------------|-------|------------------------------|-------------------|
|       |                    | Met Expectations |       | Exceeded Expectations |      | Met or Exceeded Expectations |       | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %     | #                     | %    | #                            | %     | %                            | %                 |
| State |                    |                  | 33%   |                       | 5%   |                              | 38%   | 37%                          | 1%                |
| SMCPS | 1428               | 545              | 38.2% | 77                    | 5.4% | 622                          | 43.6% | 37.4%                        | 6.2%              |
| White | 905                | 427              | 47.2% | 64                    | 7.1% | 491                          | 54.3% | 43.9%                        | 10.4%             |
| AA    | 271                | 30               | 11.1% | 2                     | 0.7% | 32                           | 11.8% | 14.9%                        | -3.1%             |
| IEPs  | 145                | 11               | 7.6%  | 0                     | 0%   | 11                           | 7.6%  | 7.4%                         | .2%               |
| FARMS | 499                | 91               | 18.2% | 4                     | 0.8% | 95                           | 19%   | 19.4%                        | -.4%              |
| LEP   | 18                 | 3                | 16.7% | 0                     | 0%   | 3                            | 16.7% | 4.2%                         | 12.5%             |

### Grade 5

|       | Number of Students | Level 4          |       | Level 5               |       | ≥ Level 4                    |       | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|-------|-----------------------|-------|------------------------------|-------|------------------------------|-------------------|
|       |                    | Met Expectations |       | Exceeded Expectations |       | Met or Exceeded Expectations |       | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %     | #                     | %     | #                            | %     | %                            | %                 |
| State |                    |                  | 29%   |                       | 6%    |                              | 35%   | 37%                          | -2%               |
| SMCPS | 1355               | 412              | 30.4% | 112                   | 8.3%  | 524                          | 38.7% | 40.7%                        | -2.0%             |
| White | 847                | 295              | 34.8% | 86                    | 10.2% | 381                          | 45%   | 47.9%                        | -2.9%             |
| AA    | 255                | 37               | 14.5% | 2                     | 0.8%  | 39                           | 15.3% | 14.9%                        | .4%               |
| IEPs  | 133                | 8                | 6%    | 0                     | 0     | 8                            | 6%    | 9.7%                         | -3.7%             |
| FARMS | 464                | 94               | 20.3% | 10                    | 2.2%  | 104                          | 22.5% | 20.1%                        | 2.4%              |
| LEP   | 21                 | 2                | 9.5%  | 0                     | 0     | 2                            | 9.5%  | 0%                           | 9.5%              |

**Overall Comparisons for Grades 3-8:**

- Grade 3: SMCPS 48.4%; Maryland 43% (+5.4)
- Grade 4: SMCPS 43.6%; Maryland 38% (+5.6)
- Grade 5: SMCPS 38.7%; Maryland 35% (+3.7)

The overall data for SMCPS in grades 3, 4, and 5 were above Maryland’s performance rate. Limited English Proficiency students had a significant increase in performance. African American students and FARM students had an increase in performance approximating the increase in performance of all students, however, the achievement gap between IEP carriers and other students continued to widen.

It is important to note that while overall changes as a district from 2015 - 2016 to 2016 - 2017 were relatively small, there was a wide variation from school to school in terms of change from 2015-16 to 2016-2017. Individual schools saw as much as 28 percent gains or as much as 30 percent losses depending on the grade level. Attention will be paid to schools and teachers that made significant gains and losses and to what those gains and losses were attributed. Successful practices will be studied and shared. Targeted and differentiated support will need to be given to schools who saw significant losses.

**Grades 6-8**

**Grade 6**

|       | Number of Students | Level 4          |       | Level 5               |       | ≥ Level 4                    |       | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|-------|-----------------------|-------|------------------------------|-------|------------------------------|-------------------|
|       |                    | Met Expectations |       | Exceeded Expectations |       | Met or Exceeded Expectations |       | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %     | #                     | %     | #                            | %     | %                            | %                 |
| State |                    |                  | 27%   |                       | 5%    |                              | 32%   | 33%                          | -1%               |
| SMCPS | 1321               | 451              | 34.1% | 112                   | 8.5%  | 563                          | 42.6% | 42.1%                        | .5%               |
| White | 877                | 350              | 39.9% | 89                    | 10.1% | 439                          | 50%   | 49.6%                        | .4%               |
| AA    | 212                | 30               | 14.2% | 2                     | 0.9%  | 32                           | 15.1% | 14.9%                        | .2%               |
| IEPs  | 144                | 10               | 6.9%  | 2                     | 1.4%  | 12                           | 8.3%  | 6.7%                         | 1.6%              |
| FARMS | 420                | 75               | 17.9% | 4                     | 1%    | 79                           | 18.9% | 19.5%                        | -.6%              |
| LEP   | 14                 | 0                | 0%    | 0                     | 0%    | 0                            | 0%    | 18.2%                        | -18.2%            |

### Grade 7

|       | Number of Students | Level 4          |       | Level 5               |      | ≥ Level 4                    |       | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|-------|-----------------------|------|------------------------------|-------|------------------------------|-------------------|
|       |                    | Met Expectations |       | Exceeded Expectations |      | Met or Exceeded Expectations |       | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %     | #                     | %    | #                            | %     | %                            | %                 |
| State |                    |                  | 23%   |                       | 2%   |                              | 25%   | 24%                          | 1%                |
| SMCPS | 1190               | 418              | 35.1% | 54                    | 4.5% | 472                          | 39.6% | 23.2%                        | 16.4%             |
| White | 795                | 329              | 41.4% | 43                    | 5.4% | 372                          | 46.8% | 27.4%                        | 19.4%             |
| AA    | 225                | 33               | 14.7% | 1                     | 0.4% | 34                           | 15.1% | 8.7%                         | 6.4%              |
| IEPs  | 140                | 6                | 4.3%  | 0                     | 0%   | 6                            | 4.3%  | 5.5%                         | -1.2%             |
| FARMS | 403                | 66               | 16.4% | 4                     | 1%   | 70                           | 17.4% | 10.5%                        | 6.9%              |
| LEP   | 13                 | 0                | 0%    | 0                     | 0%   | 0                            | 0%    | 0%                           | 0%                |

### Grade 8

|       | Number of Students | Level 4          |       | Level 5               |      | ≥ Level 4                    |       | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|-------|-----------------------|------|------------------------------|-------|------------------------------|-------------------|
|       |                    | Met Expectations |       | Exceeded Expectations |      | Met or Exceeded Expectations |       | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %     | #                     | %    | #                            | %     | %                            | %                 |
| State |                    |                  | 16%   |                       | 1%   |                              | 17%   | 22%                          | -5%               |
| SMCPS | 862                | 248              | 28.8% | 1                     | 0.1  | 249                          | 28.9% | 44.2%                        | -15.3%            |
| White | 526                | 158              | 30%   | 1                     | 0.2% | 159                          | 30.2% | 49.7%                        | -19.5%            |
| AA    | 198                | 42               | 21.2% | 0                     | 0%   | 42                           | 21.2% | 21.9%                        | -.7%              |
| IEPs  | 106                | 5                | 4.7%  | 0                     | 0%   | 5                            | 4.7%  | 7.8%                         | -3.1%             |
| FARMS | 334                | 62               | 18.6% | 0                     | 0%   | 62                           | 18.6% | 22.2%                        | -3.6%             |
| LEP   | 11                 | 2                | 18.2% | 0                     | 0%   | 2                            | 18.2% | N/A                          | N/A               |

### Overall comparisons for grades 6-8:

- Grade 6: SMCPS 42.6%; Maryland 32% (+10.6)
- Grade 7: SMCPS 39.6%; Maryland 25% (+14.6)
- Grade 8: SMCPS 28.9%; Maryland 17% (+11.9)

The overall data for SMCPS in grades 6 through 8 were above Maryland's performance rate. Students with IEPs decreased in performance in grades 7 and 8. African American students improved performance in grades 6 and 7, but declined in grade 8.

The challenges below articulate the challenges for our underperforming student groups (e.g., FARMs, African Americans, Males). These challenges apply to the student groups that are underperforming relative to the assessment area. In addition, specific challenges were further delineated for SWD and LEP students. The data chart provided in this section reflects the performance challenges of underperforming student groups.

Challenges affecting the underperformance of students and for those failing to meet standards in Mathematics for **grades 3 – 8** include:

- Teachers continue to work on developing a deep understanding of the content and pedagogy of the MCCRS. Next steps involve developing the comfort level and flexibility to recognize where students are on the learning trajectory in order to meet individual needs by asking purposeful questions, differentiating instruction, or utilizing multiple representations allowing for flexibility when supporting struggling learners.
- Teachers continue to work on their awareness of the coherence of content across grade levels so that they understand how the math that they teach fits into a bigger picture, including being able to connect to prior knowledge, as well as advance student thinking.

Additional information/challenges specific to students with disabilities include:

- Intensive, individualized interventions are not aligned to curriculum and assessment content. The gap is so wide for some students that access to the general education continues to be a challenge.
- Staff turnover impacts intervention training for sustainability. Consistent professional development for both the general education teacher and special education teacher ensures that all students are working toward the same level of rigor of the standards.
- Planning with content teachers is limited. This collaboration is essential to ensure consistency of the way in which content is delivered.
- Further professional development for staff is needed to ensure that Universal Design for Learning strategies are being implemented in both classroom instruction and assessment.

Additional challenges specific to students with limited English proficiency:

- Limitations with academic language interfere with the EL student's ability to process information when reading literary and informational text.
- Students may have difficulty with comprehension especially when the content language and knowledge differ from that of the native speaker.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds. Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.*

To address the challenges and areas of continuous improvement, the following strategies are being implemented. Activities are aligned instructionally and approached collaboratively across departments and schools. The Department of Curriculum and Instruction coordinates systemic professional development and curriculum support for all schools, through local and state unrestricted general fund dollars. These funds are detailed in our annual operating budget posted to <http://www.smcps.org/fs/budget/information>. Where restricted funds (e.g., Title I) are utilized, that funding is identified, and detailed in Part II of the Master Plan.

For each of the strategies, a rationale is provided that addresses the challenge for performance of students within the student groups identified. A strategy can be successfully applied to multiple student groups. For example, implementing instructional materials that are aligned to the current standards and including more engaging texts will not only benefit all students, but also meet the specific needs of FARMS and male students. Therefore, while the strategies are not designated or labeled for one student group in particular, instructional best practices will benefit students in each of the identified student groups.

In order to improve instruction for each of our students, including students with disabilities and English Language Learners, St. Mary's County Public Schools Math Department has embraced the effective math teaching practices from the National Council for Mathematics *Principles to Actions: Ensuring Mathematical Success for All* and is in the second year of a multi-year focus on the eight research based teaching practices that are most effective in ensuring success for all learners.. The implementation of these practices was chosen because they address the needs of all populations in the classroom, including students with disabilities and English Language learners and incorporate the principles of Universal Design for Learning (UDL). Classroom teachers implementing these practices share in the responsibility ensuring the success of all students and reduces the dependence on pull out programs

1. Establish mathematical goals to focus learning
2. Implement tasks that promote reasoning and problem solving
3. Use and connect mathematical representations
4. Facilitate meaningful mathematical discourse
5. Pose purposeful questions
6. Build procedural fluency from conceptual understanding
7. Support productive struggle in learning mathematics
8. Elicit and use evidence of student thinking.

Math instruction will address all of the teaching practices, but focus primarily on:

- Implementing tasks that promote reasoning and thinking
- Eliciting and using evidence of student thinking

This aligns with the implementation of Standards Based Report cards at the primary grade levels, the FAME (Formative Assessment for Maryland Educators) initiative, a statewide professional development model that is being piloted at several of our elementary schools and one of our high schools. Through this model, teachers will learn to embrace the value of formative assessment and targeted instruction.

| Strategies for Change (Elementary)  |   |  |  |                     |
|---|---|--|--|---------------------|
| Strategy  | Rationale   | Timeline                                     | Methods for Measuring Progress   | Funding             |
| <p>Offer multi-layered professional development in content and pedagogy designed to train teachers in new initiatives while reviewing ongoing initiatives. Utilize the Performance Matters/Unify professional Development platform to create more customized professional development opportunities for teachers.</p> <p>Layer 1: New opportunities:</p> <p><i>Teaching and Learning Mathematics</i> (3 credit MSDE course) will be offered to teachers in grades K - 2 and 3 - 5.</p> <p>I Have Assessed my Students, What Now? workshops.</p> <p>Layer 2: Ongoing opportunities</p> <p>One credit online courses will be offered during the fall and spring. The content of the workshops is based on ongoing initiatives and teacher requests. Examples include:</p> <ul style="list-style-type: none"> <li>● Standards Based Grading</li> <li>● Deepening Discussions</li> <li>● Principles to Actions</li> <li>● The Road to the Algorithm (+/-)</li> <li>● The Road to the Algorithm (x/÷)</li> <li>● Maximizing the Math Block</li> <li>● Supporting Elementary Math Learners</li> <li>● Fraction Foundations</li> </ul> | <p>Classroom teachers., special education teachers and ELL teachers need deep content knowledge in order understand learning trajectories, develop formative assessments, analyze student work and target instruction.</p> <p>The multi-layered and ongoing design of professional development is designed to be customizable. Part of the purpose is to ensure that teachers new to the district have access to professional development regarding ongoing initiatives and expectations. . This will encourage consistency in instruction regardless of turnover.</p> <p>Special Education staff and ELL staff participates in content level Professional Development.</p> | <p>Ongoing<br/>Fall 2017<br/>Spring 2018</p> | <p>Classroom observations and walkthroughs.</p> <p>Evidence of targeted and specific differentiated instruction in lesson plans during observations</p> <p>Analyses of observation tool regarding higher level questioning and facilitating discussions.</p> <p>Growth data collected from OANBT assessment and Counting Profile</p> <p>Comparison of unit assessment data from fraction units (from year to year and following a cohort).</p> <p>Growth on fractions content on PARCC assessment.</p> | <p>Unrestricted</p> |

| Strategies for Change (Elementary)  |  |  |  |              |
|---|--|--|--|--------------|
| Strategy  | Rationale  | Timeline   | Methods for Measuring Progress   | Funding      |
| <p>Layer 3: Math Memo</p> <p>The weekly <i>Math Memo</i> will contain ongoing and topical Professional Development. One recursive topic will be the implementation of rich tasks which require reasoning</p>  |  | Weekly   |  |              |
| <p>Eliciting and Using Assessment information to target instruction.</p> <p>Implement the use of formative assessments to target strategic follow up instruction. Provide teachers with professional development and collaborative time for instructional decision making. Specifically target the Counting Profile and the Operations and Algebraic Thinking/Number and Base Ten Assessments which are given at the beginning, middle and end of the year.</p> <p>Fraction Four - Squares<br/>Teachers use the Performance Level Indicators and PARCC Release item to develop 4 Square assessments which assess students at each level of rigor within a specific content progression.</p> | <p>Collaborative examination of student work provides consistency among schools and teachers as well as professional development in terms of the meaning of the standards, student learning trajectories, and next steps instructionally. Special Education teachers, ELL teachers, and co-teachers will participate and offer support in how to meet the specific needs of the special education or ELL student</p> <p>The creation of four square assessments will serve a dual purpose. The creation of the assessment forces teachers to examine the standard and associated Performance Level Descriptors, and break the standard into its components. Examinations of the results of the four square assessments allow teachers to target instruction based on specific needs.</p> | <p>Winter 2018 and PD following assessment administration.</p> <p>OANBT Assessment: Winter 2018 and PD following assessment administration.</p> <p>Foursquare Assessments - Early Winter and Spring Before unit assessment creation. During Unit Assessment, analysis and collaboration.</p> | <p>Counting Profile - January to June to growth in year's past.</p> <p>OANBT Observation of strategy discussions and the sophistication of strategies. OANBT growth compared to 2016 - 2017.</p> <p>Four-Square: Fraction unit assessment scores, especially on the application portion of the assessment.</p> | Unrestricted |

| Strategies for Change (Elementary)  |  |   |  |                                   |
|---|--|---|--|-----------------------------------|
| Strategy  | Rationale  | Timeline  | Methods for Measuring Progress   | Funding                           |
| <p>Standards Based Report Cards: Continue the Implementation of Standards Based Instruction and Grading in Grades K - 2 through Standards Based Report Cards.</p> <p>Pilot Standards Based Report Cards in grade 3.</p>               | <p>This was implemented for the first time in 2016-2017. Standards based instruction and assessment measures growth and targets instruction based on the end of the year standards. Standards Based Instruction, assessment and report cards require a focus on, and understanding of the standards. This is addressed through committee generated supporting materials and school level planning and professional development. Classroom teachers, special education teachers and ELL teachers are involved in planning and professional development.</p> | <p>Summer 2017 and 2018:<br/>Development of optional common assessments for Grades K - 2.</p> | <p>Quarterly calibration of optional common assessments to measure teacher understanding of the rigor of the standards.</p> <p>Grade 3 comparison of traditional and standards based report card "grades" or "marks" and standards based assessments quarterly to determine validity of measure.</p> | <p>Restricted</p>                 |
| <p>PD for ELL and Classroom teachers: Training in and Implementation of WIDA English Development Standards</p> <p>SMCPS will also conduct school-based workshops, which address everyday strategies for teachers working with ELs</p> | <p>This interactive workshop will provide a foundation for participants who are new to the WIDA ELD Framework and will allow teachers to acquire a deeper understanding of performance definitions. Participants will use the WIDA performance definitions to identify language expectations of instructional tasks in <b><i>all</i></b> content areas. Teachers will engage in hands-on activities that explore academic language to enhance student language learning, and will also</p>   | <p>Fall 2017 and Spring 2018</p> <p>ongoing for SY 2017-18.</p>                               | <p>Review of lesson plans and instructional walk-throughs looking for specific differentiation for English Language Learners.</p>  | <p>Unrestricted and Title III</p> |

**Strategies for Change (Elementary)**

| Strategy   | Rationale   | Timeline              | Methods for Measuring Progress | Funding |
|--|---|-----------------------|--------------------------------|---------|
|  | <p>focus on lesson planning designed around the WIDA Standards. This training will allow classroom and EL teachers to collaborate on designing lessons that best meet the needs of individual ELs.</p> <p>School based training will help teachers become familiar with content-related strategies that improve delivery of instruction and increase learning.</p> <p>Both of these strategies are aligned to the <i>Principles to Actions</i> focus on strategies to ensure the success of all learners.</p> |                       |                                |         |
| <p>Pathways:</p> <p>Embed Pathways materials in units as a means to provide access to rigorous and standards based lessons for all grade levels, and learning styles.</p> <p>Utilize Pathways to access rigorous, standards based lessons and formative assessments for all grade levels in reading and math. Pathways materials</p> | <p>Pathways organizes materials based on UDL principles and strategies and provides a variety of tasks that scaffolded to promote rigor.</p>  | <p>September 2017</p> |                                |         |

**Strategies for Change (Grades 6-8)**

| Strategy  | Rationale   | Timeline   | Methods for Measuring Progress  | Funding      |
|---|---|--|---|--------------|
| Rubrics, formative assessments and anchor papers based on the MCCRS will be developed and accessible to teachers                | Rubrics, common formative assessments and anchor papers provide consistency among schools and teachers as well as professional development in terms of the meaning of the standards.                      | SY 2017–2018<br><br>Quarterly:<br><br>October 2017<br>January 2018<br>March 2018<br>May 2018 | Collection of anchor papers<br><br>Instructional Walkthroughs<br><br>Review of student achievement data   | Unrestricted |
| Examining student work with the purpose of meeting students where they are and moving to the standard will be the focus of PLCs | Collaborative examination of student work provides consistency among schools and teachers as well as professional development in terms of the meaning of the standards and student learning trajectories. | SY 2017–2018<br><br>Quarterly:<br><br>October 2017<br>January 2018<br>March 2018<br>May 2018 | Collection of anchor papers based on collaborative scoring sessions<br><br>Instructional Walkthroughs<br><br>Review of student achievement data   | Unrestricted |
| Instructional Walkthroughs  | Instructional walkthroughs will take place for the purpose of identifying and sharing instructional best practices that emphasize the teaching practices from NCTM’s Principles to Actions.               | SY 2017–2018<br><br>Ongoing monthly  | Review of student achievement data  | Unrestricted |
| Systematically communicate recommendations based on the teaching practices through a Secondary Math Newsletter/blog             | Building capacity in our instructional leaders at each school allows for ongoing discussion and implementation at the building level.   | SY 2017–2018   | Enhanced discussion during pre and post observation conferences regarding specific student needs based on data and observation and resulting instructional plans. This would be observable in Domain 1, Planning and Preparation in our teacher evaluation system<br><br>Review stats of the blog | Unrestricted |

Strategies for Change (Grades 6-8)

| Strategy   | Rationale   | Timeline            | Methods for Measuring Progress  | Funding                       |
|--|---|---------------------|---|-------------------------------|
| <p>Professional Development:</p> <p>A cohort of principals, supervisors and pilot schools will participate in the 3 credit FAME course and Community of Practice on the use of formative assessments in order to inform instruction.</p> <p>A collaborative planning opportunity for teachers in grades 6 through 8 will be offered for one credit. This experience will allow teachers to develop their understanding of the standards, including how to reach and teach the standards to students with disabilities and english language learners. This opportunity includes looking at how the use of instructional routines can support teachers and students in having access to high cognitive demand tasks by reducing the cognitive demand needed to attend to 'what am I doing next'.</p> <p>Special Education staff participated in content level Professional Development for August 30, 2017 and will have PLC meetings to review data. This experience included a talk from NCTM president-elect Dr. Robert Berry on "Using Task and Discourse to Position Students as Mathematically Competent."</p> <p>SMCPS ESOL office will provide professional development for our EL and classroom teachers.</p> | <p>Consistent professional development across the system in the use of formative assessment to inform instructional decision making for individual students impacts all students, especially those who have unique learning needs. This includes special education students and ELL students.</p> <p>Dr. Robert Berry's message was consistent with the math department's focus of implementing tasks that promote reasoning and problem solving. Additionally, his talk emphasized using tasks to provide access and equity for all learners.</p> <p>WIDA English Language Development (ELD) Standards training (Time frame: fall &amp; spring). This interactive workshop will provide a foundation for participants who are new to the WIDA ELD Framework and will allow</p> | <p>SY 2017–2018</p> | <p>Comparison of TPAS data in relation to Domain 1, Planning (knowledge of students, and pedagogy); and Domain 3, Instruction, (differentiation and use of assessments to inform instruction) to the previous year's data,</p> <p>Review of student achievement data.</p> <p>Review of PLC notes, formative assessments, analysis of student work and resulting lesson plans.</p> | <p>Unrestricted Title III</p> |

Strategies for Change (Grades 6-8)

| Strategy   | Rationale  | Timeline   | Methods for Measuring Progress  | Funding |
|--|--|--|---|---------|
|  | <p>teachers to acquire a deeper understanding of performance definitions. Participants will use the WIDA performance definitions to identify language expectations of instructional tasks in <i>all</i> content areas. Teachers will engage in hands-on activities that explore academic language to enhance student language learning, and will also focus on lesson planning designed around the WIDA Standards. This training will allow classroom and EL teachers to collaborate on designing lessons that best meet the needs of individual ELs.</p> <p>SMCPS will also conduct school-based workshops, which address everyday strategies for teachers working with ELs. This training will help teachers become familiar with content-related strategies that improve delivery of instruction and increase learning.</p> |  |   |         |
| <p>Pilot the use of the Illustrative Mathematics Middle School Math Curriculum released as an Open Educational Resource in grades 6 - 8.</p> | <p>This is a rigorous, problem-based curriculum designed to meet the expectations of the Common Core State Standards. Support for students with special needs and English Language Learners are built into the curriculum. The design philosophies</p>   | <p>SY 2017–2018</p> <p>Bimonthly:</p> <p>October 2017<br/>December 2017<br/>February 2017<br/>April 2017<br/>June 2017</p> | <p>Examination of student work and collaborative scoring sessions</p> <p>Instructional Walkthroughs</p> <p>Review of student achievement data</p> |         |

Strategies for Change (Grades 6-8)

| Strategy  | Rationale   | Timeline   | Methods for Measuring Progress     | Funding |
|---|---|--|------------------------------------|---------|
|   | include Universal Design for Learning and Understanding Language from Stanford University. The use of this curriculum provides a common view of the expectations for each of our middle school courses.                               |  |                                    |         |
| Elementary and Secondary Math Supervisors will work collaboratively with the special education department to determine best practices for intervention in the math classroom. | Limited resources are available for interventions at the secondary level. These meetings will include looking at available data, examining core instruction, and determining next steps to meet the needs of our struggling learners. | SY 2017-2018<br>Weekly meetings  | Review of student achievement data |         |
| Embed Goalbook Pathways materials in units as a means to provide access to rigorous and standards based lessons and formative assessments for all grade levels.               | Pathways organizes materials based on UDL principles and strategies and provides a variety of tasks that are scaffolded to promote rigor.   | Training for new users of Pathways in September 2017<br><br>Pathways training for system leaders in September 2017 | Review of student achievement data |         |

## PARCC Algebra I

- Based on available PARCC data, describe the challenges in Algebra I. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

### Algebra 1

|       | Number of Students | Level 4          |       | Level 5               |      | ≥ Level 4                    |       | 2015-16 ≥ 4                  | ≥ Level 4         |
|-------|--------------------|------------------|-------|-----------------------|------|------------------------------|-------|------------------------------|-------------------|
|       |                    | Met Expectations |       | Exceeded Expectations |      | Met or Exceeded Expectations |       | Met or Exceeded Expectations | Percentage Change |
|       |                    | #                | %     | #                     | %    | #                            | %     | %                            | %                 |
| State |                    |                  | 33%   |                       | 3%   |                              | 36%   | 36%                          | 0%                |
| SMCPS | 1331               | 664              | 49.9% | 32                    | 2.4% | 696                          | 52.3% | 51.3%                        | 1%                |
| White | 897                | 492              | 54.8% | 26                    | 2.9% | 518                          | 57.7% | 58.7%                        | -1%               |
| AA    | 231                | 58               | 25.1% | 1                     | 0.4% | 59                           | 25.5% | 27.4%                        | -1.9%             |
| IEPs  | 101                | 20               | 19.8% | 0                     | 0%   | 20                           | 19.8% | 10.9%                        | 8.9%              |
| FARMS | 352                | 110              | 31.3% | 0                     | 0%   | 110                          | 31.3% | 29.9%                        | 1.4%              |
| LEP   | 19                 | 0                | 0%    | 0                     | 0%   | 0                            | 0%    | 17.7%                        | -17.7%            |

#### Overall Comparisons:

- Algebra 1: SMCPS 52.3%; Maryland 36% (+16.3)

The overall data for SMCPS in g Algebra 1 were above Maryland's performance rate. Students with IEPs improved performance in Algebra 1 by 8.9%, while the overall district improved by only 1%. African American students declined by 1.9% in Algebra 1.

The challenges below articulate the challenges for our underperforming student groups (e.g., FARMS, African Americans, Males). These challenges apply to the student groups that are underperforming relative to the assessment area. In addition, specific challenges were further delineated for SWD and LEP students. The data chart provided in this section reflects the performance challenges of underperforming student groups.

Challenges affecting the underperformance of students and for those failing to meet standards in Mathematics for **Algebra I** include:

- Teachers continue to work on developing a deep understanding of the content and pedagogy of the MCCRS. Next steps involve developing the comfort level and flexibility to recognize where students are on the learning trajectory in order to meet individual needs by asking purposeful questions, differentiating instruction, or utilizing multiple representations allowing for flexibility when supporting struggling learners.
- Teachers continue to work on their awareness of the coherence of content across grade levels so that they understand how the math that they teach fits into a bigger picture, including being able to connect to prior knowledge, as well as advance student thinking.

Additional information/challenges specific to students with disabilities include:

- Intensive, individualized interventions are not aligned to curriculum and assessment content. The gap is so wide for some students that access to the general education continues to be a challenge.
- Staff turnover impacts intervention training for sustainability. Consistent professional development for both the general education teacher and special education teacher ensures that all students are working toward the same level of rigor of the standards.
- Planning with content teachers is limited. This collaboration is essential to ensure consistency of the way in which content is delivered.
- Further professional development for staff is needed to ensure that Universal Design for Learning strategies are being implemented in both classroom instruction and assessment.

Additional challenges specific to students with limited English proficiency:

- Limitations with academic language interfere with the EL student's ability to process information when reading literary and informational text.
- Students may have difficulty with comprehension especially when the content language and knowledge differ from that of the native speaker.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds. Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.*

To address the challenges and areas of continuous improvement, the following strategies are being implemented. Activities are aligned instructionally and approached collaboratively across departments and schools. The Department of Curriculum and Instruction coordinates systemic professional development and curriculum support for all schools, through local and state unrestricted general fund dollars. These funds are detailed in our annual operating budget posted to <http://www.smcps.org/fs/budget/information>. Where

restricted funds (e.g., Title I) are utilized, that funding is identified, and detailed in Part II of the Master Plan.

For each of the strategies, a rationale is provided that addresses the challenge for performance of students within the student groups identified. A strategy can be successfully applied to multiple student groups. For example, implementing instructional materials that are aligned to the current standards and including more engaging texts will not only benefit all students, but also meet the specific needs of FARMS and male students. Therefore, while the strategies are not designated or labeled for one student group in particular, instructional best practices will benefit students in each of the identified student groups.

In order to improve instruction for each of our students, St. Mary’s County Public Schools Math Department has embraced the effective math teaching practices from the National Council for Mathematics *Principles to Actions: Ensuring Mathematical Success for All* and is in year two of a multi-year focus on the eight teaching practices. The implementation of these practices was chosen because they address the needs of all populations and focus on effective and differentiated classroom instruction.

1. Establish mathematical goals to focus learning
2. Implement tasks that promote reasoning and problem solving
3. Use and connect mathematical representations
4. Facilitate meaningful mathematical discourse
5. Pose purposeful questions
6. Build procedural fluency from conceptual understanding
7. Support productive struggle in learning mathematics
8. Elicit and use evidence of student thinking.

Secondary math instruction will address all of the teaching practices, but focus primarily on:

- Implementing tasks that promote reasoning and problem solving
- Eliciting and using evidence of student thinking

This aligns with the implementation of the FAME (Formative Assessment for Maryland Educators) initiative, a statewide professional development model that is being piloted at one of our high schools. Through this model, teachers will learn to embrace the value of formative assessment at the secondary level.

| Strategies for Change (Algebra 1)  |  |  |   |              |
|--|--|--|---|--------------|
| Strategy   | Rationale  | Timeline   | Methods for Measuring Progress  | Funding      |
| Rubrics, formative assessments and anchor papers based on the MCCRS will be developed and accessible to teachers | Rubrics, common formative assessments and anchor papers provide consistency among schools and teachers as well as professional development in terms of the meaning of the standards. | SY 2017–2018<br><br>Quarterly:<br><br>October 2017<br>January 2018<br>March 2018<br>May 2018 | Collection of anchor papers<br><br>Instructional Walkthroughs<br><br>Review of student achievement data | Unrestricted |

Strategies for Change (Algebra 1)

| Strategy  | Rationale   | Timeline   | Methods for Measuring Progress  | Funding                       |
|---|---|--|---|-------------------------------|
| Examining student work with the purpose of meeting students where they are and moving to the standard will be the focus of PLCs   | Collaborative examination of student work provides consistency among schools and teachers as well as professional development in terms of the meaning of the standards and student learning trajectories. PLCs include both general education and special education teachers. | SY 2017–2018<br><br>Quarterly:<br><br>October 2017<br>January 2018<br>March 2018<br>May 2018 | Collection of anchor papers based on collaborative scoring sessions<br><br>Instructional Walkthroughs<br><br>Review of student achievement data   | Unrestricted                  |
| Instructional Walkthroughs  | Instructional walkthroughs will take place for the purpose of identifying and sharing instructional best practices that emphasize the teaching practices from NCTM’s Principles to Actions.   | SY 2017–2018<br><br>Ongoing monthly  | Review of student achievement data  | Unrestricted                  |
| Systematically communicate recommendations based on the teaching practices through a Secondary Math Newsletter/blog   | Building capacity in our instructional leaders at each school allows for ongoing discussion and implementation at the building level.   | SY 2017–2018   | Enhanced discussion during pre and post observation conferences regarding specific student needs based on data and observation and resulting instructional plans. This would be observable in Domain 1, Planning and Preparation in our teacher evaluation system<br><br>Review stats of the blog | Unrestricted                  |
| Professional Development:<br><br>A cohort of principals, supervisors and pilot schools will participate in the 3 credit FAME course and Community of Practice on the use of formative assessments in order to inform instruction. | Consistent professional development across the system in the use of formative assessment to inform instructional decision making for individual students impacts  | SY 2017–2018   | Comparison of TPAS data in relation to Domain 1, Planning (knowledge of students, and pedagogy); and Domain 3, Instruction, (differentiation and  | Unrestricted<br><br>Title III |

Strategies for Change (Algebra 1)

| Strategy  | Rationale  | Timeline | Methods for Measuring Progress   | Funding |
|---|--|----------|--|---------|
| <p>Special Education staff participated in content level Professional Development for August 30, 2017 and will have PLC meetings to review data. This experience included a talk from NCTM president-elect Dr. Robert Berry on “Using Task and Discourse to Position Students as Mathematically Competent.”</p> <p>SMCPS ESOL office will provide professional development for our EL and classroom teachers.</p> | <p>all students, especially those who have unique learning needs. This includes special education students and ELL students.</p> <p>Dr. Robert Berry’s message was consistent with the math department’s focus of implementing tasks that promote reasoning and problem solving. Additionally, his talk emphasized using tasks to provide access and equity for all learners.</p> <p>WIDA English Language Development (ELD) Standards training (Time frame: fall &amp; spring). This interactive workshop will provide a foundation for participants who are new to the WIDA ELD Framework and will allow teachers to acquire a deeper understanding of performance definitions. Participants will use the WIDA performance definitions to identify language expectations of instructional tasks in <b><i>all</i></b> content areas. Teachers will engage in hands-on activities that explore academic language to enhance student language learning, and will also focus on lesson planning designed around the WIDA Standards. This training will allow classroom and EL teachers to collaborate on designing lessons that best meet the needs of individual ELs.</p> |          | <p>and use of assessments to inform instruction) to the previous year’s data,</p> <p>Review of student achievement data.</p> <p>Review of PLC notes, formative assessments, analysis of student work and resulting lesson plans.</p> |         |

Strategies for Change (Algebra 1)

| Strategy   | Rationale  | Timeline  | Methods for Measuring Progress            | Funding |
|--|--|---|---|---------|
|  | <p>SMCPS will also conduct school-based workshops, which address everyday strategies for teachers working with ELs. This training will help teachers become familiar with content-related strategies that improve delivery of instruction and increase learning.</p> |   |   |         |
| <p>Elementary and Secondary Math Supervisors will work collaboratively with the special education department to determine best practices for intervention in the math classroom.</p> | <p>Limited resources are available for interventions at the secondary level. These meetings will include looking at available data, examining core instruction, and determining next steps to meet the needs of our struggling learners.</p>                         | <p>SY 2017-2018<br/>Weekly meetings</p>   | <p>Review of student achievement data</p> |         |
| <p>Embed Goalbook Pathways materials in units as a means to provide access to rigorous and standards based lessons and formative assessments for all grade levels.</p>               | <p>Pathways organizes materials based on UDL principles and strategies and provides a variety of tasks that are scaffolded to promote rigor.</p>   | <p>Training for new users of Pathways in September 2017<br/><br/>Pathways training for system leaders in September 2017</p> | <p>Review of student achievement data</p> |         |
| <p>Collaborative planning for Algebra 1 PLC leaders from across the district will be scheduled.</p>  | <p>This experience will allow teachers to learn from and with their colleagues. This work will include examining district wide data from common assessments, as well as creating common assessments for high needs areas of instruction.</p>                         | <p>SY 2017-2018<br/><br/>Quarterly</p>  | <p>Review of student achievement data</p> |         |

## High School Assessment (HSA) Biology

- Based on available data, describe the challenges in Biology. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

From the 2017 H.S.A. Biology data, it demonstrates that student group performance remains a challenge as we seek to ensure all students are learning and earning proficient scores on the Biology assessment.

| Subgroup                    | 2017 Tested | 2017 #Pass | 2017 %Pass |
|-----------------------------|-------------|------------|------------|
| All students                | 1106        | 1003       | 90.7       |
| African American            | 198         | 151        | 76.3       |
| Special Education           | 69          | 35         | 50.7       |
| FARMS                       | 272         | 220        | 80.9       |
| Limited English Proficiency | n/a         | n/a        | n/a        |

In the class of 2019, the overall student performance was 90.7 percent on the 2016 Biology assessment. The disaggregated data shows that 76.3 percent of African American students earned proficiency; there was a 17.5 point gap between the African American student group and the white student performance. The special education students earned a 50.7 percent proficient score on the HSA, causing a 40 point gap between the special education and regular student performance. Another challenge is that 80.9 percent of FARMS students achieved proficient scores on the 2016 Biology assessment. It is important to note that 2016-17 is the last year the Biology H.S.A will be given.

The challenges below articulate the challenges for our underperforming student groups (e.g., FARMS, African Americans, Males). These challenges apply to the student groups that are underperforming relative to the assessment area. In addition, specific challenges were further delineated for SWD and LEP students. The data chart provided in this section reflects the performance challenges of underperforming student groups.

Challenges affecting the underperformance of students and for those failing to meet standards **include:**

- 76.3 percent of African American students passed the Biology H.S.A. There was a 14.4 percent gap between African American student group and the white student performance.
- 50.7 percent of special education students earned passing scores, causing a 40 percent gap between the special education and regular student performance.
- 80.9 percent of FARMS students achieved passing scores on the 2017 Biology H.S.A.

Additional information/challenges specific to students with disabilities include:

- Staff turnover impacts training for sustainability. Consistent professional development for both the general education teacher and special education teacher ensures that all students are working toward the same level of rigor of the standards.
- Planning with content teachers is limited. This collaboration is essential to ensure consistency of the way in which content is delivered.
- Further professional development for staff is needed to ensure that Universal Design for Learning strategies are being implemented in both classroom instruction and assessment.
- Students with disabilities have historically had a higher absentee rate, thus compelling greater levels of intervention and recovery for learning.

Additional challenges specific to students with limited English proficiency:

- The rate of speech of the Native English speaker makes it difficult for ELs to process information when students are listening in the content classroom.
- Limitations with academic language interfere with the EL student's ability to process information when reading literary and informational text.
- Students may have difficulty with comprehension especially when the content language and knowledge differ from that of the native speaker.
- Writing activities tend to have some connection to culture which makes it difficult to write in the same manner as native English speakers, and it is difficult for the EL student to write a suitable response.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds. Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.*

To address the challenges and areas of continuous improvement, the following strategies are being implemented. Activities are aligned instructionally and approached collaboratively across departments and schools. The Department of Curriculum and Instruction coordinates systemic professional development and curriculum support for all schools, through local and state unrestricted general fund dollars. These funds are detailed in our annual operating budget posted to <http://www.smcps.org/fs/budget/information>. Where restricted funds (e.g., Title I) are utilized, that funding is identified, and detailed in Part II of the Master Plan.

For each of the strategies, a rationale is provided that addresses the challenge for performance of students within the student groups identified. A strategy can be successfully applied to multiple student groups. For example, implementing instructional materials that are aligned to the current standards and including more engaging texts will not only benefit all students, but also meet the specific needs of FARMS and male students. Therefore, while the strategies are not designated or labeled for one student group in particular, instructional best practices will benefit students in each of the identified student groups.

| Strategies for Change   |  |   |   |              |
|---|--|---|---|--------------|
| Strategy  | Rationale  | Timeline  | Methods for Measuring Progress  | Funding      |
| Alignment of science (Biology) curriculum with Next Generation Science Standards (NGSS) | In summer 2017, science teachers updated and/or created new pacing guides that align to the Next Generation Science Standards (NGSS). The NGSS are highly engaging and will benefit all students, including the underachieving African American, Special Education, and FARMS subgroups. The NGSS will provide all students with opportunities to do true science, with less memorization of meaningless science facts and more opportunities for authentic science experiences based on real world phenomena. | 2017-18 school year   | Successful implementation of new science lessons                                    | Unrestricted |
| Revision of county assessments and PLCs: Re-teaching and re-learning                    | In Spring 2017, the Maryland Integrated Science Assessment (MISA) was piloted with Grades 5 and 8 students. It will be piloted with these groups again this school year. Additionally, the MISA will be piloted with high school students this year. In summer 2017, science teacher's updated local assessments so that they now contain MISA-like items and style of questions. All assessments will be given on Unify, since the MISA is an online assessment.  | September- October 2017<br>January-February 2018<br>April-June 2018 | Reviewing student performance on the county assessments and PLC-created assessments | Unrestricted |

Strategies for Change

| Strategy                 | Rationale   | Timeline                         | Methods for Measuring Progress  | Funding                       |
|--------------------------|---|----------------------------------|---|-------------------------------|
| Professional Development | There is a continuous effort to provide professional development for ELL and content teachers centering on WIDA training. The WIDA training will focus on lesson planning designed around the WIDA ELD standards, and it creates an opportunity for Government and ELL teachers to collaborate on designing lessons that best meet the needs of individual EL students. Furthermore, there will be school-based professional development that will address everyday instructional strategies for Government teachers working with ELL students. | October 2017<br><br>January 2018 | Collecting evidence that captures characteristics of effective instructional practices as it relates to working with ELL students.<br><br>Reviewing ELL students performance on the formative assessments | Unrestricted<br><br>Title III |

## High School Assessment (HSA) Government

- Based on available HSA data, describe the challenges in Government. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

### Government H.S.A

From the 2017 H.S.A. Government data, it demonstrates that student group performance remains a challenge as we seek to ensure all students are learning and earning proficient scores on the Government assessment.

| Subgroup                    | 2017 Tested | 2017 #Pass | 2017 %Pass |
|-----------------------------|-------------|------------|------------|
| All students                | 1514        | 1135       | 75         |
| African American            | 339         | 168        | 49.6%      |
| Special Education           | 154         | 37         | 24%        |
| FARMS                       | 428         | 234        | 54.7%      |
| Limited English Proficiency | 18          | 5          | 27.8%      |

The challenges below articulate the challenges for our underperforming student groups (e.g., FARMS, African Americans, Males). These challenges apply to the student groups that are underperforming relative to the assessment area. In addition, specific challenges were further delineated for SWD and LEP students. The data chart provided in this section reflects the performance challenges of underperforming student groups.

Challenges affecting the underperformance of students and for those failing to meet standards include:

- In the class of 2019, the overall student performance was 75.0 on the 2017 Government assessment
- 49.6 percent of African American students earned proficiency. There was a 33.7 percent gap between African American student group and the white student performance
- 24 percent of special education students earned proficiency, causing a 51 percent gap between the special education and regular student performance.
- 54.7 percent of FARMS students achieved proficient scores on the 2017 Government assessment.
- Limited English Proficiency students earned a 27.8 percent proficient scores; It needs to be noted the limited English Language Proficiency student population consisted of a student population of eighteen students.

Additional information/challenges specific to students with disabilities include:

- Staff turnover impacts training for sustainability. Consistent professional development for both the general education teacher and special education teacher ensures that all students are working toward the same level of rigor of the standards.
- Planning with content teachers is limited. This collaboration is essential to ensure consistency of the way in which content is delivered.
- Further professional development for staff is needed to ensure that Universal Design for Learning strategies are being implemented in both classroom instruction and assessment.
- Students with disabilities have historically had a higher absentee rate, thus compelling greater levels of intervention and recovery for learning.

Additional challenges specific to students with limited English proficiency:

- The rate of speech of the Native English speaker makes it difficult for ELs to process information when students are listening in the content classroom.
- Limitations with academic language interfere with the EL student's ability to process information when reading literary and informational text.
- Students may have difficulty with comprehension especially when the content language and knowledge differ from that of the native speaker.
- Writing activities tend to have some connection to culture which makes it difficult to write in the same manner as native English speakers, and it is difficult for the EL student to write a suitable response.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*  
**Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

To address the challenges and areas of continuous improvement, the following strategies are being implemented. Activities are aligned instructionally and approached collaboratively across departments and schools. The Department of Curriculum and Instruction coordinates systemic professional development and curriculum support for all schools, through local and state unrestricted general fund dollars. These funds are detailed in our annual operating budget posted to <http://www.smcps.org/fs/budget/information>. Where restricted funds (e.g., Title I) are utilized, that funding is identified, and detailed in Part II of the Master Plan.

For each of the strategies, a rationale is provided that addresses the challenge for performance of students within the student groups identified. A strategy can be successfully applied to multiple student groups. For example, implementing instructional materials that are aligned to the current standards and including more engaging texts will not only benefit all students, but also meet the specific needs of FARMS and male students. Therefore, while the strategies are not designated or labeled for one student group in particular, instructional best practices will benefit students in each of the identified student groups.

| Strategy  | Rationale   | Timeline   | Methods for Measuring Progress                             | Funding      |
|---|---|--|--|--------------|
| Formative Assessments and Instructional-Decision Making | <p>One strategy designed for Government centers on formative assessments and data-driven instruction. There are several components of the strategy. One important component is identifying students by using locally developed formative benchmarks. These assessments are aligned to the learning targets that are provided by the Maryland State Curriculum. These formative assessments model the HSA as well as align with the local curriculum maps and assessment limits. Even though the formative assessments are based on the pacing of the curriculum map, these assessments are enhanced to include underperforming items based on the results from previous assessments. This will drive instruction based on student need in relation to the Maryland State Curriculum and provide data for targeted interventions for students.</p> <p>A sub-component of this strategy is using PLCs assessments to check for student learning. Using locally developed curriculum maps based on the Maryland State Curriculum, PLCs draft and administer common assessments. This process allows teachers to collaborate and address essential questions that focus on determining power standards and the most appropriate method to assess student progress on understanding the designated learning targets.</p> | <p>September 2017 - October 2017</p> <p>November 2017 - January 2018</p> <p>February 2018 - March 2018</p> <p>April 2018</p> | Reviewing student performance on the formative assessments | Unrestricted |
| PLCs: Re-Teaching and Re-Learning                       | Using Performance Matters data reports, PLCs are able to design instruction to meet the specific needs of each student and use flexible grouping to deliver re-teaching   | September 2017-May 2018  | Reviewing student performance on the formative assessments | Unrestricted |

| Strategy                   | Rationale  | Timeline                       | Methods for Measuring Progress  | Funding                       |
|----------------------------|--|--------------------------------|---|-------------------------------|
|                            | <p>opportunities. In addition, the filtering capability of Performance Matters provides teachers with the ability to analyze student subgroups. There will be an increased attention to the performance of student subgroups on benchmarks and PLC developed assessments. PLCs will be required to provide re-teaching opportunities and grade recovery opportunities for all students on county-level benchmarks. In addition, PLCs will also monitor student learning more by providing at least one process and one product grade for every five days of instruction.</p> |                                |   |                               |
| Instructional Walkthroughs | <p>Instructional walkthroughs will take place more frequently to identify and share best instructional practices that are taking place within classrooms, including the Universal Design for Learning (UDL) principles. Examples include embedding printed and digital informational text media and formats, providing options for creating projects, written reports, and multimedia, and using vocabulary strategies before delving into the details of the content.</p>   | September 2017 - May 2018      | Collecting evidence that captures characteristics of effective instructional practices                          | Unrestricted                  |
| Co-Teaching                | <p>The implementation of the co-teaching model includes a social studies teacher and the special education teacher who is certified in social studies. These classrooms are also equipped with the SMART Board technology. This allows these classes to utilize the clickers to chart student progress on the different assessment limits and engage students in the assessment process. In addition, the SMART Board increases the level of classroom engagement with the interactive technology and access to the online Government course material.</p>                   |                                |   | Unrestricted                  |
| Professional Development   | <p>WIDA English Language Development (ELD) Standards training will provide a foundation for participants who are new to the WIDA ELD Framework and will allow teachers to acquire a deeper understanding of performance definitions. Participants will use the</p>   | October 2017<br><br>April 2018 | Collecting evidence that captures characteristics of effective instructional practices as it relates to working | Unrestricted<br><br>Title III |

| Strategy                 | Rationale   | Timeline              | Methods for Measuring Progress   | Funding      |
|--------------------------|---|-----------------------|--|--------------|
|                          | <p>WIDA performance definitions to identify language expectations of instructional tasks in all content areas. Teachers will engage in hands-on activities that explore academic language to enhance student language learning, and will also focus on lesson planning designed around the WIDA Standards. This training will allow classroom and EL teachers to collaborate on designing lessons that best meet the needs of individual ELs.</p> <p>SMCPS will also conduct school-based workshops, which address everyday strategies for teachers working with ELs This training will help teachers become familiar with content-related strategies that improve delivery of instruction and increase learning.</p> | October 2017-May 2018 | <p>with ELL students.</p> <p>Reviewing ELL students performance on the formative assessments</p> |              |
| Professional Development | Pathways organizes materials based on UDL principles and strategies and provides a variety of tasks that scaffolded to promote rigor. Embed Pathways materials in units as a means to provide access to rigorous and standards based lessons.   | September 2017        | Classroom observations will provide evidence of interventions/suppo rts used by teachers.        | Unrestricted |

**2017 Master Plan Annual Update Clarifying Questions and Commendations**

Based on the review of your local school system's 2017 Master Plan Annual Update, the following clarifying questions were developed. In addition, a commendation(s) is provided which demonstrate details in the master plan exceeding performance standards and/or presenting a unique or innovative approach to improving opportunities for all students.

**Please provide responses to each clarifying question and return the form by November 6, 2017.**

| Section/<br>Approximate<br>Page # | Clarifying Questions  | LEA Response(s)  | Commendation   |
|-----------------------------------|---|--|--|
| Exec/Ove<br>rall                  | <p>Connection of challenges to strategies is not always clear. (comment more than question)</p> <p>Teacher turnover and prep noted in many content areas as a challenge. What strategies are planned to address that?</p> | <p>We will review to provide additional clarification where needed.</p> <p>We will expand on this and include the following in the Executive Summary:</p> <p>Staffing critical shortage areas such as Special Education is a focus to help ensure consistency of interventions, support, and co-teaching. To this end, SMCPS has instituted new strategies for recruitment, including specialized local teacher recruitment fairs. This has included a targeted Special Education job fair. These new recruitment strategies have yielded positive results this year to help ensure that highly effective and highly qualified teachers are serving our students. Along with this, targeted new teacher professional development provides the clear support for teachers to help them start - and maintain – their lasting careers in St. Mary's County Public Schools.</p> <p>Professional development in Tier 3 reading instruction has been provided for special education and general education in elementary, middle and high schools. The Departments of Curriculum and Instruction and Special Education are collaborating to strengthen core ELA and Math instruction, as well as select evidence based Tier 2 and Tier 3 interventions.</p> | <p>St. Mary's uses a data platform (UNIFY) so that RTI implementation can be tracked for outcomes.</p> |
| Math 3-8                          | <p>The plan notes that some schools dropped 30 points in math. Please provide more</p>  | <p>Individual grade levels within some schools saw significant drops in scores in 2017. Whole schools did not see significant drops.</p>   | <p>The transition to standards based report card will help identify needs for all students</p>         |

|                |   |   |                            |
|----------------|---|---|----------------------------|
|                | <p>information on suspected root causes and more detail about what "additional" supports will be provided to those schools?</p>   | <p>Principals/Instructional Leadership teams and Central Office staff will work collaboratively to support grade level teams based on that team's targeted needs. Data tracking through the use of UNIFY and formative assessments will allow principals and teachers to track progress in real time and put additional targeted supports in place as needed.</p> <p>Two of the grade level teams that saw significant drops in scores also saw a significant change in staff. Experienced master teachers retired and were replaced by newer, less experienced staff. New teacher training, school mentor teams, Instructional Resource Teacher support, collaborative planning opportunities, professional development, and additional instructional materials are in place to support those teachers and students.</p> | <p>and especially SWD.</p> |
| <p>Algebra</p> | <p>Is Algebra offered in any 8<sup>th</sup> grade?</p> <p>The plan notes that intensive interventions may not be aligned to the curriculum. What is the plan/strategy for addressing this? (pages III. 35-36)</p> | <p>Yes. Data is presented representing all students, both in Middle and High School, who took the Algebra PARCC assessment.</p> <p>Please note strategies on p. III.37 that address the alignment and professional development of interventions and supports.</p> <ul style="list-style-type: none"> <li>● Elementary and Secondary Math Supervisors will work collaboratively with the special education department to determine best practices for intervention in the math classroom.</li> <li>● Embed Goalbook Pathways materials in units as a means to provide access to rigorous and standards based lessons and formative assessments for all grade levels.</li> <li>● Collaborative planning for Algebra 1 PLC leaders from across the district will be scheduled.</li> </ul>                                    |                            |

**IV.**  
**Assessments**  
**Administered**

## 2017 BRIDGE TO EXCELLENCE MASTER PLAN ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

| Title of the Assessment                                    | Purpose of the Assessment  | Mandated by a Local or State Entity | As Appropriate, to which the assessment is administered |                                | Testing Window   | Are Accommodations Available for Students with Special Needs?                                   | What are the Accommodations?   |
|--|--|-------------------------------------|---|--------------------------------|--|---|--|
|  |  |                                     | Grade Level   | Subject Area                   |  |   |  |
| Language Arts Diagnostic Assessment                        | Collect baseline measure of student mastery of grade level MCCRS; inform instruction                                 | Local                               | 1-5   | Reading, Language, and Writing | September 11 through September 15  | No  |  |
| Language Arts Mid-year Assessment                          | Monitor student progress; inform instruction   | Local                               | 1-2   | Reading and Language           | December 11 through December 21  | Yes   | Maryland Accommodations Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E   |
| Language Arts End of Year Assessment                       | Measure student mastery of grade level MCCRS; inform instruction   | Local                               | 1-5   | Reading, Language, and Writing | Grades 3-5: February 5 through February 9<br><br>Grades 1-2: May 14 through May 24 | No  |  |
| DIBELS Next ( Dynamic Indicators of Basic Literacy Skills) | Monitor students Reading fluency; target instruction; identify and monitor students at risk for reading difficulties | Local                               | K-5   | Reading, Foundation -al Skills | September, January, and May  | Yes for students whom the standard administration conditions would not produce accurate results | Maryland Accommodations Manual (MAM) 1-A to 1-Q (exception 1F, 1G, 1L, verbatim human reader or audio recording, text to speech)<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |

| Title of the Assessment  | Purpose of the Assessment  | Mandated by a Local or State | As Appropriate, to which the assessment is administered |     | Testing Window                                 | Are Accommodations | What are the Accommodations?  |
|--|--|------------------------------|---|-----|--|--------------------|---|
| Reading Literature and Informational Texts Diagnostic and Mid-Year | Measure student mastery of grade level MCCRS, inform instruction | Local                        | 6-12  | ELA | two weeks in August, two weeks in January      | Yes                | Maryland Accommodations Manual (MAM)<br>1-A to 1-Q (exception of 1F 1G, iL, verbatim human reader or audio recording, text to speech)<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |
| Writing and Language Skills Diagnostic and End of Year Assessment  | Measure student mastery of grade level MCCRS, inform instruction | Local                        | 6-12  | ELA | two weeks in August, 2 weeks in May/June       | Yes                | Maryland Accommodations Manual (MAM)<br>1-A to 1-Q (exception of 1F 1G, iL, verbatim human reader or audio recording, text to speech)<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |
| 2nd and 3rd Quarter Performance-Based Assessment                   | Measure student mastery of grade level MCCRS, inform instruction | Local                        | 6-12  | ELA | Any time during the appropriate marking period | Yes                | Maryland Accommodations Manual (MAM)<br>1-A to 1-Q (exception of 1F 1G, iL, verbatim human reader or audio recording, text to speech)<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |
| Gates MacGinitie Reading Assessment                                | Measure students' reading skills and growth                      | Local                        | 6-8   | ELA | two weeks in August, two weeks in May/June     | no                 |   |

| Title of the Assessment                               | Purpose of the Assessment        | Mandated by a Local or State | As Appropriate, to which the assessment is administered |      | Testing Window   | Are Accommodations | What are the Accommodations?   |
|---|----------------------------------|------------------------------|---|------|--|--------------------|--|
| Counting Profile                                      | Formative /Growth                | Local                        | PreK, K   | Math | September 2017<br>January 2018<br>May 2018   | Yes                | Maryland Accommodations Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4A - 4E<br><br>Exceptions:<br>2-J Mathematics tools and calculation device.<br><br>(One on one Administration) |
| Operations and Algebraic Thinking/Number and Base Ten | Formative /Growth                | Local                        | K - 5   | Math | September 2017<br>January 2018<br>May 2018<br>(Kindergarten - one month,<br>Grades 1 - 5 - one week) | Yes                | Maryland Accommodations Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4A - 4E<br>Exceptions:<br>2-J Calculation device. (Calculators, Addition and Multiplication Tables)            |
| Fact Fluency Assessment                               | Formative<br>Growth<br>Summative | Local                        | 2 - 5   | Math | September 2017<br>January 2018<br>May 2018   | Yes                | Maryland Accommodations Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4A - 4E<br>Exceptions:<br>2-J Calculation device   |
| Elementary Unit Assessments                           | Formative/Summative              | Local                        | Grades 1-5  | Math | September 2017 - June 2018<br>Two week window after each assessed unit                               | Yes                | Maryland Accommodations Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4A - 4E  |

| Title of the Assessment                  | Purpose of the Assessment  | Mandated by a Local or State | As Appropriate, to which the assessment is administered |  | Testing Window | Are Accommodations | What are the Accommodations?   |
|--|--|------------------------------|---|--|----------------|--------------------|--|
| Mathematics Pre-Assessments              | Baseline data; Placement Validation; formative   | Local                        | Grades 6 - 8<br>Grades 9 - 12                           | Mathematics,<br>For all PARCC<br>coursework                                    | September 2017 | Yes                | Maryland<br>Accommodations<br>Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |
| Mathematics Pre-Assessments              | Baseline data; Placement validation; formative   | Local                        | Grades 9 - 12   | Mathematics,<br>For all non-<br>PARCC<br>coursework                            | September 2107 | Yes                | Maryland<br>Accommodations<br>Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |
| Mathematics Formative II                 | Formative; Assess student performance as it aligns to the grade level MCCRs; use in instructional planning         | Local                        | Grades 6 - 8<br>Grades 9 - 12                           | Mathematics,<br>For all PARCC<br>coursework                                    | January 2018   | Yes                | Maryland<br>Accommodations<br>Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |
| Mathematics MIDCourse Assessment         | Formative; Growth; Assess student performance as it aligns to the grade level MCCRs; use in instructional planning | Local                        | Grades 9 - 12   | Mathematics,<br>For all non-<br>PARCC<br>coursework                            | December 2017  | Yes                | Maryland<br>Accommodations<br>Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |
| Mathematics Performance Based Assessment | PBA Task (Rigor); Growth; Group scoring for PD   | Local                        | Grades 6 - 8<br>Grades 9 - 12                           | Mathematics,<br>For all PARCC<br>coursework<br>AND non-<br>PARCC<br>coursework | February 2018  | Yes                | Maryland<br>Accommodations<br>Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |
| Mathematics Post-Assessments             | Summative; Growth  | Local                        | Grades 6 - 8<br>Grades 9 - 12                           | Mathematics,<br>For all PARCC<br>coursework                                    | May 2018       | Yes                | Maryland<br>Accommodations<br>Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |

| Title of the Assessment    | Purpose of the Assessment  | Mandated by a Local or State | As Appropriate, to which the assessment is administered |  | Testing Window              | Are Accommodations | What are the Accommodations?   |
|----------------------------|--|------------------------------|---|--|-----------------------------|--------------------|--|
| Science Pre-Assessment     | To obtain baseline data at the beginning of the school year      | No (optional)                | 3-8, High School  | Science (Grades 3-8), High School Sciences | September 5-October 6, 2017 | Yes                | Extended Time, Kurzweil Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E |
| Science Midterm Assessment | To show knowledge acquisition at the midpoint of the school year | No (optional)                | 3-8, High School  | Science (Grades 3-8), High School Sciences | January 2-February 2, 2018  | Yes                | Extended Time, Kurzweil Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E |
| Science Post-Assessment    | Summative; Growth  | No (optional)                | 3-8, High School  | Science (Grades 3-8), High School Sciences | April 16-June 1, 2018       | Yes                | Extended Time, Kurzweil Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E |