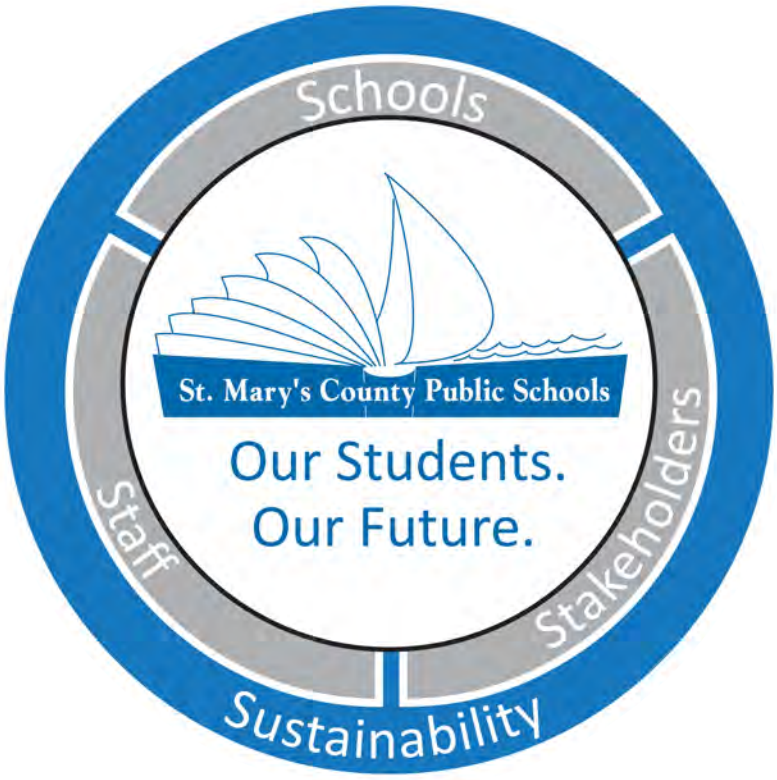
St. Mary's County Public Schools

Annual Update
Part I



2016-2017

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

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 2016 Annual Update.

J. Scott Smith, Superintendent of Schools
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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
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Kelly M. Hall, Executive Director of Supplemental School Programs
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Sherry O'Dell, Supervisor of Special Education
Cynthia Kilcoyne, Supervisor of Special Education
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Michelle Gallant-Wall, Supervisor of Instruction: English/Language Arts
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Professional Development
Jason Hayes, Supervisor of Instruction: Science
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Denise Mandis, Supervisor of Instruction: Academy Programs/ Advanced Placement/Media
Kathryn Miluski, 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

2016 Master Plan Annual Update

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

Master Plan Annual Update

Due: November 18, 2016

Local Education Agency Submitting this Report:

St. Mary's County Public Schools

Address:
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Leonardtown, MD 20650

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2016 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.

James Scott Smith — 11/17/16

Signature of Local Superintendent of Schools or Chief Executive Officer — **Date**

[signature] — 11/17/16

Signature of Local Point of Contact — **Date**

PART I

I. Executive Summary

II. Finance Section

III. Goals and Objectives

IV. Assessments Administered

St. Mary's County Public Schools

Executive Summary

Executive Summary

I.A

Instructions:

The Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, Annotated Code of Maryland §7-203.3, and the 2016 Maryland General Assembly Legislation House Bill 999, Commission on Innovation and Excellence in Education, requires LEAs to develop and submit a 2016 annual update to the comprehensive master plan to the Department for review. In alignment with the Annotated Code of Maryland § 5-401, Annotated Code of Maryland §7-203.3, House Bill 999, and the Maryland State Board of Education's vision to create a world class system to prepare all students for college and career, the comprehensive master plan annual update should include goals, objectives, and strategies to promote academic excellence among all students.

Reported strategies are to address any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, students with limited English proficiency, as defined in §5-208 of the Education Article 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.

School systems are encouraged to craft the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community. The Executive Summary should serve as a stand-alone document that summarizes progress that the LEA is making in accelerating student performance and eliminating achievement gaps, as described throughout the master plan annual update. Only specified reporting requirements noted in this guidance should be included in this Executive Summary.

The Executive Summary shall include a budget narrative section that provides a detailed summary of the fiscal climate in the LEA. The budget narrative section should also describe any changes in demographics and the fiscal climate, along with a discussion of the effect of these changes on the LEA and Master Plan implementation.

The following is a suggested outline for the Executive Summary:

I. Introduction

II. Budget Narrative
- a. Fiscal Outlook, changes in demographics
- b. Impact of changes on the school system and the master plan goals and objectives
- c. Responses to clarifying questions (Section 1.B – Finance)

III. Goal Progress

a. **Maryland's Goals, Objectives, and Strategies Regarding Performance of:**

i. Students requiring special education services;

ii. Students with limited English proficiency;

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.

b. **Strategies to Address any Discrepancies in Achievement of:**

i. 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.

IV. Assessment Administered Requirement

a. The requirements of §7-203.3 of Education Article for each assessment administered, the LEA must provide the following information:

- The title of the assessment;
- The purpose of the assessment;
- Whether the assessment is mandated by a local or state entity;
- The grade level or subject area, as appropriate, to which the test is administered;
- The testing window of the assessment; and
- Whether accommodations are available for students with special needs and what accommodations are.

Executive Summary

I. Introduction

Over the last two years, St. Mary's County Public Schools, like other districts in the State of Maryland, has administered the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. During these two years, this assessment was administered as a no-fault test of student mastery of the Maryland College and Career Ready Standards (MCCRS). This year, with accountability for our results on the PARCC assessments, we looked closely at the areas which needed focus, and reflected upon our commitments that we introduced during the last school year.

Our mission statement has remained the same for the last decade, and its 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, our commitments to staff, our commitments to schools, our commitments to stakeholders, and our commitments 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 *stakeholder*s - ultimately built upon a model of fiscal and organizational *sustainability*.

Commitments

St. Mary's County Public Schools (SMCPS) has made a commitment to work beyond the words we speak and to fully embrace the dedication to our students, staff, schools, and stakeholders. Last year 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 is evidenced in these commitment statements, one can conclude that our work puts our students first, with a focus on equity, achievement, and the whole child. We recognize that student achievement does not simply come from academic support alone. To that end, we have redesigned school improvement to capture the tenets of educating the whole child, attending to their academic, social, and emotional development.

Aligning to the Maryland State Department of Education's vision to prepare all students for college and career, 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. We are engaged in an on-going relationship with The Upside Down Organization to understand the impact of poverty on the brain and to learn, through professional development, what specific strategies can be used in the classroom to address this impact in order to maximize learning. Each month's leadership development seminar embeds an extensive look at teaching students who live in poverty, with site-based follow-up for each school as well as participate in a book study that addresses these challenges.

At the school level, principals work with their staff to develop a professional development plan consistent with the Whole Child approach, with specific attention to addressing the needs of students in

poverty. Leaders are responsible for putting into action strategies that are presented at the monthly seminars and leading the professional development plan at their site.

Understanding and intervening for our students who face challenges is our priority. This envelops our work across all areas, recognizing the impact chronic and acute stress has for our students on learning as well as behavior and that student attendance is critical to their school success.

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.

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, **94.3 percent** of the class of 2015. 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 4.1 percent in 2015. 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%** of African American students graduated on time, an increase of **14.5%** over five years
- **94.3%** of Hispanic/Latino students graduated on time, an increase of **11%** over five years
- **>95%** of White/Caucasian students graduated on time, an increase of **10%** over five years
- The graduation rate for economically disadvantaged students has increased by **14.86%** over five years
- The graduation rate for special education students has increased by **24%** over five years

Our students are graduating college and career ready.

- 53.9 % of 2015 graduates were University System of Maryland (USM) completers
- 27.2% of 2015 graduates were Career and Technology (CTE) completers
- 17.9% of 2015 graduates met BOTH the USM and CTE completer requirements

Alignment to the Maryland College and Career Ready Standards

Over the last several years, SMCPS has fully embraced the Maryland College and Career Ready Standards/Common Core State Standards and with the implementation of these rigorous education standards, we established a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared 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, and use resources, strategies, and tools to demonstrate strong content knowledge. We moved to deeper and richer lessons, replete with informational texts, analytical writing, and trans-disciplinary project based learning, all of which we

fundamentally know will end with our graduates more prepared than ever to face the challenges of a 21st century post-secondary landscape.

With the transition away from MSA and towards PARCC, the assessment schema has shifted to an emphasis on higher levels of thinking, reasoning, modeling, written expression, and conventions of language. Curriculum expectations will 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 providing 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 content assessment data helps to identify where students are and informs the design of instructional supports, interventions, or extensions based on where students need them most. Performance assessments across content areas are designed to offer students opportunities to apply the skills and knowledge of the curriculum. The assessments vary from content to content based on each one's 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 to meet the needs of their students and accommodate the schedule within which they are working. 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 its daily instruction.

Data EdCamps for Instructional Decision Making

In reviewing summative assessment data, SMCPS leadership employed the professional development model of EdCamps to review data and allow for differentiated, individually guided professional dialogue for each school team. The overarching objective of our EdCamp series was to build the capacity of our building leaders with regards to the 2016 PARCC Performance Data that had been shared with each LEA in July 2016. Using the framework of our Data EdCamps, system leaders assisted administrators and teacher leaders in unpacking the disaggregated PARCC data in a way that was meaningul to all stakeholders, which would include principals, teachers, parents, and even students. The goal was to review the lagging 2016 PARCC Data with respect to the following four data buckets and help schools create data teams moving forward into School Year 2016-2017: (1) System; (2) School; (3) Content; (4) Classroom.

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 data warehouse (i.e., Performance Matters/UNIFY), the system was able to help schools truly analyze student PARCC performance via PARCC Levels (i.e., Level 1 through Level 5) over two years worth of data. Additionally, the system was also able to report out the associated correlations with our local system assessments from the 2015-2016 school year with various PARCC performance in each respective grade/course.

The EdCamp series continued throughout the early fall with a focus on trends of the 2016 PARCC data with respect to each school's and the overall system's Content and Classroom performance. By triangulating the Content Standards Report; the Evidence Statement Analysis Report with the PARCC Blueprints/Informational Guides for each grade/course (for both ELA and Math), the system wanted to ensure that school leaders had the requisite capacity to take such information back to their schools so as to establish a healthy and substantive data culture in each building for the 2016-2017 school year. Undoubtedly, the common denominator throughout the series of our data EdCamps was to emphasize the various sub-claims for both ELA and Mathematics, which in turn helped to validate that the PARCC Assessment plays a vital instructional role for our students.

Standards Based Report Cards

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. This year, students in gr. Pre-K through 2 are receiving 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. Next year, third grade will use a standards based report card, with fourth grade the following year. In the 2019-2020 school year, fifth grade will transition to the standards based report card, which will complete the elementary grades.

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.

Middle School Task Force

In alignment with our work toward the Maryland College and Career Ready Standards (MCCRS), we continue to work to better our current practice. Last year, a Middle School Task Force (MSTF) was formed comprised of community, staff, middle school leadership, and sought student input. Subcommittees researched and provided their proposals of both short-term pilot recommendations and long-term recommendations. These proposals went into effect this year. Pilots and recommendations included expanding opportunities for students such as more Gifted and Talented options and engaging the whole middle school student through whole school enrichment activities and teaching social/organizational skills within the school day.

Behavioral Supports and Interventions

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

Numerous Tier 2 interventions have been implemented this year to assist with challenging behaviors in an effort to not rely on 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.

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.

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 2016-2017 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. Budget Narrative

Fiscal Outlook

For FY 2016, SMCPS realized a net position decrease of $5.00 million in the government wide statements. There was an increase in our liabilities of $10.91 million, predominantly as a result of the net OPEB obligation increase of $10.3 million. Assets increased by an overall $4.38 million, due predominantly to an increase in cash and cash equivalents. Of particular note is the increase in General Fund - fund balance, to $12.7 million, of which $1.03 million is unassigned, and $11.6 million is assigned to future healthcare calls, unanticipated fuel increases, snow or other emergencies, and one-time planned designations within the FY17 budget.

For FY 2017, with the state aid formula being based primarily on local wealth and change in student enrollment, state revenue contribution increased by $1.8 million, while undesignated local government funding increased by $3.7 million. One-time funding of $2.97 million towards upgrades for high school technology hardware upgrades and science textbooks were also provided by the local government.

Climate Changes

The transition of the teacher pension costs to the local school system is expected to be financially challenging at the conclusion of the transitional multi-year phase-in plan laid out in SB1301. As the student population grows in St. Mary's County, there is a need for funding for additional staff. This coupled with the pension shift, increased healthcare costs, and uncertain fluctuation in utility and fuel rates places an increased fiscal burden in these tight financial times. Current and long term issues include increased compensation demands by the employee unions. SMCPS has negotiated a contract with two of our three unions to provide stable increases in steps through the 2019-2020 school year.

Revenue and Expenditure Analysis

1. Did actual FY 2016 revenue meet expectations as anticipated in the Master Plan Update for 2016? If not, identify the changes and the impact any changes had on the FY 2016 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 higher than anticipated revenue for both restricted and unrestricted funds for FY 2016 of $6,366,249. Other unrestricted local revenue realized was less than budgeted by $37,527 primarily due to the discontinuation of the APEX/Summer School fees and a restructuring of the print show usage fees. An increase in interest income partially offset these lower fees. MABE grants for safety and workers comp were increased by $5,000 for FY 2016. Actual state revenues budgeted had a slight increase of $37,813 due to an increase in restricted state awards. 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. Restricted funding for Title I increased as a result of additional monies awarded for the Title I Focus Grant. Carryover funds were also included in the final budget figures for Title I, IDEA Part B and other federal restricted funds. SMCPS utilized $1,900,000 of the available fund balance to use towards technology improvements.

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

St. Mary's County Public Schools expended all RTTT funds by FY 2014. In addition, due to fiscal constraints, budget allocations were virtually frozen in all categorical areas of instruction for the last four fiscal years. Nonetheless, the following narrative cites the focus of the expenditures.

Data Systems to Support Instruction:

The Race to the Top initiative supported data systems to support instruction with the leasing of laptops and carts for classroom instruction. All funding for this project was expended as indicated. Local funding contributed to the continuation of laptop leases to facilitate online learning and assessment. 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 $34,389 more on unrestricted recruitment, retention, and orientation of professional staff than budgeted for a total of $199,889. We had a larger number of teachers join SMCPS this year which increased the expenses associated with orientation. We have maintained our efforts to attract highly qualified teachers through various recruiting initiatives and increasing 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 $4,882,809 less than budgeted in the mandatory cost of doing business. The primary causes were a decrease of $2,451,641 related to the salaries and benefits in the

mandatory cost of doing business, a large component of which was due to an accounting estimate methodology change for pharmaceutical rebates credits. Restricted salaries and related benefits were also higher than budgeted due to the increased FTE positions that were added during FY 2016 for Title I. Student transportation also had savings due to the lower cost of fuel and the efforts of Student Transportation in performing a review and consolidation of stops and bus routes. Utility costs were $1,919,397 less than budgeted due to the favorable rates attained with the award of a new vendor and mild weather conditions. Nonpublic Special Education Placements continue to be higher than budgeted due to the needs of our special education students who qualify for the nonpublic placements. Materials of Instruction for Title I were higher than budgeted due to the purchase of reading materials.

Other Items

Unrestricted equipment purchases of $424,880 were for the purchase of buses, related on-board camera equipment, an infrared camera and other capitalized operations equipment. These purchases could be made, in part, due to the savings in the mandatory cost of doing business within transportation. Unrestricted contracted costs were higher than budgeted due to additional expenses related to the repair of buildings, asbestos abatement, and HVAC. The expenses associated with unrestricted supplies and materials were $2,031,610 over the adopted budget due to an approved budget amendment in order to purchase instructional and special education technology supplies as well as making technology improvements. The supplies/materials for the restricted and grant funds are expended based on the needs of the individual sub groups.

Fairlead Academies decreased their contracted services spending by $20,815. This decrease was partially attributed to the hiring of an 11 month secretary 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

Revenue Category		FY 17 Budget
Local Appropriation		104,190,393
Other Local Revenue		68,900
State Revenue		101,749,880
Federal Revenue	84.388: Title I - School Improvement	-
	84.395: Race to the Top	-
	84.010: Title I	4,038,190
	84.027: IDEA, Part B	3,992,054
		-
Other Federal Funds		10,591,041
Other Resources/Transfers		4,094,553
Total		**228,725,010**

Instructions: Itemize 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 global

Expenditures:	Source	Amount		FTE
Fairlead Academies	Unrestricted	56,091		

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.

Expenditures:	Source	Amount		FTE
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.

Expenditures:	Source	Amount		FTE
Recruiting, developing, rewarding and retaining effective teachers and principals, especially where they are needed most.	Unrestricted	208,000		

Section E: Turning Around the Lowest Achieveing Schools

Reform Area 4: Turning around our lowest-achieving schools

Expenditures:	Source	Amount		FTE

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.

Expenditures:	Source	Amount		FTE
Contractual agreements - salaries	Unrestricted	123,598,833		1944.25
Contractual agreements - salaries	Restricted	4,336,925		42.58
Contractual agreements - salaries	84.010	2,137,646		31
Contractual agreements - salaries	84.027	2,286,740		49.94
Contractual agreements - salaries	84.395	-		
Contractual agreements - benefits	Unrestricted	48,130,224		
Contractual agreements - benefits	Restricted	2,914,188		
Contractual agreements - benefits	84.010	913,594		
Contractual agreements - benefits	84.027	980,908		
Contractual agreements - benefits	84.395			
Transportation	Unrestricted	13,908,468		
Utilities	Unrestricted	4,885,047		
Nonpublic Special Education Placements	Unrestricted	2,045,902		
Materials of Instruction	Unrestricted	1,338,523		
Materials of Instruction	Restricted	1,136,776		
Materials of Instruction	84.010	486,030		
Materials of Instruction	84.027	20,746		
		209,120,549		2067.77

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.

Expenditures:	Source	Amount		FTE
Contracted Services	Unrestricted	5,641,685		
Contracted Services	Restricted	2,437,843		
Contracted Services	84.010	260,794		
Contracted Services	84.027	539,366		
Supplies/Materials	Unrestricted	6,560,701		
Supplies/Materials	Restricted	500,000		
Supplies/Materials	84.010	47,000		
Supplies/Materials	84.027	107,020		
Other Charges	Unrestricted	1,029,912		
Other Charges	Restricted	1,224,129		
Other Charges	84.010	120,870		
Other Charges	84.027	21,501		
Equipment	Restricted	59,273		
Other Fixed Charges	Unrestricted	160,460		
Transfers	Unrestricted	263,900		
Transfers	Restricted	147,887		
Transfers	84.010	72,256		
Transfers	84.027	35,773		
		19,230,370		-
Total		**228,725,010**		**2,067.77**

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**

Revenue			FY 2016 Original Budget 7/1/2015	FY 2016 Final Budget 6/30/16	Change	% Change
Local Appropriation			98,015,001	98,015,001	-	0%
Other Local Revenue			162,400	167,400	5,000	3%
State Revenue			99,832,334	99,870,147	37,813	0%
Federal ARRA Funds	84.395	Race to the Top	5,616	5,150	(466)	-8%
Federal Revenue	84.010	Title I	2,590,294	3,250,639	660,345	25%
Federal Revenue	84.027	IDEA, Part B	3,533,823	3,755,131	221,308	6%
Other Federal Funds			8,182,066	10,838,720	2,656,654	32%
Other Resources/Transfers			1,343,811	2,229,406	885,595	66%
Use of Fund Balance			-	1,900,000	1,900,000	100%
Total			213,665,345	220,031,594		

Change in Expenditures - Instructions: Itemize FY 2016 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	46,988	26,173	-	
Great Teachers and Leaders	Unrestricted	Recruitment, retention, and orientation of professional staff	165,500	199,889	-	
Mandatory Cost of Doing Business	Unrestricted	Contractual agreements - salaries	118,671,497	118,344,978	1,941.8	1,941.8
Mandatory Cost of Doing Business	Restricted	Contractual agreements - salaries	2,426,722	2,756,974	37.4	37.4
Mandatory Cost of Doing Business	84.010	Contractual agreements - salaries	1,336,744	1,380,401	21.0	23.9
Mandatory Cost of Doing Business	84.027	Contractual agreements - salaries	2,099,667	1,812,616	46.1	45.7
Mandatory Cost of Doing Business	84.395	Contractual agreements - salaries	5,199	5,100	-	
Mandatory Cost of Doing Business	Unrestricted	Contractual agreements - benefits	46,017,993	44,038,841	-	
Mandatory Cost of Doing Business	Restricted	Contractual agreements - benefits	958,418	878,719	-	
Mandatory Cost of Doing Business	84.010	Contractual agreements - benefits	544,531	583,641	-	
Mandatory Cost of Doing Business	84.027	Contractual agreements - benefits	905,522	713,749	-	
Mandatory Cost of Doing Business	84.395	Contractual agreements - benefits	417	50	-	
Mandatory Cost of Doing Business	Unrestricted	Transportation	14,001,151	12,864,801	-	
Mandatory Cost of Doing Business	Unrestricted	Utilities	5,972,853	4,053,456	-	
Mandatory Cost of Doing Business	Unrestricted	Nonpublic Special Education Placements	1,521,088	2,169,370	-	
Mandatory Cost of Doing Business	Unrestricted	Materials of Instruction	1,317,189	1,272,085	-	
Mandatory Cost of Doing Business	Restricted	Materials of Instruction	545,634	399,141	-	
Mandatory Cost of Doing Business	84.010	Materials of Instruction	171,866	317,273	-	
Mandatory Cost of Doing Business	84.027	Materials of Instruction	14,303	36,790	-	
Other	Unrestricted	Contracted Services	6,970,601	7,065,856	-	
Other	Restricted	Contracted Services	2,079,629	1,054,763	-	
Other	84.010	Contracted Services	285,664	172,467	-	
Other	84.027	Contracted Services	397,679	936,627	-	
Other	Unrestricted	Supplies/Materials	4,170,611	6,202,221	-	
Other	Restricted	Supplies/Materials	103,512	314,476	-	
Other	84.010	Supplies/Materials	66,675	38,712	-	
Other	84.027	Supplies/Materials	69,084	117,773	-	
Other	Unrestricted	Other Charges	1,129,909	858,201	-	
Other	Restricted	Other Charges	857,403	1,121,627	-	
Other	84.010	Other Charges	88,569	69,783	-	
Other	84.027	Other Charges	16,197	12,856	-	
Other	Restricted	Equipment	5,550	2,908	-	
Other	Unrestricted	Equipment		424,880		
Other	Unrestricted	Other Fixed Charges	192,686	167,237	-	
Other	Unrestricted	Transfers	279,700	213,909	-	
Other	Restricted	Transfers	100,978	56,106	-	
Other	84.010	Transfers	96,245	55,230	-	
Other	84.027	Transfers	31,371	32,399	-	
Other	Unrestricted	Increase to Fund Balance		8,534,063		
Other	84.010	Carryover Funds		633,132		
Other	84.027	Carryover Funds		92,321		
			213,665,345	220,031,594	2,046.3	2,048.8

III. Goal Progress

a. **Maryland's Goals, Objectives, and Strategies Regarding Performance of:**
   i. Students requiring special education services;
   ii. Students with limited English proficiency;
   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.

b. **Strategies to Address any Discrepancies in Achievement of:**
   i. 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.

English/Language Arts

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

1. 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

From 2015-2016, for all students grades 3 −5, the percentage who performed at a level 4 or level 5 on the PARCC assessment for ELA decreased by 0.7 percentage points to 38.9% in 2016 (from 39.6% in 2015). Subgroup percentages of level 4 or level 5 below the county average of all students included scores for the African American, Special Education, FARMS, and Limited English Proficiency subgroups. Female students are outperforming male students by 12.6%.

Subgroup	2015 Level 4 and Level 5	2016 Level 4 and Level 5	Difference
All Students	39.6%	38.9%	-.7%
All Females	44.6%	45.4%	+.8%
All Males	34.6%	32.8%	-1.8%
African American	17.4%	16.2%	-1.2%
Special Education	7.3%	6.4%	-.9%
FARMS	19.4%	20.4%	+1%
Limited English Proficiency	13% n=46	6.5% n=46	-6.5%

Grades 6-8

From 2015-2016, for all students grades 6 −8, the percentage who performed at a level 4 or level 5 on the PARCC assessment for ELA increased for all students and all subgroups with the exception of ELL (Note: the -3.6% drop in this area represents one student. In 2015, 28 ELL students were tested and received the following scores: 16 scored 1s, 8 scored 2's, 3 scored 3's, and one scored a 4; in 2016, 17 students were tested, and the breakdown of scores was: 10 scored 1's, 5 scored 2's 2 scored 3's).

Subgroup	2015 Level 4 and Level 5	2016 Level 4 and Level 5	Difference

All students	40.5%	41.7%	+1.2%
All Females	50.4%	51.6%	+1.2%
All Males	30.3%	31.7%	+1.4%
African American	19.1%	20.1%	+1%
Special Education	2.1%	3.4%	+1.3%
FARMS	20.7%	21.3%	+.6%
Limited English Proficiency	3.6%*	0%	-3.6%

Overall Comparisons:

- Grade 3: SMCPS 37.8%; Maryland 37.5% (-.3); Cross-states 39.7% (+1.9)
- Grade 4: SMCPS 37.6%; Maryland 36.9% (-.7); Cross-states 37.1% (-.5))
- Grade 5: SMCPS 39.2%; Maryland 39.4% (+.2); Cross-states 42.4% (+3)
- Grade 6: SMCPS 47%; Maryland 46% (+1); Cross-states 46% (+1)
- Grade 7: SMCPS 49%; Maryland 46% (+3); Cross-states 47% (+2)
- Grade 8: SMCPS 49%; Maryland 46% (+3); Cross-states 47% (+2)

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 3-8** include:

- Reading subscores for Literary, Information, and Vocabulary are above the state and similar to the cross-state when analyzing the performance distributions. However, scores are low at an average of 40.5% of students meeting or exceeding expectations. 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 are both below the state and cross-state performance levels. 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 then 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.

- Some 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.

- Some curriculum materials are outdated and do not align with the Maryland College and Career Readiness Standards. ELA skills such as, vocabulary, language, and conventions are being taught in isolation with what resources teachers have. 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:

- Special education students are included with general education students and have equal access to the curriculum. Classroom modifications, accommodations, and/or staff supports are put into place for the student when needed.
- Collaborative planning with content teachers and Special Education teachers is limited.
- 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 turnovers impact intervention training for sustainability.
- Compliance and testing accommodation demands on special education staff increase in the latter half of the school year and interfere with instruction.
- Need access to technology throughout the year.

Additional challenges specific to students with limited English proficiency:

- Language limitations interfere with the ELL students' ability to read, understand and access text at the level of complexity and depth needed to meet the standards.
- Language limitations interfere with the ELL students' ability to process and communicate information.
- Rate of speech of the Native English speaker makes it difficult for ELLs to process information.
- ELL students have reading comprehension difficulty especially with content language.
- Writing activities tend to have some connection to culture which makes it difficult to write in the same manner as native English speakers.
- Further professional development is needed for general education staff in supporting ELL students in the content area.

Grade 10

From 2015-2016, for all students grades 10, the percentage who performed at a level 4 or level 5 on the PARCC assessment for ELA increased for all students and all subgroups with the exception of ELL (Note: No ELL students scored a 4 or a 5 in either 2015 or 2016).

Subgroup	2015 Level 4 and Level 5	2016 Level 4 and Level 5	Difference
All students	31.3%	44.4%	+13.1%
All Females	41.1%	54.3%	+13.2%
All Males	21.1%	34.3%	+13.2%
African American	17.4%	25.4%	+8%
Special Education	1.1%	3.0%	+1.9%
FARMS	14.4%	22.6%	+8.2%
Limited English Proficiency	0%	0%	-

Overall Comparisons:

- Grade 10: SMCPS 49%; Maryland 47% (+2); Cross-states 45% (+4)

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

- We have experienced considerable and consistent progress in almost all of our student subgroups. Special Education students have made progress (1.9% in grade 10) between 2015 and 2016. 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 not show significant gains in grade 6-8 (.6%), in grade 10, their scores increased by 8.2% points; African American students experienced a similar gain in high school (8% points). Finally, one of the most interesting challenges in our secondary data was the staggering difference between male and female students; there was a 20% point difference in the scores in both middle school and grade 10.

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 turnovers impact intervention training for sustainability.
- Collaborative planning with content teachers and Special Education teachers is limited.

- Compliance and testing accommodation demands on special education staff increase in the latter half of the school year and interfere with instruction.
- Need access to technology throughout the year.

Additional challenges specific to students with limited English proficiency:

- Language limitations interfere with the ELL students' ability to read, understand and access text at the level of complexity and depth needed to meet the standards.
- Language limitations interfere with the ELL students' ability to process and communicate information.
- Rate of speech of the Native English speaker makes it difficult for ELLs to process information.
- ELL students have Reading comprehension difficulty especially with content language.
- Writing activities tend to have some connection to culture which makes it difficult to write in the same manner as native English speakers.

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 Houghton Mifflin Journeys Program	Implementation of common curricular units, assessments, and instructional practices that align to the MCCRS will provide students with a fully integrated Language Arts program. 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. Journeys will provide leveled readers to meet the instructional needs of students at varying levels. Journeys includes intervention and ELL components.	Grade 4 and 5 implementation 2016-2017 Grade 2 and 3 purchased to be implemented 2017-2018	Local assessments and student progress on standards monitored through Performance Matters/UNIFY	Unrestricted
Provide teacher resources and professional development for Journeys implementation	Grade 4 and 5 Curriculum maps were revised to align to Journeys. Pacing guides were created to accompany the new materials. A Professional Development plan was created and consultants scheduled to provide initial and ongoing training.	Summer 2016 Beginning August 2016 and continuing through May 2017	Successful implementation of lessons monitored through the TPAS observation process Completion of the PD Plan	Unrestricted
Monitor and support the implementation of Fundations in grades K-2.	Fundations, 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 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	Implementation to begin in August 2016 and continue through June 2017. Professional Development to occur quarterly at System Instructional Resource Teacher meetings.	DIBELS Next will be given three times a year to monitor student progress. At risk students will be progress monitored more frequently. Successful implementation of Fundations lessons monitored through the TPAS	Unrestricted

ELA Strategies for Change (Elementary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
	all students are receiving the skills needed for a strong foundation for decoding.		observation process	
Support teachers in transitioning to Standard Based Instruction/Grading through the creation of resources and professional development activities.	Rubrics, formative assessments and anchor papers based on the MCCRS will be developed for teacher use in grades PreK-2. An increased focus and unpacking of the standards will support teacher understanding of student expectations in the primary grades. To support the paradigm shift, teachers in grades 3 - 5 will participate in school based book studies based on *Rethinking Grading: Meaningful Assessment for Standards Based Learning*	Rubrics developed summer of 2016; assessments and anchors will be determined through workgroups during the school year. Book Studies to occur September 2016- January 2017	Completion of Rubrics Collection and vetting of formative assessments and anchors Completion of school based PD sessions	Unrestricted
Implement the Independent Reading Level Assessment (IRLA) Framework in Title 1 schools.	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 differentiation. The expectation is that students 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.	Part of the Language Arts block for 2016-2017	Ongoing data collection Classroom observations	Title I
Tiered	Special and general education	Wilson Training	Ongoing data	Restricted

ELA Strategies for Change (Elementary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
interventions will be utilized with students in need of additional supports including special education.	teachers will receive Wilson training to develop expertise within the county. Tier I, II, III Interventions will be identified by the skill, assessment to determine need, and the appropriate tiered intervention to try. A document resource has been created to guide teachers. Lindamood-Bell strategies will be implemented as appropriate to student needs.	Sept. 13-15 Interventions identified and implemented as needed based on student performance.	collection PST and IEP process	
Increase engagement through the use of nonfiction text.	Traditionally, nonfiction passages are of higher interest to our male students. In order to better engage our male students in Language Arts, an increase in nonfiction text will be used. We will continue to use the Comprehension Toolkit and begin to implement Houghton Mifflin as our core reading program which contains 50% nonfiction text.	Grade 4 and 5 implementation 2016-2017 Grade 2 and 3 purchased to be implemented 2017-2018	Local assessments and student progress on standards monitored through Performance Matters/UNIFY	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. Presenters visit our county in order to provide WIDA English	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. Provide a foundation for participants who are new to the WIDA ELD Framework that will allow teachers to acquire a deeper understanding of performance definitions.	August 2016-June 2017 Spring 2017	Modified lesson plans will include ELD standards along with content standards Classroom observations will provide evidence of interventions/ supports used by teachers	Unrestricted Title III

ELA Strategies for Change (Elementary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
Language Development (ELD) Standards training. Conduct school-based workshops, which address everyday strategies for teachers working with ELs. In addition to the professional development activities mentioned above, SMCPS will be implementing Imagine Learning-- a language and literacy computer-based program.	This training will help teachers become familiar with content-related strategies that improve delivery of instruction and increase learning. Implement a program to be used as a supplemental and intervention tool for our lowest EL students (levels 1 and 2).	August 2016-June 2017 October 2016	Usage and data reports accessible to classroom teachers provided by Imagine Learning	Unrestricted Title III

ELA Strategies for Change (secondary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
Continued vertical articulation of MCCRS-aligned instructional practices and collaborative	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	August 2016-June 2017	Local assessments (reading and writing), delivered as online assessments, followed by collaborative	Unrestricted

ELA Strategies for Change (secondary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
scoring of PARCC-aligned local assessments. Expansion of extended texts to include more modern, student-centered texts. Textbook adoption in 2016-2017 (align to MCCRS and elementary anthology) for grades 6-12. Implementation *Whole Novels for the Whole Class* in middle school (increase reading engagement)	broader range of interests and appeal to a variety of learners (especially boys and a racially diverse student body).		scoring sessions, quarterly PLC meetings for instructional planning.	
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.	August 2016-June 2017	PARCC and SAT 2016 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
Development and implementation of Grade 11	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,	Summer 2016-Spring 2017	Grade 11: PARCC College and Career Readiness Data (baseline 2016)	Unrestricted

ELA Strategies for Change (secondary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
Bridge and Grade 12 Transition courses.	provide students with transition activities that align to entry level community college writing courses.		measure growth in 2017 (use PARCC 11 measure; students with a score of 3 or higher will be eligible to enroll in Dual Grade 12 course) Grade 12: Accuplacer diagnostic and Accuplacer Assessment* at end of course. *Accuplacer scores can be used to determine eligibility for College of Southern Maryland Enrollment (credit bearing) course registration	
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. Presenters visit our county in order to provide	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. Provide a foundation for participants who are new to the WIDA ELD Framework that will allow teachers to acquire a deeper understanding of	August 2016-June 2017 Spring 2017		Unrestricted Title III

ELA Strategies for Change (secondary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
WIDA English Language Development (ELD) Standards training. Conduct school-based workshops, which address everyday strategies for teachers working with ELs. In addition to the professional development activities mentioned above, SMCPS will be implementing Imagine Learning-- a language and literacy computer-based program.	performance definitions. This training will help teachers become familiar with content-related strategies that improve delivery of instruction and increase learning. Implement a program to be used as a supplemental and intervention tool for our lowest EL students (levels 1 and 2).	August 2016-June 2017 October 2016		Unrestricted Title III
Lindamood-Bell strategies (LIPS, Seeing Stars, Visualize and Verbalize) will be implemented as appropriate to meet student needs.	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. To help students access text, study skills, and provide writing accommodations.	August 2016-June 2017	Local reading benchmarks, classroom reading data collection	Restricted

ELA Strategies for Change (secondary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
Kurzweil 3000 software Instructional and assessment accommodations, to include but are not limited to: chunking, visual representations, feedback, practice, modeling, prompting, reteaching and process questions. Goalbook Pathways and Goalbook Toolkit	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. Provide teachers with lesson plans and strategies for implementation of standards-based IEP goals and objectives.	Special Education staff participated in content level Professional Development for August 22, 2016 and will have PLC meetings to review data. Ongoing implementation September 2016-June 2017 September 2016-June 2017	Monitoring the quality and compliance of IEPs as well as teacher usage (when it becomes available from the vendor)	

HSA English Grade 11 *(Optional Reporting):*

1. Based on available HSA data describe the challenges in **English** for **grade 11**. 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.**

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.**

Mathematics

PARCC Mathematics for Grades 3-8:

1. 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

From 2015-2016, for all grades 3 − 5, the percentage of all students who performed at a level 4 or level 5 on the PARCC assessment increased by 3.6 percentage points to 42.2% in 2016 (from 38.6% in 2015). The subgroup percentages of level 4 or level 5 that were below the county average of all students were the scores for the African American, Special Education, FARMS, and Limited English Proficiency subgroups.

Subgroup	2015 Level 4 and Level 5	2016 Level 4 and Level 5	Difference
All Students	38.6%	42.2%	+3.6%
African American	12.9%	16.9%	+4.0%
Special Education	10.8%	9.4%	−1.4%
FARMS	19.3%	22.4%	+3.1%
Limited English Proficiency	8.6% n=58	4.9% n=61	−3.7%

Overall Comparisons:

- Grade 3: SMCPS 48%; Maryland 44% (+4); Cross-state 44% (+4)
- Grade 4: SMCPS 37%; Maryland 37% (0); Cross-state 37% (0)
- Grade 5: SMCPS 41%; Maryland 37% (+4); Cross-state 38% (+3)

The overall data for SMCPS in grades 3 and 5 were above Maryland's performance rate, the data for grade 4 were the same as Maryland's performance rate. African American students and FARM students had an increase in performance approximating the increase in performance of all students, however, Special Education students and Limited English Proficiency students had a decrease in performance.

Grades 6 − 8

From 2015-2016, for all grades 6 − 8, the percentage of all students who performed at a level 4 or level 5 on the PARCC assessment decreased by 0.3 percentage points to 37.9% in 2016 (from 38.2% in 2015). The subgroup percentages of level 4 or level 5 that were below the county average of all students were the scores for the African American, Special Education, FARMS, and Limited English Proficiency subgroups.

Subgroup	2015 Level 4 and Level 5	2016 Level 4 and Level 5	Difference
All Students	38.2%	37.9%	−0.3%
African American	18.9%	15.5%	−3.4%
Special Education	6.0%	6.7%	+0.7%
FARMS	19.7%	17.6%	−2.1%
Limited English Proficiency	17.5% n=40	9.4% n=32	−8.1%

Overall Comparisons:

- Grade 6: SMCPS 42%; Maryland 33% (+9); Cross-State 34% (+8)
- Grade 7: SMCPS 23%; Maryland 24% (−1); Cross-State 31% (−8)
- Grade 8: SMCPS 44%; Maryland 22% (+22); Cross-State 29% (+15)

While almost all of the subgroups had a slight decline in performance, the overall data for SMCPS in grades 6 and 8 are above Maryland's performance rate. Grade 7 stands out as being below the state's performance and Data EdCamps (as referenced in the Executive Summary) will provide for ongoing deliberation and further investigation to determine factors contributing to this lowered performance.

PARCC Algebra I

From 2015-2016, for all students enrolled in Algebra I, the percentage of all students who performed at a level 4 or level 5 on the PARCC assessment increased by 4.4 percentage points to 51.7% in 2016 (from 47.3% in 2015). The subgroup percentages of level 4 or level 5 that were below the county average of all students were the scores for the African American, Special Education, FARMS, and Limited English Proficiency subgroups.

Subgroup	2015 Level 4 and Level 5	2016 Level 4 and Level 5	Difference
All Students	47.3%	51.7%	+4.4%
African American	19.7%	27.4%	+7.7%
Special Education	1.5%	10.9%	+9.4%
FARMS	19.0%	29.9%	+10.9%
Limited English Proficiency	11.1% n=9	17.6% n=17	+6.5%

Overall Comparisons:

- Algebra I: SMCPS 52%; Maryland 36% (+16); Cross-State 33% (+19)

We have experienced considerable and consistent progress in all of our student subgroups for Algebra I. Further, the overall data for SMCPS in Algebra I are well above Maryland's performance rate. Despite this promising performance, further investigation will be required and supports will need to be put into place to overcome the gaps that still exist across the student groups.

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

- Teachers are new to the content and the pedagogy of the MCCRS and often tend to teach the content only without the flexibility or comfort level to recognize where students are on the learning trajectory or meet individual needs by asking purposeful questions, differentiating instruction, or utilizing multiple representations allowing for flexibility when supporting struggling learners.
- Teachers are still working to understand 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:

- Students have difficulty making connections between topics and across grade levels.
- Collaborative planning with content teachers and Special Education teachers is limited.
- Special education teachers often have expertise in areas outside the field of math.
- Compliance and testing accommodation demands on special education staff increase in the latter half of the school year and interfere with instruction.

Additional challenges specific to students with limited English proficiency:

- Limitations with academic language interfere with the ELL students' ability to process information
- Limitations with academic language interfere with the ELL students' ability to communicate information
- Rate of speech of the Native English speaker makes it difficult for ELLs to process information.
- Difficulty with the complexity of the text on PARCC
- Further professional development is needed for general education staff in supporting ELL students in the content area.

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.**

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 at the beginning 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.

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

- Establishing mathematical goals to focus learning
- Eliciting and using evidence of student thinking

This aligns with the district wide focus on standards based instruction and the implementation of Standards Based Report Cards in the primary grades.

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.

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. 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. For example, the use of formative assessments to elicit student thinking provides crucial information about the learning of individual students. This, in turn, allows the teacher to build instruction that maximizes the learning of each student, especially those with learning challenges. The structured collaboration and use of Pathways by classroom teachers, special education teachers, ESOL teachers in order to enhance instruction specifically addresses the needs of individual students.

Strategies were put in place that we believe supported the increased achievement of subgroups. Increased attention was paid to supporting fraction content. Professional development was provided for teachers, focusing on the articulation of concepts. Additional materials were provided for teachers and curriculum maps were restructured. There was an overall focus on rigor and persistence for all students through problems of the week and supporting productive struggle.

Strategies for Change (Elementary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
Restructure the use of time in the math block to emphasize major content.	Major content is considered the most important content of the grade level. In grade four, SMCPS students outperformed Maryland students in additional and supporting content, but not major content.	2016 - 2017	Unit Assessment Scores, with specific attention to major content review items.	Unrestricted
Develop rubrics, formative assessments and anchor papers based on the	Rubrics, common formative assessments and anchor papers aligned to the standards will provide consistency among schools and teachers as well as	Summer 2016 2016 - 2017	Collection of rubrics and formative assessment resources for teachers. Review rubrics'	Restricted

Strategies for Change (Elementary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
MCCRS and make them accessible to PreK - grade 2 teachers.	professional development in terms of the meaning of the standards.		effectiveness and accuracy and revise in the summer of 2017. Review of lesson plans for alignment	
Examine 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, 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.	Ongoing in PLCs Quarterly review of portfolios by PLCs, IRTs, Assistant Principals or Principals.	Review of process vs. product scores in teacher grade books. Review of student achievement data. Review of formative assessments, samples of student work, and notes on next steps for alignment, rigor, consistency, and instructional appropriateness.	Unrestricted
Instructional Walkthroughs	Instructional walkthroughs will take place more frequently to identify and share best-instructional practices that are taking place within classrooms, focusing on the implementation of the MCCRS and the high leverage teaching practices outlined in the NCTM publication, *Principles to Actions: Ensuring Mathematical Success for All.* The Elementary Math Supervisor, Principals, and Assistant Principals will be able to identify those teaching practices evident in math instruction with the use of an instructional walk through form.	Monthly September 2016 - May 2017	Collect evidence that captures characteristics of effective instructional practices in line with the high leverage teaching practices outlined in the NCTM publication, *Principles to Actions: Ensuring Mathematical Success for All.*	Unrestricted

Strategies for Change (Elementary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
Co-Teaching	The implementation of the co-teaching model that includes an elementary teacher and as appropriate, the special education teacher, ELL teacher, and/or Instructional Resource Teacher (IRT). Teachers will work together to set goals based on the Standards; create formative assessments to assess where students are in relation to the standards, and determine next steps based on their specific learning needs and the effective teaching practices outlined in *Principles to Actions* The focus is on teaching students not lessons.	2016 - 2017	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. Review of student achievement in Unify. Review of PLC notes, formative assessments, analysis of student work and resulting lesson plans.	Restricted
Professional Development: 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. Teachers in grades 3 - 5 will participate in school based	Consistent professional development across the system in standards based instruction and 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.	September 2016 - May 2017 September 2016 - May 2017	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. Review of student achievement data in Performance Matters/Unify. Review of PLC notes, formative assessments, analysis of student work and resulting lesson plans.	Unrestricted Restricted

Strategies for Change (Elementary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
book studies based on *Rethinking Grading: Meaningful Assessment for Standard Based Learning.* *WIDA English Development Standards*	Professional development for ELL and content teachers centered on incorporating the WIDA English Development Standards into lessons will be provided throughout the 2016-17 school year. The WIDA training will focus on lesson planning designed around these standards, and will create an opportunity for grades K - 5 teachers and ELL teachers to collaborate on instructional strategies that best meet the needs of each ELL student, based on their individual English proficiency levels. The lessons will incorporate ELD standards in conjunction with "can do" descriptors. Furthermore, there will be ongoing school-based professional development throughout the year that will address everyday instructional strategies for grades 5 and 8 teachers working with ELL students.		Review of lesson plans and instructional walk-throughs looking for specific differentiation for English Language Learners.	

As above, 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. 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.

For example, the use of formative assessments to elicit student thinking provides crucial information about the learning of individual students. This, in turn, allows the teacher to build instruction that maximizes the learning of each student, especially those with learning challenges. The structured collaboration and use of Pathways by classroom teachers, special education teachers, ESOL teachers in order to enhance instruction specifically addresses the needs of individual students.

Strategies for Change (Secondary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
Reorganization of the Secondary Math Intranet teacher site so that tasks and resources that align to the standards are more readily accessible	A component of effective teaching and learning is the selection of instructional materials that meet the needs of students. Teachers need to have access to the resources that align with the standards and promote reasoning and problem solving.	2016 − 2017	Reviewing student performance on the county assessments and PLC-created assessments Running analytics on Google Site	Unrestricted
Revision of county assessments through the use of the PARCC Evidence Tables to better align with the content standards.	Assessments will be refined and revised to better align with the PARCC evidence table. Performance Matters/UNIFY data warehouse will be utilized to assess current assessment items. Teachers benefit from assessments that are aligned with the standards because they can better build instruction to meet the needs of all of the learners.	2016 − 2017	Reviewing student performance on the county assessments and PLC-created assessments	Unrestricted
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.	2016 − 2017 Quarterly: October 2016 January 2017 March 2017 May 2017	Collection of anchor papers Instructional Walkthroughs Reviewing student performance on the county assessments	Unrestricted

Strategies for Change (Secondary)				
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.	2016 − 2017 Quarterly: October 2016 January 2017 March 2017 May 2017	Collection of anchor papers based on collaborative scoring sessions Instructional Walkthroughs Reviewing student performance on the county assessments	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.	2016 − 2017 Ongoing monthly for each school	Reviewing student performance on the county assessments	Unrestricted
Revision of the 7th grade curriculum map	The 7th grade PARCC data is the only secondary grade that is below the PARCC states data and the Maryland state data: Grade 7: SMCPS 23%; Maryland 24% (−1); Cross-State 31% (−8)	2016 − 2017	Reviewing student performance on the county assessments	Unrestricted
An online course worth one continuing professional development credit will be written for teachers interested in a more in depth look at Principles to Actions and the	Professional development that marries content and pedagogy will help to strengthen the instruction that is designed by classroom teachers leading to more meaningful learning by the students.	2016 − 2017 Implementation beginning January 2017	Instructional Walkthroughs Reviewing student performance on the county assessments Course evaluations	Unrestricted

Strategies for Change (Secondary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
teaching practices at the secondary level				
Reorganization of the SMCPS public Secondary Math site	Communication with parents and community is an important component of a successful program. Parents need to be able to easily locate needed information and resources to make informed decisions about their children's learning	Fall 2016	Completed site	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.	2016 – 2017	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 and noted in Domain 1, Planning and Preparation in our teacher evaluation system Review blog statistics	Unrestricted
Professional Development: 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 all students, especially those who have unique learning needs. This includes special education students and ELL students. Professional development for ELL and content teachers centered on incorporating the	October 2016 January 2017	Comparison of TPAS data in relation to Domain 1, Planning (knowledge of students, and pedagogy); and Domain 3, Instruction, (differentiation and and use of assessments to inform instruction) to the previous year's data, Reviewing student performance on the county assessments	Unrestricted Title III

Strategies for Change (Secondary)				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
Instructional Resource Teachers will participate in district wide book study based on *Embedding Formative Assessment: Practical Techniques for K-12 Classrooms* Special Education staff participated in content level Professional Development for August 22,2016 and will have PLC meetings to review data *WIDA English Development Standards*	WIDA English Development Standards into lessons will be provided throughout the 2016-17 school year. The WIDA training will focus on lesson planning designed around these standards, and will create an opportunity for secondary teachers and ELL teachers to collaborate on instructional strategies that best meet the needs of each ELL student, based on their individual English proficiency levels. The lessons will incorporate ELD standards in conjunction with "can do" descriptors. Furthermore, there will be ongoing school-based professional development throughout the year that will address everyday instructional strategies for teachers working with ELL students.		Review of PLC notes, formative assessments, analysis of student work and resulting lesson plans	

PARCC Algebra II *(Optional Reporting)*

1. Based on available PARCC data, describe the challenges in Algebra II. 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.

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.**

PARCC Geometry *(Optional Reporting)*

1. Based on available PARCC data, describe the challenges in Geometry. 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.

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.**

Science

MSA Science

1. Based on available MSA Science data, describe the challenges in science for grades 5 and 8. In your response, identify challenges for students requiring special education, 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.**

Grade 5

From 2015 to 2016, for Grade 5, the percentage of all students who were proficient or higher on the Science MSA decreased by 5.2 percentage points to 66.7% in 2016 (from 71.9% in 2015). The subgroup percentages of proficient or advanced that lagged below the county average of all students were the scores for the African American, Special Education, FARMS, and Limited English Proficiency subgroups.

The data chart and narrative provided in this section reflect the challenges from underperforming student groups (i.e. African American, FARMs). For example, the data chart states that teachers at the elementary level are not Science specialists, and since the focus has shifted to Reading and Math and preparing students for the PARCC assessments, elementary teachers have gone to fitting in Science instruction whenever they can after Reading and Math. This paradigm shift results in less exposure to science by elementary students which means less time to complete hands-on activities and laboratory experiences, and also less time to prepare for the MSA.These challenges apply to all underperforming student subgroups based on Maryland School Assessment Science data.

Student Group	2015	2016	Difference
All Students	71.9%	66.7%	-5.2%
Black or African American	42.6%	34.2%	-8.4%
Special Education	52.4%	24.7%	-27.7%
Free/Reduced Meals (FARMS)	52.7%	45.2%	-7.5%

Challenges affecting the underperformance of students and for those failing to meet standards in Science for **Grade 5** include:

- The focus of instruction at the elementary level has shifted away from Science and to Reading/Language Arts and Mathematics
- Teachers at the elementary level are not Science specialists, and since the focus has shifted to Reading and Math and preparing students for the PARCC assessments, elementary teachers have gone to fitting in Science instruction whenever they can after Reading and Math.

- This paradigm shift results in less exposure to science by elementary students which means less time to complete hands-on activities and laboratory experiences, and also less time to prepare for the MSA.

Additional challenges in Science for **Grade 5** include:

- Special Education students are grouped with regular education students and have equal access to the curriculum. They participate in same group labs and activities that regular education students do, and also have access to enrichment opportunities. Collaboration occurs between regular and special education teachers on a regular basis to discuss lessons and the progress of special education students.
- In reference to students with Limited English Proficiency, further professional development is needed for general education staff in supporting ELL students in the content area.

Grade 8

From 2015 to 2016, for Grade 8, the percentage of all students who were proficient or higher on the Science MSA decreased by 7.2 percentage points to 73.5% in 2016 (from 80.7% in 2015). The subgroup percentages of proficient or advanced that were below the county average of all students were the scores for the African American, Special Education, FARMS, and Limited English Proficiency subgroups.

	2015 % Proficient	2016 % Proficient	Difference
All Students	80.7%	73.5%	-7.2%
Black or African American	58.3%	43.4%	-14.9%
Special Education	68.2%	27.7%	-40.5%
Free/Reduced Meals (FARMS)	61.7%	49.6%	-12.1%

Challenges affecting the underperformance of students and for those failing to meet standards in Science for **Grade 8** include:

- The fact that the Science MSA is given in March means that instruction over the months of (April-May) are not provided.
- The PARCC administration severely impacted the MSA administration. In 2015-2016, the MSA was given six weeks earlier than that previous year to allow for PARCC.
- The Science MSA has, in many ways, become a meaningless assessment to students, especially since so much time and attention has been given to PARCC.

Additional challenges in Science for **Grade 8** include:

- Special education students are included in regular education classes, and often times these classes have extra support of a para-educator that works one-on-one with the special education students. Special education students have equal access to all of the labs, activities, and enrichment opportunities that regular education students do.
- In reference to students with Limited English Proficiency, further professional development is needed for general education staff in supporting ELL students in the content area.

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.

The strategies selected will help support Students With Disabilities and other subgroups in the following ways:

- Provide Students With Disabilities access to a rich, engaging science curriculum aligned to the Next Generation Science Standards (NGSS).
- Provide assessment tools that will enable teachers to determine best instructional practices associated with the NGSS for Students With Disabilities.
- Provide teachers feedback as to the effectiveness of NGSS implementation to direct future science instruction.

Strategy	Explanation	Timeline	Methods for Measuring Progress	Funding
Alignment of science curriculum with Next Generation Science Standards (NGSS)	K-5 and 6-8 teachers created new pacing guides to accompany the new Cengage Learning Exploring Science textbook series (Elementary) and Houghton Mifflin Harcourt Science Fusion series (Middle). The pacing guides also align to the Next Generation Science Standards (NGSS) and are highly engaging and will benefit all Grades 5 and 8 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	July 2016	Successful implementation of new science lessons through teacher observations and instructional walkthroughs.	Unrestricted

Strategy	Explanation	Timeline	Methods for Measuring Progress	Funding
	memorization of meaningless science facts. With the NGSS, there will be a "more depth, less breadth" philosophy to science education.			
Revision of county assessments and PLCs: Re-teaching and re-learning	For grades 3-5 and 6-8, teachers will use the data collected in Performance Matters/UNIFY from county science pre-assessments to chart the course of instruction for the school year. Student growth and progress will be tracked throughout the year from the pre-assessment to the post-assessment, which will be administered at the end of the school year. The pre-/post-assessments and midterms have been revised to align to the NGSS. PLCs are able to design instruction to meet the specific needs of each student and use flexible grouping to deliver re-teaching opportunities. In addition, the filtering capability of Performance Matters/UNIFY 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.	Monthly (September 2016 - May 2017)	Reviewing student performance on the county assessments and PLC-created assessments	Unrestricted
Instructional Walkthroughs	Instructional walkthroughs will take place more frequently to identify and share best-instructional practices that are taking place within classrooms, focusing on the implementation of the NGSS. Using a NGSS walkthrough form, the science	Monthly (September 2016 - May 2017)	Collecting evidence that captures characteristics of effective instructional practices in line with the NGSS by use of	Unrestricted

Strategy	Explanation	Timeline	Methods for Measuring Progress	Funding
	supervisor, principals, and assistant principals will be able to identify those NGSS Science and Engineering Practices (SEP) and Crosscutting Concepts (CCC) evident in science instruction.		the instructional walkthrough form. A tally of SEP and CCC from each observation and walkthrough will be kept.	
Co-Teaching with Special Education teachers and/or IRTs	The implementation of the co-teaching model includes an elementary teacher and the special education teacher and/or Instructional Resource Teacher (IRT). This is also the case in middle school. These classrooms are equipped with Interactive Whiteboards. 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, interactive technology allows students access to the online science course material. IRTs will meet with the science supervisor to discuss NGSS best practices.	2016 -2017	Collecting evidence that captures characteristics of effective instructional practices in line with the NGSS	Unrestricted
Professional Development	Professional development for ELL and content teachers centered on incorporating the WIDA English Development Standards into lessons will be provided throughout the 2016-2017 school year. The WIDA training will focus on lesson planning designed around these standards, and will create an opportunity for grades 5 and 8 teachers and ELL teachers to collaborate on instructional strategies that best meet the needs of each ELL student, based on their individual English proficiency levels. The lessons will incorporate ELD standards in conjunction with "can do" descriptors. Furthermore, there will be ongoing school-based professional development throughout the year that will address everyday instructional strategies for grades 5 and 8 teachers working with ELL students.	October 2016 January 2017	Collecting evidence that captures characteristics of effective instructional practices as it relates to working with EL students. Reviewing EL students performance on the county assessments	Unrestricted Title III

High School Assessment (HSA) Biology

1. 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.

Student group performance remains a challenge as we seek to ensure all students are learning and earning proficient scores on the Biology assessment.

The data chart and narrative provided in this section reflect the challenges from underperforming student groups (i.e. Students With Disabilities, Limited English Proficiency, and other subgroups). These challenges apply to all underperforming student subgroups based on Biology High School Assessment data.

Student Group	2015 % Proficient	2016 % Proficient	Difference
All Students	73.7%	72.0%	-1.7%
Black or African American	51.9%	49.8%	-2.10%
Hispanic/Latino of any race	73.6%	66.2%	-7.40%
Special Education	27.4%	22.5%	-4.90%
Limited English Proficient (LEP)	23.5%	22.2%	-1.30%
Free/Reduced Meals (FARMS)	56.9%	51.6%	-5.30%

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

- The greatest challenge will be closing the gap between regular education and special education students. A study across the system will be done to see why special education students are lagging behind. Data EdCamps (as referenced in the Executive Summary) will provide for ongoing deliberation and further investigation to determine factors contributing to this lowered performance. Typically, special education students are in smaller classes that are co-taught with a special educator, affording them more one-on-one direct instruction that they often need to be successful.

Additional challenges in Science for **Biology** include:

- Another challenge will be the successful implementation of the Next Generation Science Standards (NGSS). Full implementation, per MSDE, is scheduled to occur during the 2017-2018 school year. In the meantime, curriculum guides will have to be revised, training will have to occur to get teachers comfortable with disseminating the NGSS, and lessons will have to be

developed to support the NGSS. Within the realm of NGSS, one item that must be resolved is the sequence of classes at the high school level. And depending on the sequence, it could contain Earth/Space Science content. We will decide on a sequence, and then work to modify curriculum.

- The Maryland Integrated Science Assessment (MISA) will be piloted for two years starting in 2017 - 2018. By 2019 - 2020, the MISA will become the science assessment that is required for graduation.

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, the APEX Learning System will provide struggling students with opportunities to recover credits and units of study and to receive academic enrichment in targeted Biology content areas. Students review and recover Biology content knowledge not mastered in previous units. 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	Explanation	Timeline	Methods for Measuring Progress	Funding
County assessments and instructional-decision making	Biology teachers will administer locally developed formative assessments. These assessments are aligned to the learning targets that are provided by the Maryland Core Learning Goals for Biology.	Pre-Assessment: September 2016 Midterm: January 2017 Post-Assessment:	Reviewing student performance on the county assessments	Unrestricted

Strategy	Explanation	Timeline	Methods for Measuring Progress	Funding
	They model the Biology HSA, as well as align with the local curriculum maps and assessment limits. Scores from the assessments will be available on Performance Matters/UNIFY. Teachers, in PLCs, will analyze the data, including subgroups. This will drive instruction based on student need in relation to the Biology Core Learning Goals and provide data for targeted interventions for students.	April - June 2017		
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 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. In addition, Data EdCamps with school leadership teams will provide specific opportunities for analysis and action.	Monthly (September 2016 - May 2017)	Reviewing student performance on the formative assessments	Unrestricted
Instructional Walkthroughs	Instructional walkthroughs will take place more frequently to identify and share best-	Monthly (September 2016 - May 2017)	Collecting evidence that captures characteristics of effective science	Unrestricted

Strategy	Explanation	Timeline	Methods for Measuring Progress	Funding
	instructional practices that are taking place within classrooms, including the Universal Design for Learning (UDL) principles.		instructional practices by use of the instructional walkthrough form.	
Co-Teaching with Special Education teachers	The implementation of the co-teaching model includes a Biology teacher and the special education teacher. These classrooms are also equipped with the interactive whiteboard 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 interactive whiteboard technology increases the level of classroom engagement with the interactive technology and access to the online Biology course material.	2016 - 2017	Successful implementation of lessons and opportunities for more one-on-one instruction for special needs students	Unrestricted
APEX for Recovery	This year, St. Mary's County Public Schools will again continue to target the challenges in Biology through the use of the APEX Learning System. The APEX Learning System will provide struggling students with opportunities to recover credits and units of study and to receive academic enrichment in targeted areas. This year, more emphasis will be put on Biology teachers using APEX as a resource to help students review and recover knowledge not mastered in previous units.	2016 - 2017	Track the number of students who are able to recover marking period and semester Biology grades using APEX	Unrestricted

Strategy	Explanation	Timeline	Methods for Measuring Progress	Funding
Professional Development	Professional development for ELL and content teachers centered on incorporating the WIDA English Development Standards into lessons will be provided throughout the 2016-2017 school year. The WIDA training will focus on lesson planning designed around these standards, and will create an opportunity for Biology and ELL teachers to collaborate on instructional strategies that best meet the needs of each ELL student, based on their individual English proficiency levels. The lessons will incorporate ELD standards in conjunction with "can do" descriptors. Furthermore, there will be ongoing school-based professional development throughout the year that will address everyday instructional strategies for Biology teachers working with ELL students.	October 2016 January 2017	Collecting evidence that captures characteristics of effective instructional practices as it relates to working with EL students. Reviewing EL students performance on the formative assessments	Unrestricted Title III

Government

High School Assessment (HSA) Government

1. 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 HSA

From 2015- 2016, the percentage of all students who were proficient on the Government HSA decreased by 2.6 percentage points in 2016. The proficient scores also decreased for the African American, Special Education, FARMS, and Limited English Proficiency subgroups. The Government HSA data clearly 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.

The data chart and narrative provided in this section reflect the performance challenges of underperforming student groups (e.g., FARMs, African Americans, Students With Disabilities, Limited English Proficiency). These challenges apply to the student groups that are underperforming relative to the assessment area.

Subgroup	2015 % Proficient	2016 % Proficient	Difference
All students	76.4%	73.8%	-2.6%
African American	61.3%	48.0%	-13.3%
Special Education	25.3%	22.5%	-2.8%
FARMS	63.9%	49.6%	-14.3%
Limited English Proficiency	10.0%	16.7%	+6.7%

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

- Staff turnover teaching the Government course impacts the ability to differentiate instruction and reteach with clarity to our struggling learners.
- There was a 25.8 percentage point gap in the proficiency score between between the African American student group and the white student performance. This proficient disparity shows we need to continue to focus our efforts to close the achievement gap.

Additional information/challenges specific to students with disabilities include:

- The achievement gap continues to be a challenge.
- Staff turnovers impact intervention training for sustainability.
- Collaborative planning with Government teachers and instructional support staff is limited.
- Compliance and testing accommodation demands on special education staff increase in the latter half of the school year and interfere with instruction.
- Need access to technology throughout the year.

Additional challenges specific to students with limited English proficiency:

- Language limitations interfere with the ELL students' ability to read, understand and access text at the level of complexity and depth needed to meet the standards.
- Language limitations interfere with the ELL students' ability to process and communicate information.
- Rate of speech of the Native English speaker makes it difficult for ELLs to process information.
- ELL students have Reading comprehension difficulty especially with content language.
- Writing activities tend to have some connection to culture which makes it difficult to write in the same manner as native English speakers.
- Further professional development is needed for general education staff in supporting ELL students in the content area.

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. For example, the APEX Learning System will provide struggling students with opportunities to recover credits and units of study and to receive academic enrichment in targeted Government content areas. 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	Explanation	Timeline	Methods for Measuring Progress	Funding
Formative Assessments and Instructional-Decision Making	One strategy designed for Government centers on formative assessments and data-driven instruction. These assessments are aligned to the learning targets that are provided by the Maryland State Curriculum. These formative assessments will drive instruction based on student need in relation to the Maryland State Curriculum and provide data for targeted interventions for students.	Monthly September 2016 - May 2017	Reviewing student performance on the formative assessments	Unrestricted
PLCs: Re-Teaching and Re-Learning	Using Performance Matters/UNIFY data reports, PLCs are able to design instruction to meet the specific needs of each student and use flexible grouping to deliver re-teaching 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.	Monthly September 2016 - May 2017	Reviewing student performance on the formative assessments	Unrestricted
Instructional Walkthroughs	Instructional walkthroughs will take place more frequently to identify and share best instructional practices that emphasize the instructional shifts from the College, Career, and Civic Life (C3) Framework, as well as the Universal Design for Learning (UDL) principles.	Monthly September 2016 - May 2017	Collecting evidence that captures characteristics of effective instructional practices in line with the C3 instructional shifts and UDL principles	Unrestricted
Special Education Co-Teaching	The implementation of the special education co-teaching model includes a social studies teacher and a special education teacher who is certified in social studies. These			Unrestricted

Strategy	Explanation	Timeline	Methods for Measuring Progress	Funding
	classrooms are also equipped with interactive whiteboard 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.			
Blending Learning	Performance based instructional tasks modules are developed based on data analyzed from the previous academic year from formative assessments to identify challenge areas (i.e., types of government, monetary and fiscal policy, legislative process). These modules work from the premise of emphasizing a student-centered approach that addresses literacy skills and building content knowledge through vocabulary. Each module scaffolds the information to meet the needs of the diverse population and provides the classroom teacher the flexibility to make modifications to the scaffolding to better meet the needs of students.	September 2016 October 2016 November 2016 - January 2017 February 2017 - March 2017 April 2017	Reviewing student performance on the different performance based instructional task	Unrestricted
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 2016 January 2017	Collecting evidence that captures characteristics of effective instructional practices as it relates to working with ELL students. Reviewing ELL students performance on the formative assessments	Unrestricted Title III

2016 BRIDGE TO EXCELLENCE MASTER PLAN ASSESSMENTS ADMINISTERED BY LEAs

In accordance with requirements of §7-203.3, for each assessment administered, the LEA must provide the following information. Use the template on page 18 to list the required assessment information:

- The title of the assessment;
- The purpose of the assessment;
- Whether the assessment is mandated by a local or state entity;
- The grade level or subject area, as appropriate, to which the test is administered;
- The testing window of the assessment; and
- Whether accommodations are available for students with special needs and what accommodations are.

Assessments refer to local, state or federally mandated tests that are intended to measure a student's academic readiness, learning progress, and skill acquisition. Assessment **does not** include a teacher- developed quiz or test, or an assessment or test given to a student relating to the following:

- A student's 504 Plan;
- The federal Individuals with Disabilities Education Act, 20U.S.C.1400; or
- Federal law relating to English Language Learners.

On or before October 15, 2016, assessment information required in §7-203.3 (see above) are intended to measure a student's academic readiness, learning progress, and skill acquisition, shall be:

- updated;
- posted on the website of the LEA;
- and included in the Annual update of the LEA master plan required under §5-401.

2016 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	Measure student mastery of grade level MCCRS; inform instruction	Local	1-5	Reading, Language, and Writing	8/24 – 9/3	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q (exception of 1F 1G, iL, verbatim human reader or audio recording, text to speech) 2-A to 2-P 3-A to 3-E 4-A to 4-E
Language Arts Mid-year Assessment	Monitor student progress; inform instruction	Local	1-5	Reading and Language	12/14 – 12/24	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 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	5/15 – 5/25	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q (exception of 1F 1G, iL, verbatim human reader or audio recording, text to speech) 2-A to 2-P 3-A to 3-E 4-A to 4-E

2016 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			
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, Foundational Skills	9/2016 1/2017 5/2017	Yes for students whom the standard administration conditions would not produce accurate results	Maryland Accommodations Manual (MAM) 1-A to 1-Q (exception of 1F 1G, 1L, verbatim human reader or audio recording, text to speech) 2-A to 2-P 3-B to 3-E 4-A to 4-E
Reading Literature and Informational Texts Diagnostic and Mid-Year	Measure student mastery of grade level MCCRS, inform instruction	Local	6-12	English Language Arts	two weeks in August, two weeks in January	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q (exception of 1F, 1G, 1L, verbatim human reader or audio recording, text to speech) 2-A to 2-P 3-B to 3-E 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	English Language Arts	two weeks in August, two weeks in May/June	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E

2016 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			
2nd and 3rd Quarter Performance-Based Assessment	Measure student mastery of grade level MCCRS, inform instruction	Local	6-12	English Language Arts	Any time during the appropriate marking period	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
ACCESS For ELLS	English Proficiency Assessment	State	K-12	English Proficiency	1/9 – 2/17 (TBD)	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Fine Arts Performance Assessment – Elementary Level	Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task	Local	3-5	General Music	10/3 – 11/22	Yes	Available only to ELLs with disabilities when listed in an approved IEP or 504 Plan: Manual control of item audio; Repeat item audio; Extended Speaking test response time. There are accommodations also for Presentation (8); Response (6); and Test Environment/Setting (4) *Refer to the ACCESS 2.0 Accommodations Crosswalk document for more information.

2016 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			
Fine Arts Performance Assessment – Elementary Level	Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task	Local	3-5	Visual Arts	10/3 – 11/22 4/3 – 5/26	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Fine Arts Performance Assessment – Middle School Level	Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task	Local	6-8	Band, Chorus, and Orchestra	9/1 – 10/20 4/3 – 5/26	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Fine Arts Performance Assessment – Middle School Level	Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task	Local	6-8	Visual Arts	10/3 – 11/22 4/3 – 5/26	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E

2016 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			
Fine Arts Performance Assessment – High School Level	Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task	Local	9-12	Band, Orchestra, and Chorus (Band 1 and Band 2, Chorus 1, Chorus 2, and Chamber Chorus, String Orchestra, and Chamber Orchestra)	9/1 – 10/20 4/3 – 5/26	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Fine Arts Performance Assessment – High School Level	Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task	Local	9-12	Visual Arts (Visual Arts 1, Visual Arts 2, Visual Arts 3, Visual Arts 4, Crafts 1, Crafts 2, Sculpture)	10/3 – 11/22 43 – 5/26	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Fine Arts Performance Assessment – High School Level	Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task	Local	9-12	Theatre Arts (Theatre 1, Theatre 2, Theatre 3, Theatre 4)	10/3 – 11/22 4/3 – 5/26	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Counting Profile	Formative /Growth	Local	PreK, K	Math	9/1 - 9/30 1/3 – 1/26 5/1 – 6/2	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E

2016 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			
Operations and Algebraic Thinking.	Formative /Growth	Local	1	Math	9/6 – 9/9 12/7 – 12/13	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E Exceptions: 2-J Mathematics tools and calculation device. (One on one Administration)
Number and Base Ten	Formative/Growth	Local	1	Math	1/3 – 1/6 5/22 – 5/26	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E Exceptions: 2-J Calculation device. (One on one Administration)

2016 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			
Operations and Algebraic Thinking/Number and Base Ten	Formative /Growth	Local	K, 2 - 5	Math	9/6 – 9/9 1/3 – 1/6 5/22 – 5/26	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E Exceptions: 2-J Calculation device. (One on one Administration)
Fact Fluency Assessment	Formative Growth Summative	Local	2 - 5	Math	9/2016 1/2017 5/2017	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E Exceptions: 2-J Calculation device.
Making Shapes (Geometry)	Formative/Summative	Local	1	Math	10/22 – 10/28	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E Exceptions: 2-J Calculation device.

2016 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			
Fish Lengths and Animal Jumps/What Would You Rather Be?(Measurement and Data)	Formative/Summative	Local	1	Math	10/21 – 10/24	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Twos, Fives and Tens (Computation and Place Value)	Formative/Summative	Local	1	Math	2/21 – 2/24	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Stickers, Number Strings and Story Problems (Computation and Place Value	Formative/Summative	Local	2	Math	11/14 – 11/22	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Shapes, Halves and Symmetry (Geometry)	Formative/Summative	Local	2	Math	12/12 – 12/22	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E

2016 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			
Partners, Teams and Paper Clips (Operations, Algebraic Thinking, and Computation)	Formative/Summative	Local	2	Math	4/24 – 4/27	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Collections and Travel Stories (Subtraction)	Formative/Summative	Local	3	Math	10/24 – 10/28	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Equal Groups (Multiplication)	Formative/Summative	Local	3	Math	12/12 – 12/22	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Fraction Equivalence	Formative/Summative	Local	3	Math	2/20 – 2/24	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E

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			Grade Level	Subject Area			
Perimeter, Angles and Area (Measurement and Geometry)	Formative/Summative	Local	3	Math	4/3 – 4/7	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Landmarks and Large Numbers (Place Value and Addition/Subtraction)	Formative/Summative	Local	4	Math	9/26 – 9/30	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Multiple Tower and Division Stories (Multiplication and Division)	Formative/Summative	Local	4	Math	12/12 – 12/22	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Fractions	Formative/Summative	Local	4	Math	3/6 – 3/10	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E

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			Grade Level	Subject Area			
Whole Number and Decimal Place Value/Addition/Subtraction	Formative/Summative	Local	5	Math	9/13 – 9/16	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Whole Number and Decimal Multiplication and Division and Algebra	Formative/Summative	Local	5	Math	11/3 – 11/10	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Fractions Addition and Subtraction	Formative/Summative	Local	5	Math	1/30 – 2/3	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Fraction Multiplication and Division	Formative/Summative	Local	5	Math	3/20 – 3/24	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E

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			Grade Level	Subject Area			
Mathematics Pre-Assessments	Baseline data; Placement Validation; formative	Local	Grades 6 - 8 Grades 9 - 12	Math For all PARCC coursework	8/21 -9/1	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4A - 4E
Mathematics Pre-Assessments	Baseline data; Placement validation; formative	Local	Grades 9 - 12	Math For all non-PARCC coursework	8/21 -9/1	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Mathematics Formative I	Formative; Assess student performance as it aligns to the grade level MCCRs; use in instructional planning	Local	Grades 6 - 8 Grades 9 - 12	Math For all PARCC coursework	10/30 -11/2	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 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 Grades 9 - 12	Math For all PARCC coursework	12/19 -12/22	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E

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Mathematics Mid Course Assessment	Formative; Growth; Assess student performance as it aligns to the grade level MCCRs; use in instructional planning	Local	Grades 9 - 12	Math For all PARCC coursework	12/19 -12/22	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Mathematics Performance Based Assessment	PBA Task (Rigor); Growth; Group scoring for PD	Local	Grades 6 - 8 Grades 9 - 12	Math For all PARCC coursework AND non-PARCC coursework	1/9 -1/27	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Mathematics Formative III	Formative; Assess student performance as it aligns to the grade level MCCRs; use in instructional planning	Local	Grades 6 - 8 Grades 9 - 12	Math For all PARCC coursework	3/6 -3/10	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Mathematics Post-Assessments	Summative; Growth	Local	Grades 6 - 8 Grades 9 - 12	Math For all PARCC coursework	4/4 -7/17	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E

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Physical Education, End of Course	To determine to what degree students have learned the main concepts of the course, and to obtain data on which to plan future instruction	Local	3, 4, 5	Physical Education	Pre-Assessment: 8/24 – 9/9 Post-Assessment: 4/24 – 5/31	Yes, if needed	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Physical Education, End of Course	To determine to what degree students have learned the main concepts of the course, and to obtain data on which to plan future instruction	Local	6, 7, 8	Physical Education	Cognitive Pre-Assessment: 8/24 – 9/9 11/3 - 18 Cognitive Post-Assessment: 3/20 – 31 and 5/15 – 6/2	Yes, if needed	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Physical Education, End of Course	To determine to what degree students have learned the main concepts of the course, and to obtain data on which to plan future instruction	Local	9	Physical Education	Cognitive Pre-Assessment: 8/24 – 9/9 1/27 – 2/10 Cognitive Post-Assessment 1/3 - 13 and 5/15 – 6/2	Yes, if needed	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E

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Health Education, End of Course	To determine to what degree students have learned the main concepts of the course, and to obtain data on which to plan future instruction	Local	6, 7, 8	Health Education	Cognitive Post-Assessment given at end of the marking period in which Health is taught: 10/24 – 11/2; 1/16 - 26, 3/20 - 31; 5/29 – 6/9	Yes, if needed	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Health Education, End of Course	To determine to what degree students have learned the main concepts of the course, and to obtain data on which to plan future instruction	Local	9	Health Education	Cognitive Pre-Assessment: 8/24 – 9/9, and 1/27 – 2/10 Cognitive Post-Assessment 1/3 – 13 and 5/15 – 6/2	Yes, if needed	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 Pre-Assessment	To measure growth on Next Generation Science Standards (NGSS) Science/ Engineering Practices and Crosscutting Concepts	Local	Grades 3-5 Grades 6-8 Earth/Space Science	Science	8/24 - 9/23	Yes	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	To assess mastery of NGSS Science/ Engineering Practices and Crosscutting Concepts at midpoint of year	Local	Grades 3-5 Grades 6-8 Earth/Space Science	Science	1/4 -2/10	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E

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Science Post-Assessment	To measure growth on NGSS Science/ Engineering Practices and Crosscutting Concepts	Local	Grades 3-5 Grades 6-8 Earth/Space Science	Science	4/3 - 6/2	Yes	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 Pre-Assessment	To assess students' knowledge of science concepts prior to instruction	Local	Biology, Chemistry, Physics, Environmental Science, AP Physics 1, 2, C AP Environmental Science	Science	8/24 -9/23	Yes	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	To assess student mastery of science concepts at the midpoint of the year	Local	Biology, Chemistry, Physics, Environmental Science, AP Physics 1, 2, C AP Environmental Science	Science	1/4 – 2/10	Yes	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	To show student growth in mastery of science concepts	Local	Biology, Chemistry, Physics, Environmental Science, AP Physics 1, 2, C AP Environmental Science	Science	4/3 - 6/2	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E

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Social Studies Performance Based Instructional Task #1	Formative	Local	6, 7, 8, 9, 11	Ancient Civilizations Modern World Geography United States History United States History, 1877 - Present Modern World History	10/2016 – 1/2017	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Social Studies Performance Based Instructional Task #2	Formative	Local	6, 7, 8, 9, 11	Ancient Civilizations Modern World Geography United States History United States History, 1877 - Present Modern World History	2/2017 – 4/2017	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Social Studies Selected Response Pre-Assessment Mid-Assessment Post-Assessment	Formative	Local	10	American Government (H.S.A.)	8/2016 1/2017 4/2017	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E

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MISA	Monitors students' progress toward obtainment of state and national standards.	State	Grades 5 and 8	Science	Mar 13 – 31	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
PARCC • English Language Arts/Literacy • Mathematics	Monitors students' progress toward obtainment of state and national standards.	State	Grades 3 – 8, Algebra 1, English 10	English Languages Arts, Mathematics	May 1 – June 9	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
HSA • Biology • Government	Monitors students' progress toward course content aligned with state and national standards.	State	Enrolled in course in high school	Biology, National, State and Local Government	Jan Administration May Administration	Yes	Partnership for Assessment of Readiness for College and Careers (PARCC) Accessibility Features and Accommodations 1a – 1s 2a – 2f 3a – 3m 4a – 4s 5a 7a, b, d