

ST. MARY'S COUNTY PUBLIC SCHOOLS

BRIDGE TO EXCELLENCE MASTER PLAN

2015 ANNUAL UPDATE

PART I



ST. MARY'S COUNTY PUBLIC SCHOOLS

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

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Maryland's Bridge to Excellence Master Plan

Introduction

Authorization

Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland
Public Law 111-5, *American Recovery and Reinvestment Act of 2009*

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 school systems to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each LSS to develop a comprehensive Master Plan, to be updated annually, which links school finance directly and centrally to decisions about improving student learning. By design, the legislation requires school systems to integrate State, federal, and local funding and initiatives into the Master Plan. Under Bridge to Excellence, academic programming and fiscal alignment are carefully monitored by the Master Plan review process.

In August 2010, Maryland was awarded one of the Race to The Top (RTTT) education grants. The grant provided an additional \$250 million in funds over four years and was used to implement Maryland's Third Wave of Reform, moving the State from national leader to World Class. Beginning in 2012, local Scopes of Work were integrated and reviewed as part of the BTE Master Plan. Over the period of the grant, local school systems submitted RTTT Scopes of Work that were developed by Maryland school systems, and closely aligned with the overall State plan to guide the implementation of educational reforms. The RTTT grant ended in September 2014. In November 2014, local school systems were required to complete a RTTT Close Out Report to provide an overview description of accomplishments for the entire grant period that were aligned with the State's Race to the Top plan. Four local school systems received approved no cost extensions to continue the RTTT grant for year five. The four local school systems are required to complete a 2015 RTTT Close Out Report.

In May 2012, the United States Department of Education approved Maryland's application for flexibility from some of the long-standing requirements of No Child Left Behind. In March 2015, the Elementary and Secondary Education Act (ESEA) renewal flexibility waiver was submitted to continue and improve the intent of the flexibility waiver to support the education reform. The Master Plan has been adjusted to address the demands of Maryland's new accountability structure.

2015 Master Plan Annual Update

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

Master Plan Annual Update Part 1

Due: October 15, 2015

Local Education Agency Submitting this Report: St. Mary's County Public Schools

Address: 23160 Moakley Street, Leonardtown, MD 20650

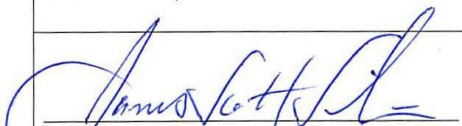
Local Point of Contact:

Name: Maureen C. Montgomery, Deputy Superintendent of Schools

Telephone: 301-475-5511 ext. 32178

E-mail: mcmontgomery@smcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2015 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence, Elementary and Secondary Education Act (ESEA) and if applicable, Race to the Top (RTTT) programs. We further certify that this five year comprehensive master plan 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 Five Year Comprehensive Master Plan.


James Scott Smith
Signature of Local Superintendent of Schools

10/14/15
Date


Signature of Local Point of Contact
Maureen C. Montgomery, Deputy Superintendent of Schools

October 14, 2015
Date

Local Planning Team Members

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

Name	Affiliation/Title
Mr. James S. Smith	Superintendent of Schools
Mrs. Maureen C. Montgomery	Deputy Superintendent of Schools
Mrs. Tammy S. McCourt	Assistant Superintendent of Fiscal Services and Human Resources
Mrs. Melissa B. Charbonnet	Executive Director of Special Education and Student Services
Mr. David L. Howard	Director of Informational Technology
Mr. Dale P. Farrell	Director of Human Resources
Mrs. Regina H. Greely	Director of Learning Management Systems
Mrs. Kelly M. Hall	Executive Director of Supplemental School Programs
Dr. Jeffrey A. Maher	Chief Academic Officer, Teaching, Learning and Professional Development
Dr. Charles E. Ridgell, III	Director of Student Services
Mrs. Rhonda K. Meleen	Coordinator of Fiscal Services
Mr. Robert H. Springer	Coordinator of Accounting
Mrs. Tracey L. Heibel	Secondary Accountability Officer

The Executive Summary

I. Introduction

Transition is never easy. The comfort of the familiar is challenged by the unknown new. This was the case in 2015 as the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment shouldered aside the Maryland State Assessment (MSA). It was also true for SMCPs, as we moved from a superintendent known to us for the past nine years, and welcomed an interim, who was later appointed superintendent for the next four years. For both assessment and leadership, SMPCs is setting new baselines and rebuilding expectations.

Setting new baselines provides great opportunity - an opportunity to review, rethink, and reset what we are doing to meet the expectations of our stakeholders. To do this fully, we went back to the essential twenty-two words that have guided SMPCs since 2006 - our mission statement:

Know the learner and the learning,
expecting excellence from both.
Accept no excuses, educating all with
rigor, relevance, respect, and positive relationships.

From this bedrock, we began our discussion about what we, as a school system, are committed to and to whom we owe this commitment. It was rewarding work that revealed a sound foundation that needed little more than an organizing concept. We fashioned our responses into five categories of commitment statements. They are: our commitments to students, our commitments to staff, our commitments to schools, our commitments to stakeholders, and our commitments to sustainability to move forward over the next four years. The logo below captures how each element supports one another - with *students* in the center of all our work, supported by *staff*, *schools*, and *stakeholders* - ultimately built upon a model of fiscal and organizational *sustainability*. Our Commitments establish the framework for our five-year plan. With new leadership and a new direction for St. Mary's County Public Schools, we are blazing a new path for our students. This new path is predicated on a set of new benchmarks set by forthcoming PARCC achievement levels identified in the first years of testing. Coupled with the commitments and community input, this data and pending reauthorization of ESEA, SMCPs will be well positioned to develop a comprehensive five-year plan during the 2015-2016 school year.



The commitment statements for each category have been presented to all facets of leadership in SMCPs and revised with their input. Our questions were presented to school based staff for input:

1. What value do you place on this commitment?
2. To what extent do you see this commitment demonstrated by SMCPs?
3. To what extent do these commitments reflect the vision of SMCPs?
4. What do you consider as next steps for fulfilling this commitment?

We will be presenting this to students and stakeholders in the fall for their response as well. The following capture our work to date and reflects the input of several hundred staff members.

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. This year has ushered in new leadership for the school system, but not new voices. The newly appointed superintendent, an experienced leader in SMCPs, has brought forward a renewed dedication reflected in a series of commitments, which form the basis of our five-year vision.

- **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.

We are focusing on commitments and gathering input from all stakeholders in the organization to define those commitments and identify actions which support those commitments.

Principals shared the commitment statements and input was sought via a google survey. To date, we have over 700 responses to the commitment statements from staff. Throughout this Fall, we are surveying parents and community members to gather stakeholder input about these commitments. Students will provide input through quarterly meetings of the Superintendent's Student Advisory Council.

II. Universal Design for Learning

Our first commitment to students is that they will have equitable access to rigorous and relevant learning (1.1). Not every student learns in the same way on the same day, so we recognize the need for differentiation - both in the way we instruct and how students access content to ensure every student has the opportunity to reach the high standards of the Maryland College and Career Ready Standards (MCCRS). To this end, St. Mary's County Public Schools (SMCPS) has put several initiatives in place.

First, we have made it a clear expectation for our teachers, with elements of our teacher evaluation system. Over the last fifteen years, we have institutionalized Charlotte Danielson's framework as part of our Teacher Performance Assessment System (TPAS). In working with this model, we have also provided further expectations and enhanced language within the rubrics of teacher performance. In the SMCPS TPAS model, differentiation and the presentation of content through multiple modalities is a clear expectation (Domain 1d, 1e, 3c, and 3e).

Further, we have invested in a myriad of instructional resources to provide multiple representations and access to information. Through a DODEA grant, SMCPS has been able to invest in nearly \$2M of iPads to permeate our schools with interactive technologies. Coupled with interactive whiteboards (both SMART and Promethean boards), digital streaming content, and additional technologies, we have made an investment in our classrooms for access and engagement.

Beyond the hardware, we have invested in and embedded the instructional content resources, such as APEX digital curricula to support multi-modal instruction, intervention and recovery. This resource offers a range of material and interactive curricula from comprehensive full courses to skill/content-specific tutorials. Teachers have full access to these tools for embedding within the instruction. Beyond APEX, additional tools include Discovery Streaming, IXL, and Moodle-based classroom modules. Further, we are implementing an individualized math program (ALEKS, through McGraw Hill), which will help to tailor interventions specifically for closing the achievement gaps for student groups of underperformance.

Our comprehensive data warehouse provides school teams with a plethora of student learning data that helps identify students' strengths and challenge. The data can be reviewed and analyzed down to the instructional objective level, which helps teacher teams to target interventions and supports for students, as well as areas for enrichment and acceleration. School teams flexibly group students based these targeted areas, and time is set aside in the instructional blocks for these differentiated supports. For example, in mathematics, "math lab" time provides specified time within the day to provide interventions within a small group. Similarly, process for small group reading is embedded in the reading/language arts block.

Technology is one tool, but virtual tools may not be best for every student. With that in mind, tangible manipulatives are used throughout the instructional process. In mathematics, for example, base-ten blocks are utilized as part of the scope and sequence of instruction in the curriculum.

Just as no student learns the same way every day, no single method of presentation is used. Some children grasp information better through visual or auditory than through printed text. In truth, children need a variety of representations. Teachers present material and students engage with content in different ways. Students are still expected to meet the learning standards of the content.

Our comprehensive data warehouse provides detailed performance levels of students at the objective level. Through ongoing data analysis, teacher teams determine interventions and supports.

One of the challenges experienced in providing for a Universal Design for Learning is ensuring consistency. Consistency is challenging both in the implementation of the instructional practice and in the delivery through instructional technologies. Therefore, we continue to place an emphasis on professional development. Each of our system-wide professional development days include focused attention to this area. Sessions for teachers include both the modeling of instruction and the purposeful integration within our curriculum documents themselves.

Further, we recognize that instructional technologies are an integral tool for delivering multimodal instruction. A key priority in the 2015-2016 school year is to update the technologies in our schools. Elementary schools that have inventories of 8-9 year old computers cannot keep up with the interactive technologies that support a UDL classroom. Therefore, new investments and attention to this area will help address this area of disparity.

Each of these initiatives have been reinforced with high quality and job-embedded professional development.

In accordance with COMAR 13A.03.06.05, Universal Design for Learning (UDL) Guidelines and Principles, beginning in the 2014 •2015 school year, local school systems shall use UDL guidelines and principles, in the development or revision of curriculum and materials¹.

SYSTEMATIC INTEGRATION OF UNIVERSAL DESIGN FOR LEARNING

In COMAR 13A.03.06.01. 01, the purpose of the requirement is to promote the application of Universal Design for Learning (UDL) principles to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide local school systems in the development of curriculum, instructional planning, instructional delivery, material selection, and assessments.

UDL Point of Contact: Crystal Johnston	
UDL Principle/Mode	Representation - Process
Means of Representation: providing the learner various ways of acquiring information and knowledge.	Material and content are presented in a variety of ways to allow for different modalities of delivery and interaction. Material is presented through multiple media, including print, oral, visual, and interactive technology. Curricula have been designed with multiple presentations in mind, with many courses being built online through Moodle, with embedded video, text, and interactive media.
Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know)	Expression Action - Product Students demonstrate their understandings in a variety of ways, including through personal and individual interactive technologies (e.g., iPads, etc). Students develop products that include a variety of media (e.g., print, audio, online).
Means for Engagement: tap into learners interests, challenge them appropriately, and motivate them to learn.	Multiple Options for Engagement Students engage the content through a variety of ways that allow them to demonstrate their understandings based on their strengths and affinities. Students projects and performances take a myriad of forms, including that which involves technology, or in written, oral, or physical demonstrations. Students may present collaboratively, individually, or virtually, depending on the task and content, to allow for varied ways of tapping into students' strengths.

III. Budget Narrative

a) System Priorities

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 10 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 aligned with current Master Plan Goals.

Great Teachers and Leaders:

St. Mary's County Public Schools spent less on unrestricted recruitment, retention, and orientation of professional staff by \$37,333. SMCPs continues to be diligent in ensuring the best pricing to support this initiative. Through collaborative efforts of staff and scheduling we were able to cut costs while maintaining our efforts to attract highly qualified teachers through the various recruiting initiatives and increasing teacher retention efforts through professional development and personnel support.

Mandatory Cost of Doing Business:

St. Mary's County Public Schools had a decrease of \$1,067,321 in mandatory cost of doing business, a component of which was due to the efforts of the Student Transportation office review and consolidation of stops and bus routes (combine bus stops in developments, assigning bus routes to drivers living in the nearby areas, etc.) Additionally, there were savings with the cancellation of the APEX and FLOW after-school program travel costs, as well as a decrease in the cost of fuel. Overall, salaries and wages were lower than projected due to the soft hiring freeze on vacancies recognized through attrition throughout the year.

Other Items

Other items deemed necessary by St. Mary's County Public Schools increased overall by \$2,127,590. Of this increase, \$576,728 was for the cost of the utilization of a temporary employment agency to provide needed staffing associated with Special Education, and \$208,148 for Race to the Top other supplies and materials. Unrestricted contracted costs increase was \$388,813 (\$76,600 Technology Installation/Modifications; \$35,160 Heating/HVAC; \$18,930 Repair of Buildings; \$13,272 Plumbing; \$18,447 for Equipment Lease – copiers; \$113,323 for snow removal; and \$113,081 for special education contracted temp agency costs). Other supplies and materials increase of \$217,673 to purchase instructional and special education technology supplies. Also, an increase in Equipment of \$736,228 for Operations of Plant – Capitalized Technology Equipment and Vehicles, and for Student Transportation Bus purchases.

Standards and Assessments:

Fairlead Academies increased spending of \$29,937. This additional spending was contributed to the utilization of a temporary staffing agency to provide support to the program allocated under contracted services.

Under this reform area, the SMCPs Race to the Top allocation was greater due to the higher emphasis on the Standards and Assessments area supporting instruction.

b) Fiscal Outlook

For FY 2015, SMCPs realized a net position decrease of \$24.5 million in the government wide statements. There was an increase in our liabilities of \$7.4 million, predominantly as a result of the net OPEB obligation increase of \$5.4m. Assets increased by an overall \$32.8 million, due predominantly to an increase in capital assets value. Of particular note is the increase in General Fund - fund balance, to \$8.5 million, of which \$2.0 million is unassigned, and \$5.0 million is assigned to future healthcare calls, unanticipated fuel increases, snow or other emergencies. Understanding the dire state of our fund balance in FY2014 at \$480,726 unassigned, the FY2015 budget was crafted very conservatively and included a change in our health insurance plan to that of a modified retrospective plan and incorporated an appropriation towards a healthcare reserve.

For FY 2016, with the state aid formula being based primarily on local wealth and change in student enrollment, state revenue contribution increased by \$2.2 million, while undesignated local government funding increased by \$4.1m. This is inclusive of \$4.0 million in required funding for the pension cost shift per SB1301, and one-time funding of \$2.0 million towards the paying off of technology leases.

c) 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 expected increases in utilities and fuel places an increased fiscal burden in these tight financial times. Current and long term issues include increased compensation demands by the employee unions due to times without funding increases sufficient to allow for increase in pay for longevity or even a cost of living adjustment to maintain current buying power.

IV. Goal Progress

Academies and Pathways

Educational Pathways have been established and take priority to assure that students are given varied opportunities to pursue instructional programs that are tailored to their needs:

- ***Science, Technology, Engineering, and Mathematics (STEM) Academies:*** The STEM academies at the elementary, middle, and high school levels serve students from all

elementary, middle, and high schools across the county. Currently students are enrolled in the program in grades 4–12. This rigorous and unique program of study emphasizes the core areas of mathematics and science with an infusion of technology and engineering. The program includes extensive laboratory experiences using the most contemporary technologies for scientific inquiry, mathematical calculation, engineering design, and problem-solving techniques. There is an emphasis on critical and creative thinking in an interdisciplinary approach to learning. Culminating projects provide opportunity for application of learning. Mentorships and internships are supported by our military contractor community and the Patuxent River Naval Air Station engineers, scientists, and test pilots.

- ***The Chesapeake Public Charter School (CPCS):*** The Chesapeake Public Charter School accommodates over 350 students and has as its focus integrated instruction and environmental themes. The school now provides a program for students in grades K–8, with a full complement of programmatic options including algebra, geometry, and foreign language for the middle school students. CPCS has consistently posted high academic achievement results at both the elementary and middle school levels.
- ***Fairlead Academy:*** Fairlead Academy is alternative learning pathway available to all high schools students that may need it. A “fairlead” is a nautical device used to guide a line, rope, or cable around an object or out of the way, thus enabling the sailor to pilot the craft. Fairlead Academy does much the same by taking struggling students and guiding them through high school – helping them avoid obstacles that they may encounter in their home high school. At all grade levels, Fairlead students receive extended instructional time in their core content classes, mentoring opportunities, academic and enrichment field trips, and an infusion of interactive technology, while being placed in smaller classes with a 1:15 student-to-teacher ratio. There are over 220 students currently being served by this initiative in all grade levels of high school. The graduation rate of Fairlead Academy students has risen to over 90%.
- ***Academy of Finance:*** The Academy of Finance at Chopticon High School provides interested students with a focused career pathway in the financial services industry. Currently, over 100 students are enrolled in this academy. Students learn about careers in finance, such as banking, insurance, financial planning, business administration, sales, contract oversight, budget analysis, and advertising. The program provides field opportunities to apply classroom learning and incorporates extracurricular programs related to the career interests of students such as the Future Business Leaders of America. Students from our other two high schools (Great Mills High School and Leonardtown High School) are able to transfer to Chopticon High School for enrollment in the academy. A Program Advisory Council guides the program and the rigor of the program has increased to include Advanced Placement courses and a four-year college focus.
- ***Global and International Studies:*** The Global and International Studies program at Leonardtown High School hosts over 130 students, including students from our other two high schools, who are able to transfer to Leonardtown High School for enrollment in this program. The program is designed to provide a rigorous, engaging educational pathway focused on an advanced study of world cultures, contemporary issues, history, and world languages. An internship and a senior capstone project are part of the program requirements.
- ***Academy of Visual and Performing Arts:*** The Academy of Visual and Performing Arts (AVPA), housed at Chopticon High School, is a pathway that strives to support our population of talented youth who excel in the Arts. AVPA meets the needs of our highly able arts-inspired youth who exhibit desire and motivation to pursue higher levels of achievement and learning

in the Arts. Students participating in the AVPA will have a choice of one of three areas of focus: music, theatre, or visual arts.

Addressing Achievement Gaps

As is evidenced in the commitment statements, 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. Our 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 that will be implemented throughout our five year plan, Vision 20/20. 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 and the rest of our population. SMCPs has experienced an increase in the number of students receiving free and reduced meals, as approximately 1 in 3 students in our community live with the challenges of poverty. Most pronounced in our data review are the achievement gaps that are persistent for our students in poverty.

To address these gaps, our staff must have a deep understanding of factors that impact learning. 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 will embed an extensive look at teaching students who live in poverty, with site-based follow-up for each school. Understanding and intervening on behalf of 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' learning & behavior.

Alignment to the Maryland College and Career Ready Standards

For the last several years, St. Mary's County Public Schools (SMCPs) has fully embraced the Maryland College and Career Ready Standards/Common Core State Standards the implementation of these rigorous 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, support with evidence, and use resources, strategies, and tools to demonstrate strong content knowledge. We transitioned to deeper and richer lessons, replete with informational texts, analytical writing, and trans-disciplinary project based learning, all of which we fundamentally know will end with our graduates more prepared than ever to face the challenges of a 21st century post-secondary landscape.

With the transition from MSA and towards PARCC, the assessment schema has shifted to an emphasis on higher levels of thinking and learning. 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. 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 Common Core.

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 assessments help to identify where students are and to design 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 the needs of their students and 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 in offering the assessments through different means. Some are provided through a traditional paper/pencil administration, while others utilize technology through an interactive online 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. 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.

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.

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 10 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 aligned with current Master Plan Goals.

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 what drive our work. They are the very purpose to which we dedicate ourselves each day. As we embark on the 2015-2016 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 reason for our work. Our Students. Our Future.

Graduation Rate

Demonstrating our preparedness for students to be college and career ready have led to remarkable achievements in our graduation rate. The four-year cohort graduation rate continued to climb this past year as **93.5 percent** of the class of 2014. The new rate represents an increase of 10.7 percent over five years. At the same time, the four-year cohort dropout rate fell from 10.98 percent in 2010 to 4.44 percent in 2014. 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.

- **90.43%** of African American students graduated on time, an increase of **20.77%** over five years
- **94.34%** of Hispanic/Latino students graduated on time, an increase of **10.56%** over five years
- **93.63%** of White/Caucasian students graduated on time, an increase of **8.68%** over five years
- The graduation rate for economically disadvantaged students has increased **14.86%** over five years
- The graduation rate for special education students has increased **12.16%** over five years

Our students are graduating college and career ready.

- 53.2 % of 2014 graduates were University System of Maryland (USM) completers
- 28.7% of 2014 graduates were Career and Technology (CTE) completers
- 17.1% of 2014 graduates met BOTH the USM and CTE completer requirements

Great Teachers and Leaders

St. Mary's County Public Schools spent less on unrestricted recruitment, retention, and orientation of professional staff by \$37,333. SMCPs continues to be diligent in ensuring the best pricing to support this initiative. Through collaborative efforts of staff and scheduling we were able to cut costs while maintaining our efforts to attract highly qualified teachers through the various recruiting initiatives and increasing teacher retention efforts through professional development and personnel support.

SMCPs is in year 5 of the Teacher Principal Evaluation (TPE), with year 1 as a pilot/development year. 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.

3. Please describe the steps that the school system proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers that impede access to, or participation in, a program or activity.

Our mission clearly addresses the focus and attention to the belief that all children can and will learn:

Know the learner and the learning, expecting excellence in both, educating all with rigor, relevance, respect, and positive relationships.

This belief is evident in such areas as our course selection process, where students are default-selected to the next highest course of study, conveying the expectation for higher and more rigorous classes, such as AP courses, where we have realized a continuous increase of students taking these courses, as well as a pass rate higher than the state and national average (63% earning a 3 or better). This success is amplified by our highest graduation rate on record, where more students from each demographic group experienced gains.

We have made the processes for applying to academy programs transparent, and presented public presentations, online videos, and open application processes to all students. In addition, we have provided an equitable distribution of resources to our schools (e.g., through laptop and iPad carts) including the infusion of technology so students can access resources, even when that access is limited at home.

Finally, we cannot understate the importance of school counselors and school teams who consistently review student data and progress to ensure that their academic needs are met and that the students are working on the most appropriate and rigorous course of study.

Middle School Task Force

Concomitant to our work toward the Maryland College and Career Ready Standards (MCCRS), we are revisiting our structures and supports at the middle school level. This critical age group requires a careful examination of how we provide integrated learning pathways to success. Curricula has been redesigned and re-sequenced to align to the MCCRS in reading and mathematics; however, cross-disciplinary literacy, the C3 standards in social studies, STEM, and the Next Generation Science Standards (NGSS) have great value for students. Therefore, we will be looking closely at the instructional model for middle school to determine needs for planning.

New Grading Regulations

One of our key commitments to students is that student learning is measured in a fair, meaningful, and timely way (Commitment 1.5). To that end, staff have carefully reviewed our grading regulations. With the primary focus of grading as a means to give feedback to students about their learning, each element of our procedures was carefully analyzed to ensure that this intent was clearly articulated in each area. Therefore, regulations were put in place that emphasized the timely and specific feedback related to learning standards. Student assignments posted to the Home Access Center (HAC), the online

gradebook, must include reference to the content/standard to which the standard is aligned, and the grades must be posted within a specific time to give feedback. Additionally, processes for recovery of learning and re-teaching were explicitly defined to articulate how students can maintain a positive trajectory for learning.

Standards and Assessments

Due to the shift in the curriculum from the Maryland State Curriculum to the Common Core State Standards/Maryland College and Career Ready Standards, local assessments and curriculum documents were revised to reflect these changes. There was not a shift in expenditures as SMCPs was fully implementing a formative assessment cycle reflecting the curriculum; thus the content and format of the assessment may have changed, but the inherent process did not, nor did the related Master Plan goals.

Fairlead Academies increased spending of \$29,937. This additional spending was contributed to the utilization of a temporary staffing agency to provide support to the program allocated under contracted services.

Under this reform area, the SMCPs Race to the Top allocation was greater due to the higher emphasis on the Standards and Assessments area supporting instruction.

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.

FINANCE

Analyzing Questions

Please respond to the following questions using the information provided in the **Prior Year**

Variance Table. Questions 3 and 4 below are based on all ARRA funds.

Revenue and Expenditure Analysis

1. Did actual FY 2015 revenue meet expectations as anticipated in the Master Plan Update for 2014? If not, identify the changes and the impact any changes had on the FY 2015 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 FY 2015 of \$1,041,580. Actual state revenues had a slight increase over FY 2015 of \$614,780, predominantly due to increases in restricted state grant awards and the receipt of quality teacher incentive awards. Restricted funding for Federal ARRA was realized at \$182,481, as well as an increase in Title I and Special Education IDEA of \$54,938 and \$237,873 respectively, while the overall other miscellaneous Federal grants decreased by \$194,121. Local revenue realized an increase of \$123,899 due to the increase in field trip revenues and insurance refunds. Finally, there were other miscellaneous funding increases of \$21,730.

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

St. Mary's County Public Schools expended all RTTT funds by FY2014. 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.

3. Please describe the steps that the school system proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers that impede access to, or participation in, a program or activity.

Our mission clearly addresses the focus and attention to the belief that all children can and will learn:

Know the learner and the learning, expecting excellence in both, educating all with rigor, relevance, respect, and positive relationships.

This belief is evident in such areas as our course selection process, where students are default-selected to the next highest course of study, conveying the expectation for higher and more rigorous classes, such as AP courses, where we have realized a continuous increase of students taking these courses, as well as a pass rate higher than the state and national average (63% earning a 3 or better). This success is amplified by our highest graduation rate on record, where more students from each demographic group experienced gains.

We have made the processes for applying to academy programs transparent, and presented public presentations, online videos, and open application processes to all students. In addition, we have provided an equitable distribution of resources to our schools (e.g., through laptop and iPad carts) including the infusion of technology so students can access resources, even when that access is limited at home.

Finally, we cannot understate the importance of school counselors and school teams who consistently review student data and progress to ensure that their academic needs are met and that the students are working on the most appropriate and rigorous course of study.

4. How has the potential "funding cliff" impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds?

The most significant funding cliff was realized in prior fiscal years with the ending of ARRA. However, it should be noted that to avoid such a cliff, the allocations were spent on material and infrastructure expenses so as not to burden the system with recurring costs such as personnel or extended contracts. As with other funding, if a line item of funding is set to terminate, initial and ongoing discussions of planning are explicitly planned to utilize funding for one-time costs.

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Section B:

Standards and Assessments

The last few years have been ones of transition -- a transition to new standards with the Maryland College and Career Ready Standards (MCCRS) and the new PARCC Assessments. In this transition, several of the historical measures of student proficiency have been replaced as new assessments were implemented. These summative assessments provided a snapshot of student performance. With the first year of PARCC assessments during the 2014-15 school year, we do not have performance data in those historically assessed areas of mathematics and reading in grades 3-8 and for Algebra I and English 10.

While these summative assessments were not available for this past year, similar patterns of student achievement were noticeable. Most pronounced in our data-both in summative state assessments such as the science MSA and Biology and Government HSAs, as well as our local formative assessments - is the underperformance of students who face the challenges of poverty. To that end, this year our professional development is focusing on understanding and supporting students in poverty.

At the system level, performance data tied to specific objectives guides and informs systemic professional development and curriculum development. Content supervisors provide specific and targeted supports in a variety of ways. For example, if one particular area of performance is consistent across schools, example lessons and “problems of the week” are provided through online resources (e.g., new online formative assessment tools). Further, curriculum documents are revised with highlighted areas of emphasis with appropriate reteaching and recovery tools.

As initial assessments illustrate achievement gaps, staff respond with interventions and supports. Our data warehouse, Performance Matters, allows us to disaggregate student learning data with attention to underperformance on specific learning objectives. Each local assessment is designed with an alignment of each question to the related student learning standard/objective. Teachers and teachers can use this data to design interventions, supports, and scaffolding. School teams respond through flexible scheduling, offering recovery and re-teaching, as well as targeted interventions related to the achievement gaps. While initial assessments may illustrate underperformance for some students, we do not give up on students. Through targeted re-teaching, recovery, interventions and supports those learning gaps are addressed to help propel students to the level of learning requisite for academic achievement at the next grade level or for the next course.

Further, we recognize there are factors that impact the learning for students in poverty. 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 addressing 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 will embed an extensive look at teaching students who live in poverty, with site-based follow-up for each school.

Understanding and intervening for our students who face challenges is our priority. Our graduation rates are reflective of the diligence and focus of our work. The achievement of our students represents a closing of the gap for student groups as graduation rates for all demographic groups have improved as well.

- **90.43%** of African American students graduated on time, an increase of **20.77%** over five years.
- **94.34%** of Hispanic/Latino students graduated on time, an increase of **10.56%** over five years.
- **93.63%** of White/Caucasian students graduated on time, an increase of **8.68%** over five years.
- The graduation rate for economically disadvantaged students has increased **14.86%** over five years.
- The graduation rate for special education students has increased **12.16%** over five years.

Our work is not finished. We realize that there are students who face challenges in their learning, and it is our mission to know each learner and their learning - with the expectation that we respond with interventions and supports to fully realize the ultimate goal of high school graduation.

There are several organizational structures in place to guide instructional decision making. These include weekly directors' meetings, departmental meetings, monthly principals meetings, and instructional resource teacher meetings. At each of these, staff review snapshots of student learning data to determine areas of focus. At the beginning of this year, historical data and initial pre-assessment data is used for guiding the development of Student Learning Objectives as part of the teacher and principal evaluation process. However, before staff set individual goals, systemic trends are reviewed to establish areas of focus for the year. In addition, school-level professional learning communities (PLCs) meet to review grade level or content-specific data for the school based on their own data. This data analysis is couched in critical questioning about the data. Data from local assessments are put side-by-side with standardized and state assessments to examine the whole picture for each child. This side-by-side, "baseball card" view is made possible through our data warehouse. School teams and PLCs review first to see if there are students who perform less well and require further review. New features of our data warehouse will also provide an "early warning system" that helps in identifying students who may be at risk of underperformance to allow for more timely and proactive intervention.

Data is further examined to determine if there are specific objectives or indicators that are underperforming. Or, specific questions are reviewed to see if there are common misconceptions. Each of these reviews help to shape the appropriate intervention or response. If a student is underperforming relative to the standards, interventions and supports are put in place related to the specific areas of need. If there are objectives that are underperforming, the root cause may lie in the curriculum or in the teaching of the objective, and depending on which it is then determines the next step for intervention.

Critical to the process of PLC analysis is the support for teachers and teacher teams. Therefore ongoing professional development for these teacher teams is put in place, including:

- PLC Leader Training
- Use of Protocols and questioning to determine root cause
- Site-based coaching of PLC leaders

Further, it is essential to provide ongoing professional development in targeted interventions.

In moving forward with PARCC, the systems we have in place - including our comprehensive data warehouse and our PLCs to review classroom level data- will continue to serve the purpose of identifying the gaps in learning to intervene for higher levels of achievement.

Aligned with the school system's commitment statements is that staff are supported and accountable to expectations of performance (commitment 2.5). This means that staff are observed and evaluated, and that this process is monitored. Over the last several years, we have implemented an online system of observation and evaluation. This system allows for both school level and system level review of performance. It also allows for a review of performance relative to the components of evaluation, in which trends and comparisons can be reviewed to determine areas of professional development. For example, if it is evident that newer teachers are performing less well in observations related to Domain 3b (using higher order questioning), specific and targeted professional development can be designed with that focus in mind. The data can also be reviewed by school or content area to help guide the appropriate support. This process helps to ensure accountability for levels of teacher performance, and a similar system is in place for administrators and leaders.

Beyond the observation and evaluation system, our student learning data is monitored at the system level as well, with monthly review by the elementary and secondary accountability officers, as well as directors and supervisors in the division of instruction, who lead sessions with principals and instructional resource teachers to analyze the data to determine next steps for intervention, support, and professional development.

Over the last several years, funding has either been flat lined or has decreased, which has made it challenging to implement new initiatives. However, we have continued to provide for site-based instructional resource teachers in our general fund who help to lead the discussions and support for professional development. We also have continued to invest in our system-wide data warehouse and have extended its use to include new features and modules, such as the RTI module, the student monitoring module, and the online assessment module (Unify).

Professional development is an ongoing focus supported by both the general fund and our Title II, Part A, grant. Title II supports job-embedded professional development for teachers to develop content proficiencies to help respond to areas of need reflected in the student achievement data.

Science

2015 Annual Measureable Objectives (AMOs)

***Data Tables (2.7 – 2.8)**

1. Based on available trend data, describe the challenges in science for grades 5 and 8. In your response, identify challenges in terms of subgroups.

Grade 5

From 2012-2014, for Grade 5, the percentage of all students who were proficient or higher on the Science MSA decreased by 6.6 percentage points to 73.4% in 2014 (from 80.0% in 2012). 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, and FARMS subgroups. Scores decreased by 5.6 percentage points for African American students from 2012-2014 (54.5% in 2012 to 48.9% in 2014). From 2012-2014, the percentage of FARMS students that were proficient or higher decreased by 6.7 percentage points (62.7% in 2012 to 56.0% in 2014). The percentage of Special Education students who were proficient or higher from 2012-2014 decreased by 6.4 percentage points (41.1% in 2012 to 34.7% in 2014). The overall decrease in % of proficient students is alarming and coincides with the onset of Common Core. 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.

Looking at the data from 2012-2014, the gap between regular education students and the 3 subgroups referenced in the paragraph above has drastically widened. There is an average gap of 26.4 percentage points, 18.5 percentage points, and 40 percentage points for African American, FARMS, and Special Education students respectively compared to regular education students for the past three years. This, again, is a reflection of less time spent on Science instruction in the elementary classrooms and more on Common Core Reading and Math. All classroom strategies utilized by teachers are employed to assist students in the subgroups for improving their Reading and Math skills.

Grade 8

From 2012-2014, for Grade 8, the percentage of all students who were proficient or higher on the Science MSA decreased by 1.9 percentage points to 79.7% in 2014 (from 81.6% in 2012). 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, and FARMS subgroups. Scores decreased by 2 percentage points for African American students from 2012-2014 (56.7% in 2012 to 54.7% in 2014). From 2012-2014, the percentage of FARMS students that were proficient or higher decreased by 1.1 percentage points (60.5% in 2012 to 59.4% in 2014). The percentage of Special Education students who were proficient or higher from 2012-2014 drastically decreased by 22 percentage points (51.4% in 2012 to 29.4% in 2014). The very slight decrease in % of proficient students is not as alarming as with the Grade 5 MSA results. Science teachers at the middle school level are Science-certified and know how to deliver the content properly. They immerse their students in hands-on activities and labs, where students can apply the knowledge they have learned.

Looking at the data from 2012-2014, the gap between regular education students and the 3 subgroups referenced in the paragraph above has continued to widen. There is an average gap of 22.7 percentage points, 19.1 percentage points, and 43.6 percentage points for African American, FARMS, and Special Education students respectively compared to regular education students for the past three years. The large gap in Special Education is quite alarming. 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.

In both Grades 5 and 8, one of the biggest challenges will be the successful implementation of the Next Generation Science Standards (NGSS). Full implementation, per MSDE, is scheduled to occur during the 2017-18 school year. In the meantime, curriculum guides will have to be revised, training will have to occur at both levels to get teachers comfortable with disseminating the NGSS, and lessons will have to be developed to support the NGSS. The assessment piece is a major concern. There is no defined plan yet from MSDE in terms of how or what assessment of the NGSS will look like. Most of the NGSS literature out there suggests a backwards-mapping approach, where lessons are built around the NGSS Performance Expectations, which are what students should be able to do by the end of a course, unit, or grade. But what will this truly look like? This line of thinking puts the MSA into question as a viable assessment tool altogether. The MSA assesses knowledge more than Science skills. With the NGSS, the opposite will have to happen. In addition, the MSA does not include any Common Core disciplinary literacy skills. There has been no mention from MSDE of the MSA being re-formatted to include Common Core items.

2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

Grade 5

The refinement of elementary science curriculum is ongoing for the 2015-2016 school year. Kindergarten curriculum maps were updated during the summer of 2015 to align to Common Core units developed for Reading/Language Arts. The order of units was altered for Grades 1 and 5. This year, science units will continue to be disseminated to elementary schools via Instructional Resources Teachers (IRTs) or Lead Teachers at each of the elementary schools. There will be no additional cost to the school system, for this instructional support as dissemination of curriculum is part of the job of an instructional resource teacher. Elementary school teachers and the elementary science supervisor will continue to conduct ongoing equipment assessments to determine the needs of elementary schools with respect to teaching STEM-infused science units. Equipment will be paid for with science materials of instruction funds and STEM-related grants. These STEM-infused science units are highly engaging and will benefit all Grade 5 students, including the underachieving African American, Special Education, and FARMS subgroups. Subsequently, training and professional development will be provided for all elementary science teachers in how to conduct labs and how to use lab equipment, as well as teaching Science at the elementary level. The elementary science supervisor will coordinate with secondary Science teachers where they will take on the role of secondary content specialists and will provide detailed professional development based on needs of the elementary school teachers. Additionally, the elementary science supervisor will conduct formal observations and provide feedback to teachers about science pedagogy observed. Teachers will use the data collected in Performance Matters 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. In addition, two or more STEM performance tasks

will be utilized in all elementary grades to engage students in hands-on, performance-based learning. These STEM performance tasks will fully utilize available technology such as iPads and Moodle.

Grade 8

Through a STEM grant, SMCPS was able to purchase a one-year subscription to Discovery Education Streaming Plus for the 2015-16 school year. This is an online source of vast amounts of multimedia, images, and texts; all linked to Common Core standards. This year, two or more STEM performance tasks will be utilized in grade 8 to engage students in hands-on, performance-based learning. These STEM performance tasks will fully utilize available technology such as iPads and Moodle. In preparation for the Next Generation Science Standards, the sequence of curriculum for Grades 6 and 7 have been altered and are now “un-spiraled”, with Grade 6 consisting of Earth Science, and Grade 7 consisting of Life Science. Grade 8 curricula will be re-aligned during the 2015-16 school year for rollout and implementation the following school year. All of the interventions mentioned previously will help with retention of science knowledge and will help boost Grade 8 MSA scores. In particular, the “un-spiraling” of the Science curriculum will allow teachers to focus on one particular content, instead of bits and pieces of several different contents. The interventions are intended to target the underachieving subgroups, such as FARMS, Special Education, and African American students. Teachers will use the data collected in Performance Matters 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.

SOCIAL STUDIES

Section 5 401(c)(8), *Education Article of the Annotated Code of Maryland* requires local school system agencies to provide a description of how they plan to ensure and measure the academic proficiency of students in social studies, science, math, reading and language arts.

In the 2014 Master Plan, school systems developed goals, objectives, timelines, and methods for measuring progress toward the goals. Based on available data, please identify any challenges to attaining the stated goal.

Goal #1 SMCPs provides a comprehensive, disciplinary and multidisciplinary educational program that infuses the Environmental Literacy Standards with the Maryland Social Studies Curriculum. *Source: COMAR 13A.04.17.01*

Challenge Even with a focus on Environmental Literacy Standards, there are competing forces associated with implementing these standards within the classroom. One of the competing forces is when the state of Maryland adopted the Common Core State Standards and shifted towards to College, Career, and Civic Life Social Studies Framework (C3). Both of these standards have contributed to a major instructional shift within social studies classrooms. These instructional shifts include:

- Using multiple perspectives and points of view to support students' ability to develop alternative solutions to problems, and to self-assess their own position on complex topics;
- Requiring students to analyze and interpret a variety of primary and secondary sources (e.g., written documents, maps, images, quantitative data, works of art) to provide them the opportunity to recognize the discipline's subjective nature;
- Grappling with content knowledge beyond remembering and understanding, to applying, analyzing, synthesizing, evaluating, and creating;
- Communicating relevant information through speaking, writing, and the creation of digital and print media; and
- Constructing knowledge by collecting and organizing information in order to formulate an understanding or relevant evidence as it applies to a particular topic.

In order to fully address these instructional shifts, it takes time to implement within the classroom. Thus, it interferes with implementing the Environmental Literacy Standards. Another force competing with the implementation of the Environmental Literacy Standards is implementing the Financial Literacy Standards as required by the state of Maryland. Again, it is additional curriculum that is embedded with existing core social studies courses. As a result, it places stress of the classroom because it jeopardizes the opportunity to examine social studies concepts and themes at a deeper level.

Goal #2 SMCPs provides an elementary instructional program that integrates the approved Maryland Content Curriculum and the Maryland Common Core State Literacy Standards. *Source: COMAR 13A.04.08.01*

Challenge This past academic year second through fifth grade developed a PARCC research simulation task that integrated the Maryland State Curriculum and Common Core State Standards, as well as the College, Career, and Civic Life instructional shift expectations. Despite our progression, a prevalent obstacle is the increased demand of using informational text sources and having students critically evaluate informational text. It has been difficult to identify informational texts (i.e., primary sources) that are grade appropriate that can be used for historical investigations.

Goal #3 SMCPs accelerates achievement and improvement for all students with rigorous standards, curriculum, and assessments to ensure all students are college and career ready. *Source: Maryland Common Core Curriculum Framework-COMAR 13A.04.08.01*

Challenge Although Professional Learning Communities (PLCs) have made progress to implementing the Common Core State Standards (CCSS), qualitative data (i.e., student work products observations, classroom walkthroughs, classroom observations) demonstrated that students are facing challenges with complex text. Another challenge is that teachers are having difficulty identifying appropriate complex text using qualitative and quantitative tools, as well as developing text-dependent questions. This was observed based on reviewing teacher/PLC generated products and providing constructive feedback. In addition, students are still working on developing the skill of citing textual evidence within their response, as well as examining how textual evidence supports their overarching claim. With this identified challenge, PLCs are working on developing strategies to assist students as cite-textual evidence to validate their reasoning.

Goal #4 SMCPs uses the Universal Design for Learning (UDL) guidelines and principles in the development and revision of social studies curriculum. *Source: COMAR 13A.03.06.05; 13A.03.06.01*

Challenge During the 2014-2015 academic year, professional development sessions addressed the UDL principles within the context history and social studies instruction. Examples include embedding printed and digital informational text media and formats, and providing options for creating projects, written reports, and multimedia. Even though classroom teachers embraced UDL principles within their lesson plans, a problematic area is implementing embedded digital informational text and media into daily classroom instruction due to technological limitations. In addition, classroom teachers did not have a centralized location that would allow students to have immediate access to the digital informational text and media to enhance classroom - learning experiences.

Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

Goal #1 SMCPs provides a comprehensive, multi-disciplinary educational program that infuses the Environmental Literacy Standards with the Maryland Social Studies Curriculum. *Source: COMAR 13A.04.17.01*

Objective

Implementation Strategies and Timeline

- Job-embedded development sessions that focus on how to develop inquiry-based lesson plans based on the College, Career, and Civic Life Social Studies Framework, while emphasizing disciplinary-literacy skills (August 2015, January 2016)
- Job-embedded professional development sessions will center on creating 9th and 10th grade cross-disciplinary performance-based inquiry centered on the Human and Environmental Interaction theme (i.e., Dust Bowl and Fracking) (October 2015, February 2016)

Methods for Measuring Progress Toward Meeting Goals and Objectives

- Cross-disciplinary performance-based tasks submitted and uploaded to the SMCPs Social Studies Google site
- Student performance on cross-disciplinary performance-based inquiry task (anchor papers submitted by individual teachers)
- Teacher feedback and input on cross-disciplinary performance-based inquiry task

Develop middle school PARCC research simulation tasks that align to the Environmental Literacy Standard 1 and Standard 5 - Human and Environmental Interaction theme

Funding Source Unrestricted

Goal #2 SMCPs provides an elementary instructional program that integrates the approved Maryland Content Curriculum and the Maryland Common Core State Literacy Standards. *Source: COMAR 13A.04.08.01*

Objectives

- Focus on second through fifth grade U.S. History curriculum by developing PARCC research simulation tasks that align to the Maryland content curriculum, and infuse the Common Core State Literacy Standards and College, Career, and Civic Life (C3) Framework
- Focus on fourth grade Maryland History and fifth grade U.S. History by developing Historical Assessment of Thinking Skills (i.e., sourcing, contextualization, close reading, corroboration)

Implementation Strategies and Timeline

- Job-embedded professional development sessions focused on the inquiry-based instructional model, as well as historical thinking skills (November 2015, January 2016)
- Job-embedded professional development sessions that center on creating PARCC research simulation tasks that emphasize disciplinary literacy skills (November 2015, January 2016)
- Job-embedded professional development session that center on historical thinking skills while developing historical assessments of thinking skills (January 2016, February 2016, March 2016)

Methods for Measuring Progress Toward Meeting Goals and Objectives

- PARCC research simulation tasks submitted and uploaded to the SMCPs Social Studies Google site
- Student performance on PARCC research simulation tasks (student sample papers submitted by individual teachers)
- Historical Assessments of Thinking tasks submitted and uploaded to the SMCPs Social Studies Google site
- Teacher feedback and input on PARCC research simulation tasks

Funding Source Unrestricted

Goal #3 SMCPs accelerates achievement and improvement for all students with rigorous standards, curriculum, and assessments to ensure all students are college and career ready. *Source: Maryland Common Core Curriculum Framework-COMAR 13A.04.08.01*

Objectives

- Develop and implement argumentative lesson plans and tasks that align to the inquiry model as reflected in the C3 and CCSS. These lesson plans and tasks will emphasize historical thinking skills.
- Create and implement social studies close analytical reading activities that require students to analyze and evaluate complex multiple informational text and non-text sources

Implementation Strategies and Timeline

- Social studies professional learning communities, which will generate close analytical reading tasks that are aligned to the Common Core State Literacy (August 2015, January 2016, June 2016)
- The focal point of the professional development sessions is to emphasize using multiple text and non-text sources when examining a historical or contemporary problem. In addition, the professional development session will examine the released PARCC assessments. This examination will emphasize the instructional shifts caused by the Common Core State Standards. (August 2015, January 2016, June 2016)

Methods for Measuring Progress Toward Meeting Goals and Objectives

- Artifacts generated by the social studies PLCs and posted on SMCPS Social Studies Google site
- Collaborative sessions designed to review student work products from the simulated research tasks to identify areas of strengths and areas that need improvement

Funding Source Unrestricted

Goal #4 SMCPS uses the Universal Design for Learning (UDL) guidelines and principles in the development and revision of social studies curriculum. *Source: COMAR 13A.03.06.05; 13A.03.06.01*

Objective

- Develop a platform by using Moodle4 to create a blending learning environment for the social studies curriculum and assessments that provide multiple means of representation, expression, and engagement

Implementation Strategies and Timeline

- Job-embedded professional development that centers on Moodle 4, including developing learning activities, assessment products, and discussion threads (August 2015, October 2015, January 2016, February 2016)

Methods for Measuring Progress Toward Meeting Goals and Objectives

- Artifacts generated by the social studies professional learning communities and posted on SMCPS Social Studies Google site

Funding Source Unrestricted

Biology

*Data Tables (2.9, 3.7, 3.8, and 3.9)

1. Based on available trend data, describe the challenges in Biology. In your response, identify challenges in terms of subgroups.

From 2012-2014, the percentage of students who were classified as Proficient decreased slightly by 2.1 percentage points (91.5% in 2012 to 89.4% in 2014). Challenges that are evident in the Biology HSA scores are the lagging percentages of Proficient students for the African American, Special Education, and FARMS subgroups from 2012-2014. The average proficient percentages in the 3-year time frame for these subgroups are 76.7%, 53.4%, and 79.5% respectively. These percentages were compared to the average percent of all SMCPs students who were proficient on the Biology HSA in the 3-year time frame, which was 90.4%. The largest gap exists with Special Education (37 percentage points lower than all students who were Proficient). In the 3-year time frame, Special Education saw largest decrease in percent of students who were Proficient, a decrease of 24.8 percentage points (65.7% in 2012 to 40.9% in 2014). In 2014, 90.9% of all SMCPs students had taken and passed the Biology HSA by their senior year. As far as subgroups, 76.1% of African American students, 48.1% of Special Education, and 77.6% of FARMS students had taken and passed the Biology HSA by their senior year. Again, the largest gap is between all SMCPs students and Special Education students.

The greatest challenge will be closing the gap between regular education and special education students. A study across the system has to be done to see why special education students are lagging behind. 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.

Another challenge will be the successful implementation of the Next Generation Science Standards (NGSS). Full implementation, per MSDE, is scheduled to occur during the 2017-18 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. This is especially true of Biology, since it is a graduation requirement. Within the realm of NGSS, one item that must be resolved is the sequence of classes at the high school level. Biology will no longer look like it has; it will become Life Science. And depending on the sequence, it could contain Earth/Space Science content. As a system, at the high school level, we will have to decide on a sequence, and then work to modify curriculum. The assessment piece is also a major concern. There is no defined plan yet from MSDE in terms of how or what assessment of the NGSS will look like. Most of the NGSS literature out there suggests a backwards-mapping approach, where lessons are built around the NGSS Performance Expectations, which are what students should be able to do by the end of a course, unit, or grade. But what will this truly look like? This line of thinking puts the HSA into question as a viable assessment tool altogether. The HSA assesses Biology knowledge more than Science skills. With the NGSS, the opposite will have to happen. In addition, the HSA does not include any Common Core disciplinary literacy skills. There has been no mention from MSDE of the HSA being re-formatted to include Common Core items.

2. To support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

From 2012-2014, St. Mary's County Public Schools had excellent student participation for the Biology HSA. In 2014, from tenth grade to twelfth grade, the number of students who did not take the Biology HSA decreased, with all seniors having either taken the assessment or met graduation requirements through combined score or completion of Bridge projects. As a matter of fact, in 2014, 100% of all seniors had taken the Biology HSA. The combined effort of school counselors, administrators, and Bridge lead teachers has led to all seniors meeting graduation requirement for the Biology HSA. This year, St. Mary's County Public Schools will 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. The only cost to the SMCPS for this program this year is staffing. All Biology teachers have access to Performance Matters, which is a data warehouse. Teachers can use the data to help them refine their re-teaching and review of material. The data can be broken down to show which specific objectives are not being mastered. It can be further broken down by subgroup. Based on the subgroup data, teachers will be able to work with African American, Special Education, and FARMS. These students' needs can be addressed by this more specialized re-teaching and review of concepts not mastered. Furthermore, Biology teachers have modeled their classroom assessments to look like HSA items. Biology teachers also have access to past HSA items that have been released for them to use as part of instruction.

3. If applicable, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

The changes listed above will be the same for this school year. Our Biology HSA scores and participation rates are always good, and we have some of the best Biology teachers in the state. They always get the job done. We have an effective Bridge program to get students to meet the graduation requirements.

GOVERNMENT

Data Tables (3.10 - 3.12)

1. Based on available trend data, describe the challenges in Government. In your response, identify challenges in terms of subgroups

Student group performance remains a challenge as we seek to ensure all students are learning and earning proficient scores on the Government assessment. In the class of 2017, the overall student performance was 79.5 percent on the 2015 Government assessment. The disaggregated data shows that only 64.5 percent of African American students earned proficiency; there was a 15.0 point gap between the African American student group and the white student performance. The special education students earned a 36 percent proficient score on the HSA, causing a 43.5 point gap between the special education and regular student performance. Another challenge is that only 66.9 percent of FARMS students achieved proficient scores on the 2014 assessment.

In the class of 2016, the same student groups are of concern. The 83.0 percent was the overall student performance on the 2014 Government assessment. When examining student subgroups, there are achievement discrepancies. African-Americans achievement was 63.1 percent while white student performance was 87.9. This is 24.8 percent gap between these two subgroups. Another achievement gap is with special education and FARMS students. The special education students earned a 42.4

percent proficient score on the HSA, resulting in a 40.6 percent gap between the special education and regular student performance. Another challenge is with FARMS students. FARMS students' earned a 62.4 percent proficient score on the HSA. In comparison to non-FARMS students, there is 20.6 percent gap between FARMS and non-FARMS students.

2. To support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress.

Strategy #1 Formative Assessments and Instructional-Decision Making

With the re-authorization that students must earn a proficient score on the H.S.A Government assessment, SMCPS will be implementing several strategies to support student achievement. One strategy designed for Government centers on formative assessments and data-drive instruction. There are several components of the strategy. One important component is identifying students by using locally developed benchmarks. These assessments are aligned to the learning targets that are provided by the Maryland State Curriculum. These formative assessments model the HSA as well as align with the local curriculum maps and assessment limits. Even though the four assessments are based on the pacing of the curriculum map, these assessments are enhanced to include underperforming items based on the results from previous assessments. This will drive instruction based on student need in relation to the Maryland State Curriculum and provide data for targeted interventions for students.

A sub-component of this strategy is using PLCs assessments to check for student learning. Using locally developed curriculum maps based on the Maryland State Curriculum, PLCs draft and administer common assessments. This process allows teachers to collaborate and address essential questions that focus on determining power standards and the most appropriate method to assess student progress on understanding the designated learning targets. For example, PLCs develop "Check Its", which are an assessment of learning. They consist of four drafted selected response items consisting of current learning targets as well as poor performing items. This type of assessment allows the PLCs to make data-driven instruction decisions.

Funding Source Unrestricted

Strategy #2 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. Instructional walkthroughs will take place more frequently to identify and share best-instructional practices that are taking place within classrooms.

Funding Source Unrestricted

Strategy # 3 Co-Teaching

Besides the development of the assessments, another strategy is the implementation of the co-teaching model. This instructional model includes special education students within the general education classroom as well as the social studies teacher and the special education teacher who is certified in social studies. These classrooms are also equipped with the SMART Board technology. This allows these classes to utilize the clickers to chart student progress on the different assessment limits and engage students in the assessment process. In addition, the SMART Board increases the level of classroom engagement with the interactive technology and access to the online Government course material.

Funding Source Unrestricted

Strategy #4 Blended Learning

Another strategy that will be implemented is developing inquiry-based learning modules that supports a blended learning environment. These inquiry-based learning modules are based on data analyzed from the previous academic year, and selecting challenge areas (i.e., types of government, monetary and fiscal policy, legislative process). These inquiry 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. In addition, the information is presented in a multi-facet manner. For example, the modules incorporate non-text sources (i.e, video clips, images, video lectures, audio) as an alternative approach to assist students to gain access to the content knowledge. Each learning activity checks for understanding as students advance towards the summative assessment, allowing students to reflect on their learning. These formative assessments provide another data-point for teachers to make an informed instructional decision.

Funding Source Unrestricted

Question #3

Based on the trend data above, two adjustments were made to address challenges facing the school system. These adjustments include transitioning to a blended learning model, as well as emphasizing the use of re-teaching/re-learning models. The blending learning model provides an opportunity to better address the different modalities of learning. In order to institute a blending learning environment, the H.S.A. Government course is on the system-wide Moodle site. There are a total of eight units on the Moodle site that students and teachers can access. Each unit provides video clips and informational text to make the course more relevant to students. Furthermore, informal formative “Check Points” have been added to the learning modules. The “Check Points” are released H.S.A. items, allow students to check their understanding and reflect on their own learning. In addition, practice summative assessments have been added to allow students to self-monitor their own learning. The data from these formative and summative practice assessments can be broken down to show which specific objectives are not being mastered. It can be further broken down by subgroup. Based on the subgroup data, teachers will be able to work with African American, Special Education, and FARMS subgroups. Another important element of the Moodle site is the incorporation of the the APEX Learning System. The APEX Learning System provides struggling students numerous opportunities to review and recover knowledge not mastered in previous units.

Limited English Proficient Students

Student Groups

No Child Left Behind Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- No Child Left Behind Indicator 2.1: The percentage of limited English proficient students who have attained English proficiency by the end of the school year.
- No Child Left Behind Indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment.
- No Child Left Behind Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making progress toward Maryland's new accountability measures. School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

- AMAO 1 is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses an overall composite proficiency level obtained from the ACCESS for ELLs assessment. Students are considered to have made progress if their overall composite proficiency level on the ACCESS for ELLs is 0.5 higher than the overall composite proficiency level from the previous year's test administration. In order to meet the target for AMAO 1 for school year 2014•2015 56% of ELLs will make progress in learning English.
- AMAO 2 is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For determining AMAO 2 attainment, Maryland uses an overall composite proficiency level and a literacy composite proficiency level obtained from the ACCESS for ELLs assessment. Students are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4.0 or higher. In order to meet the target for AMAO 2 for school year 2014•2015, 14% of ELLs will have to attain proficiency in English.
- AMAO 3 represents making progress toward Maryland's new accountability measures for the local education agency's Limited English Proficient student subgroup.

Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data

(Please note that LEAs that have not met the AMAOs for two or more consecutive years will be required to submit a separate Improvement Plan to the Title III/ELL Office in addition to responding to the questions below.)

1. Describe where challenges are evident in the progress of Limited English Proficient students towards attaining English proficiency by each domain in Listening, Speaking, Reading and Writing.

- Listening – Rate of speech of the Native English speaker makes it difficult for ELLs to process information
- Speaking – Limitations with academic language interfere with the ELL student's ability to process information
- Reading – Difficulty with comprehension especially with content language and limited knowledge about the culture of the native speaker.
- Writing – Writing activities tend to have some connection to culture which makes it difficult to write in the same manner as native English speakers, and it is difficult for the ELL student to write a suitable response.

Middle school ELLs continue to be our biggest challenge. We are not seeing adequate yearly gains with this age group, specifically in the areas of writing.

2. Describe the changes or adjustments that will be made to ensure sufficient progress of Limited English Proficient students towards attaining English proficiency. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

An ESOL teacher is assigned to work specifically with LEP students in middle school, making it possible to implement a more collaborative consultative model between the ESOL teacher and content teacher. The ESOL teacher meets with the Math and Language Arts teacher to plan ways in which LEP students can be supported in a pull-out group. ELL teachers continue to monitor the progress of ELL students in mainstream classes using data from Performance Matters, which makes it possible to identify areas of need and to target those areas when planning instruction. Collaboration between ELL and content teachers is on-going.

For the 2015-2016 school year we will focus on providing professional development for our ELL and content teachers. We will have a presenter visit our county in order to provide WIDA training. The training will focus on lesson planning designed around the WIDA standards, and to acquire a deeper understanding of performance definitions. This training will allow content teachers and ELL teachers to collaborate on designing lessons that best meet the needs of individual ELLs. Funds will be allocated for substitutes for ELL teachers and the content/grade-level teachers they work with. More details are outlined in the corrective action/improvement plan. Title III grant will provide the funding for these activities.

3. If applicable, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Over the past four years, we have made steady gains in the number of children making progress in learning English (AMAO 1). In 2012, 43.75% of our students made adequate progress in learning English. That number rose to 47.06% in 2013; 52.71% in 2014; and has remained the same for SY 2015 at 52.70%.

We also continue to make progress in the percentages of children attaining English proficiency (AMAO 2). In 2012, 15.65% of our ELLs met exit criteria; 15.88% in 2013; 15.27% in 2014; and 16.81% in 2015.

Gains are attributed to our on-going professional development targeting our ESOL and general education classroom teachers. This will be our third year of WIDA workshops-- each of the training building upon the last one.

4. Interventions, enrichments and supports to address diverse learning needs.

Describe how Limited English Proficient students are included in or provided access to intervention/enrichment programs in addition to ESOL services. Describe how Universal Design for Learning principles are used in curriculum, instruction, and assessment development/implementation to ensure equitable access for Limited English Proficient students.

Over the past few years, we have had a partnership with St. Mary's College of Maryland. Students from the college have provided after-school tutoring to some of our lowest-performing ELLs at the elementary level. We plan to continue this partnership indefinitely. As far as UDL, our classroom teachers are trained on using the WIDA standards and Can-Do descriptors to develop and modify lesson plans and to monitor the progress of their ELLs. We have trained our teachers on differentiating instruction, basing their lessons on their student's English proficiency levels.

Career and Technology Education

The Bridge to Excellence legislation requires that the Master Plan “shall include goals, objectives, and strategies” for the performance of students enrolled in Career and Technology Education (CTE) programs.

Instructions:

Please respond to these questions/prompts:

1. Describe how the school system is deploying Maryland CTE Programs of Study as a strategy to better prepare students for college and career readiness. Include plans for expanding access to industry certifications and early college credit.

Program Evaluation: Program evaluation takes place periodically to ensure quality and appropriateness, program rigor, and student participation in CTE clubs, internships, and work based learning opportunities. CTE participants involved in program evaluation may include parents, students, teachers, administrators, counselors, PAC members, and/or special population representatives. In addition, CTE uses local and PQI data to identify strengths and weaknesses of the CTE programs. The same data is used to determine what changes are needed to ensure that students have the skill sets needed to be successful in careers and postsecondary institutions. This tool is used to begin developing an improvement plan using Perkins and local funds that allows CTE to continue its active role in helping students successfully transition to careers and post-secondary institutions.

Program Visions: The vision of CTE aligns with the visions of the school system and DCTAL. For example, CTE has embraced the Common Core State Standards. CTE is proud of the progress that has been made towards the integration of academic and CTE standards. CTE has embraced industry certifications and is using industry certifications as an accountability measure. Both local and federal funds support the purchase of certifications.

Data Analysis: The performance of students on required state assessments in core subjects, performance on specific industry certification assessments, performance in academic and CTE technical studies (GPA), performance in specialized senior projects with local industry mentors, and performance in internship experiences all are examples of data used to determine the progress made in preparing the students and the need for expanded measures.

Partnerships: CTE works very closely with two-year and four-year post-secondary institutions. CTE collaborates with the College of Southern Maryland (CSM) as one of the leaders in workforce education for St. Mary’s County. CSM collaborates with business and industry to meet local employment needs, offers affordable tuition, has open admissions, offers flexible course schedules, and has three convenient locations. CTE supports Tech Prep, dual enrollment, career academies, and articulated and transcribed credits. CTE markets the programs of study and career pathways and clusters of post-secondary institutions throughout the school system. This marketing effort better prepares our students for a post-secondary education experience.

CTE has also partnered with Microsoft Corporation implementing the Microsoft IT Academies in the three county high schools (Great Mills, Chopticon, and Leonardtown). This partnership will better connect our students to the business world. This measurement of connectivity will be identified in 2S1 Technical Attainment via MOS Certification in courses implementing Microsoft Office.

CTE is also seeking a partnership with Code.org which will at first (FY16) be a sister/brother relationship with Charles County Public Schools; who are currently a full partner with Code.org. This partnership will allow for greater exposure to coding, a national movement, and increases the student employability for the future.

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Programs of Study

(http://www.msde.maryland.gov/MSDE/divisions/careertech/career_technology/program_s/),

including students who are members of special populations?

Greater emphasis has been placed on developing individual plans for any student, including special populations, who is identified as needing assistance to reach acceptable standards. The VSST and special needs educators assist teachers with developing plans. Plans for special populations target appropriate remediation to ensure academic and technical success and transition to further studies, work, or the military. Students are required to develop and maintain a portfolio as part of a graduation requirement. The portfolio represents the students' skills and knowledge. The students will continue to use their portfolios to gain entry into college, employment, or the military. Monitoring is accomplished through scheduled advisory sessions to ensure all requirements are being met with appropriate quality. Advisory sessions are conducted in CTE and English classes with all staff having very specific training with regard to advising and counseling students.

CTE increases student engagement, builds positive relationships with business and community partners, provides up-to-date and state-of-the-art materials and supplies, and delivers high quality instruction to all students served via the programs.

The CTE support staff and teachers work together to communicate to students and parents the opportunities available to the students based on interests, needs, and goals.

In-service training (career assessments, career planning, career portfolios, transition plans, and identifying skill levels) is ongoing for CTE and the support staff. These types of transition, recruitment, and retention training are planned with the students in mind.

Parents and students are members of the CTE Program Advisory Councils.

The system wide Articulation Day is used to meet with high and middle school personnel (this includes teachers, counselors, and administrators). Funds are used equitably across the programs: local funds (all programs) and Perkins' funds (approved programs) purchase the necessary materials of instruction and equipment. In addition, the Forrest Center has dedicated a full time position; the internship liaison works to create opportunities for students to secure paid and unpaid internships. In addition, this staff member organizes the annual Internship Fair. Over 300 student interviews were conducted with actual businesses and potential employers.

3. Describe the school system's strategies for increasing the number of CTE enrollees who become completers of CTE programs of study. Data points should include the number of enrollees, the number of concentrators, and completers.

The number of graduation concentrators for FY14 was 640. The number of CTE completers was 637 and the number of Dual Completers was 212. SMCPS engages in a number of strategies to increase enrollment in both CTE and Dual Completer programs. The HVAC was recent added to the program of

studies and the Academy of Health Professions expanded their program. In addition, The Dr. James A. Forrest Center held its fourth annual “Kids Camp” which offered experience in a variety of Forrest Center of programs. SMCPS also conducts the annual Tech Expo Gala. All programs are represented and are required to provide program information to rising 8th grade students and their families.

4. CTE improvement plans are required if a local education agency does not meet at least 90% of the negotiated performance target for a Core Indicator of Performance under the Perkins Act. If your school system did not meet one or more Core Indicators of Performance, please respond to the following.

a.) Identify the Core Indicator(s) of Performance that did not meet the 90% threshold.

Only one Core Indicator of Performance did not meet the 90% threshold: 2S1 - Technical Attainment.

b.) Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students.

Sub Group Data 2S1: For indicator 2S1 Technical Attainment, male students achieved at 14.68%. African American students achieved technical attainment at a rate of 11.54% and Disadvantaged students achieved at a rate of 5.62%. All of these sub groups achieved well below the state average of 76.85%.

CTE has been challenged by accurate data reporting in the past and while trying to correct the situation we have made it worse. All students in all concentrator courses were not being captured so changes were made within the programming and data collection. We have obviously made a grave mistake in the steps taken in FY14 to correct the reporting. The program manager, data specialist, and CTE supervisor have worked together to correct the current issues so that data capture will be accurate for FY15.

With the lack of accurate data we will continue the push to increase 2S1 from last year’s results. Last year we identified that not all CTE Programs offer industry certifications and some of those that do need support. We are committed to adding certification where applicable while also providing better support for those students in programs that currently offer technical attainment with poor results.

c.) Indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described in the FY15 Local Plan for Program Improvement.

The Performance Target for St. Mary’s County Public Schools in FY14 for 2S1 Technical Skill Attainment was 77.5%. St. Mary’s achieved a 15.46% for Technical Achievement in FY14. Great measures were taken in FY14 to reach 2S1 – Technical Attainment shortfall. The following are those measures from FY14:

The following plans will be in place to address Technical Attainment. A-1 Purchase of I-Pads for the National Academy of Finance will allow students to demonstrate skills required for National Foundation Certification. The technology for this cluster will be significantly upgraded with the purchase of the I-Pads. A-3, B1-1 Use funds to support Technical Attainment for programs at the Forrest Center. The funds will be used to increase opportunities for students in the building trades to take NCCER Certification exams. Funds will also be used to update site certification to allow for testing B2-4. Funds will also be used to increase access to certifications in the following programs and Certifications. Allied Health – CNA and Pharmacy Tech Building Trades – NCCER Certifications Welding – AWS Certifications Culinary Arts – Serve Safe Certifications Auto Tech – ASE Certifications Skills USA Work Force Readiness Assessments CADD – CSWA Solid Works Certifications Hospitality Tourism – Serve Safe and Hospitality and Tourism Level 1 certification and Certified Guest Service Certification. A-4 Use funds to purchase welders which will upgrade the shop with up to date industry equipment. The new welders will assist students with

preparing for AWS certifications. Welding will also be added to the NCCER cluster and students will be able to sit for NCCER certifications. A-9, B2-4 Use funds to purchase industry specific equipment for the C&D cluster. Purchase will help students prepare for the materials handling portion of the NCCER certifications. In addition, funds will allow the Forrest Center to be a certified testing center for students. Program Audits will occur annually to ensure program certifications. B2-6 Use funds to provide professional development for new Computer Networking Teacher which will allow for the Forrest Center to be a CISCO testing site for students in the Computer Networking Course. This training will help to establish a baseline for Technical Attainment in this program. B2-7 Use funds to improve professional development for teachers and allow students access to a variety of tutorials using Lynda.com. Lynda.com offers over 2,500 tutorials including industry specific software. In addition, Lynda offers tutorials and strategies with implementing teaching strategies that include the Common Core. A-10 Use funds to lease 30 additional lap tops for the Forrest Center. Lease will significantly upgrade technology for the school and will allow students to use industry specific software when completing project based assignments and activities. A-11 Purchase an upgrade to Solid Works software for the CADD program at the Forrest Center. Students will use the software to print their solid models on a 3D printer. Students will use software to help prepare for CSWA Solid Works student certifications. B1-2 Use funds to support Technical Attainment at the High Schools. Upgrade each of the three high schools as certified testing centers using G-Metrics and Certi-port testing service. Students in the BMF Cluster will be able to use the G-Metrics to help prepare for the MOS and Adobe certifications offered through Certi-port. This is a significant upgrade as only one site in the county was offered as a testing site.

The measures taken were successful but are misrepresented in the faulty data collection. A true measurement for SMCPs in regards to 2S1 will come when data is correctly reported. Steps of this magnitude have not been taken due to the misrepresented data; steps of maintenance and normal growth have been put into place until a true reading can be made.

d.) For each Core Indicator of Performance that was not met, describe how the Improvement Plan is being monitored to ensure progress toward meeting the 90% threshold.

A true measurement for SMCPs in regards to 2S1 will come when data is correctly reported. Steps of maintenance and normal growth have been put into place until a true reading can be made. CTE Supervisor and Department Chairs will conduct quarterly meetings/reviews of each program in CTE checking on the progress in 2S1 driving towards reaching the 90% threshold. Meetings will result in action items to address underperforming programs regarding Technical Attainment.

e.) If this is the third consecutive year that the same Core Indicator of Performance did not meet the 90% threshold, describe what new actions and strategies are being implemented to ensure progress toward meeting the 90% threshold.

Early Learning

Based on the examination of 2014-15 R4K Kindergarten Readiness Assessment Data:

A. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Please include a discussion of the best practices the system has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practice have been effective.

The St. Mary's County Public Schools (SMCPS) received and reviewed the data from the initial implementation of the Maryland Kindergarten Readiness Assessment. The results indicated that 50 percent of the children who were assessed were fully ready, 17 percent were approaching readiness and 33 percent demonstrated emerging readiness. In the Language and Literacy Domain, 50 percent of the children were demonstrating readiness and 50 percent were not yet demonstrating readiness. In an effort to address the gaps in Language and Literacy Development a system-wide purchase of the new Foundations program has been made to assist Kindergarten teachers in implementing phonics instruction to all kindergarten teachers. Teachers will be provided a full day of professional development on the implementation of the program in September. A realignment of the Language Arts Map for Instruction was accomplished in a five day summer workshop for Kindergarten teachers. All instruction has now been realigned to meet the Early Learning Standards for Instruction. Teachers will use both formal and informal assessment to collect information about individual student learning. In the Mathematics Domain, 39 percent of the children were Demonstrating Readiness and 61 percent were Not Yet Demonstrating Readiness. Teachers are working to implement mathematics throughout the day by infusing it in all aspects of learning. The Counting Profile is given multiple times during the year to monitor the progress of children in the area of mathematics skill development. In Social Foundations, 62 percent of the children were Demonstrating Readiness with 38 percent Not Yet Demonstrating Readiness. A one day refresher training for pre-kindergarten teachers on the Social and Emotional Foundations of Early Learning (SEFEL) was held at the beginning of the school year. Teachers were reminded of the importance of using the strategies introduced in the program as they work with children throughout the school year.

B. Describe how the school system is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten "demonstrating readiness".

The St. Mary's County Judy Center receives \$323,333.00 in state funds for the Green Holly Elementary School site and the George Washington Carver Satellite Office. The Judy Center applied for and received additional federal expansion funds of \$165,000.00. The additional monies will support the G.W. Carver site with and Early Childhood Liaison that will support students and families in obtaining necessary services to enhance school success. Evening early childhood family counseling will be included in the expansion grant and services will be offered as a school or home based service. The Judy Center offers support services to 620 families from the Lexington Park area who are affiliated with Green Holly and George Washington Carver Elementary Schools. The Judy Center continues to form community partnerships that support access to necessary services to promote school success.

The Judy Center, the St. Mary's County Public Schools' Food Services, and two Title I schools partnered to offer nutritious meals throughout the summer through the Lunch and Learn program. The Judy Center provides the oversight and management of the program and provides the funding for the safety assistants and support staff. Additionally members of the Judy Center Steering committee provide enrichment activities during the six week summer program.

St. Mary's County Public Schools has oversight of the Head Start Program through a Health and Human services grant. Head Start provides preschool experiences for income eligible three and four year olds in regional school based classrooms throughout the county. Bus transportation is provided to each sight through grant funding. The enrollment is presently 165 students. The enrollment includes full day programming for 80 four year old children and half day programming for 85 three year olds.

Preschool Special Education Programming continues to expand in order to meet the needs of the children who are identified through the child find process. Preschool specialized instruction is provided to children in Head Start programs through coaching, modeling and collaborative teaching. A full continuum of Pre-School Special Education programming is provided at two regional sites with opportunities for all children to be included with typical peers for parts of the school day.

The Infants and Toddlers program provides in home parent training using a Primary Service Provider model. Parents are trained to work with their children to gain skills in school readiness. The Infants and Toddlers Program also provides services in daycare settings, private pre-schools, and in two regional programs in the St. Mary's County Public Schools.

Pre-Kindergarten programs provide developmentally appropriate activities to children whose families meet the financial eligibility requirement. These children attend school in half day programs with transportation to and from school.

The Early Childhood Advisory Council hosted two full day workshops focused on the topic of child development, school readiness, and the effects of poverty on school readiness. These workshops were free to the public and were held at local churches. The primary focus of the St. Mary's County Early Childhood Advisory Council was to educate all partners in the importance of locating and assisting families who may need support in understanding how to prepare their children for entry into school.

Table 9.1a: Percentage of All Kindergarten Students at Readiness Stages, Composite								
	% Demonstrating Readiness			% Approaching Readiness		% Emerging Readiness		
2014-2015	55			34		12		
Table 9.1b: Percentage of All Kindergarten Students at Readiness Stages, Domains								
	% Demonstrating Readiness				% Not Yet Demonstrating Readiness			
	LL	MA	SF	PD	LL	MA	SF	PD
2014-2015	50	39	62	60	50	61	38	40
Table 9.2: Percentage of Kindergarten Students with Previous Public Prekindergarten Experience at Readiness Stages								
	% Demonstrating Readiness				% Not Yet Demonstrating Readiness			
	LL	MA	SF	PD	LL	MA	SF	PD
2014-2015	52	39	65	62	48	61	35	38

Domain Abbreviations

SF: Social Foundations

LL: Language and Literacy

MA: Mathematics

PD: Physical Development

Based on the examination of the 2014•2015 Public Prekindergarten Enrollment Data (Table 9.3)

Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early Childhood Development Early Learning Office for school year 2014•2015.

St. Mary's County Public Schools had an enrollment of 163 children in Head Start, 131 children in Pre-School Special Education and Pre-Kindergarten 3 and 628 children in Pre-Kindergarten 4 for the 2014-2015 school year.

Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.06.02.

St. Mary's County Public Schools has developed the Common Application for Pre-School enrollment. Any family wishing to enroll in a preschool program may do so via the Common Application. The Early Childhood Office in partnership with Head Start and School Administrators works to place children into the program for which they qualify.

Families are required to provide documentation of income in order to enroll to ensure that all children from income eligible families (Priority 1) are placed first into an early childhood program. Additional seats are filled by children from over income families.

Describe any actions the school system has put in place to work collaboratively with other early learning and development programs to provide a prekindergarten program for all eligible children, including any collaboration related to the Prekindergarten Expansion Grant program.

St. Mary's County Public Schools has expanded the available seats from 720 to 760 with the additional of a new Prekindergarten class at the new elementary school. The Judy Center has expanded services as part of the Prekindergarten Expansion Grant Program.

Describe how students enrolled in Early Learning grades are included in, or provided access to, intervention/enrichment programs. Universal Design for Learning principles are used in the administration of the new Ready for Kindergarten assessment. Describe how these principles will also be used in curriculum and instruction development/implementation to eliminate barriers to learning for all students.

Family Engagement is an important part of any Early Learning Program. St Mary's County Public Schools has worked to address family engagement by adjusting the school year calendar to provide additional opportunities for teachers in the preschool grades to work with families to address early learning skills and activities that can be implemented at home to promote school readiness. Teachers provide four parent training workshops to address the topics of great school behavior, reading readiness skills, early mathematics skills, and transition to Kindergarten. Teachers are provided additional days in the school year calendar to conduct home visits and parent conferencing opportunities.

Technology is a large part of the program in all St. Mary's County Public Schools preschool programming. The use of Smartboards, computers, and tablets for the design of instruction is ongoing in classrooms. Teachers also provide activities that incorporate all types of learning throughout the day. A hands on approach that allows children to truly experience what they are learning is incorporated into early learning classrooms.

Gifted and Talented Programs

COMAR 13A.04.07.06 specifies that local education agencies shall in accordance with Education Article §5-401(c) report in their Bridge to Excellence Master Plans their “goals, objectives, and strategies regarding the performance of gifted and talented students along with timelines for implementation and methods for measuring progress.”

The Annotated Code of Maryland §8-201 defines a gifted and talented student as “an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.”

COMAR 13A.04.07 Gifted and Talented Education establishes the minimum standards for student identification, programs and services, professional development, and reporting requirements

The school system’s Master Plan Update on the Gifted and Talented Program will report the system’s progress on these three goals from COMAR 13A.04.07:

<p><u>Goal 1. Student Identification</u></p> <p>Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [<i>COMAR 13A.04.07.02(A)</i>].</p>
<p><u>Goal 2. Programs and Services</u></p> <p>Each local education agency shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student’s potential [<i>COMAR 13A.04.07.03(A)</i>]</p>
<p><u>Goal 3. Professional Development</u></p> <p>Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.</p>

Use the chart on the next page to report the school system’s 2015-2016 objectives and strategies for these three goals along with implementation timelines and assessment of progress.

List the local education agency's 2015-2016 initiatives for gifted and talented students which support the three goals in *COMAR 13A.04.07 Gifted and Talented Education*. Please indicate the specific COMAR reference for each initiative.

Goal 1. Student Identification Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [13A.04.07.02(A)].				
Reference COMAR 13A.04.07.02	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
§.02.A	Establish a systematic process of identifying third grade students and new fourth/fifth grade students for gifted programming	September 2014	Completed matrix templates for student identification in the areas of reading and mathematics that include potential, aptitude, and achievement data	Met
§.02.B	Administer the Naglieri Nonverbal Ability Test, second edition (NNAT2) and County Assessments to all third grade students and new fourth/fifth grade students	September 2014	Test results from assessments	Met
§.02.C	Utilize completed matrix templates to collect multiple indicators of potential, aptitude and achievement on all third grade and new fourth/fifth grade students. Indicators include: <ul style="list-style-type: none"> · NNAT2 · County Assessments · Gates-MacGinitie Reading Test · Primary Talent Development Data 	January 2014	Completed matrices for each student that includes potential, aptitude and achievement data	Met

§.02.D	Identify third grade students and new fourth/fifth grade students for gifted reading and/or mathematics programing using the data collected in the matrices	January 2015	<p>Compile a list of identified third grade students</p> <p>Compile a list of newly identified fourth/fifth grade students</p>	Met
§.02.E	Review data for identified third, fourth, and fifth grade students to determine effectiveness of the identification process	January 2015	<p>Obtain feedback from individuals, including content supervisors, building principals and school instructional leaders involved in the identification process</p> <p>Review the identification data to look for anomalies and outliers</p>	Met
§.02.E	Meet quarterly with GT committee to discuss the identification process/updates, program monitoring, student concerns, and next steps	Quarterly 2014-2015	Meeting agendas and notes	Partially Met
§.02.E	Review GT student performance data at the end of the school year to determine appropriate instructional placements for the 2015-2016 school year	June 2015	Compiled and reviewed GT data using Performance Matters and eSchool	Met
§.02.F(1)	Implement Primary Talent Development in grades K-2 so that this data can be considered on the third grade gifted identification matrix	September 2014	Compiled PTD data	Met
§.02.F(2)	Publish information regarding the gifted	January 2015	Published information regarding gifted	Met

	identification and appeals process		identification and the appeals process on the school system website	
§.02.F(3)	Instructional Resource Teachers provide ongoing professional development at faculty/grade level team meetings and on school system professional days	August 2014 September 2014 January 2015	Collected presentations and professional development feedback sheets	Met

Goal 2. Programs and Services

Each local education agency shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student's potential [13A.04.07.03 (A)]

Reference COMAR 13A.04.07.02	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
§.03.A	Select and purchase program materials needed for fifth grade gifted programming	August 2014	Identified reading programming materials and purchase orders Identified mathematics programming materials and purchase orders	Met
§.03.A	Develop pacing guides, assignments, and assessments for fifth grade gifted reading and mathematics programming to be used in conjunction with the identified curriculum	June- August 2014	County created pacing guides, assignments, and assessments referencing identified materials	Met
§.03.A	Implement a gifted program with identified third, fourth, and fifth	September 2014	Established guidelines for the	Met

	grade students using established guidelines that include the use of William and Mary reading resources and Singapore Math resources		implementation of the gifted program Identify students and provide curriculum resources for the gifted program	
§.03.B	Quarterly meetings of GT committee to review program effectiveness	Quarterly 2014-2015	Collected meeting agendas and notes	Partially Met
§.03.B	Review GT student performance data at the end of the school year to determine appropriate instructional placements for the 2015-2016 school year	June 2015	Compiled and reviewed GT data using Performance Matters and eSchool	Met
§.03.B	Collect survey feedback from teachers providing gifted programming in grades 3, 4, 5 and use that feedback when planning 2015-2016 gifted programming	June 2015	Collected survey results Revised gifted programming materials	Met
§.03.C(1)	Provide a continuum of services for highly able and gifted learners <ul style="list-style-type: none"> · Common Core State Standards with higher order questioning (grades K-12) · Differentiated instruction for highly able learners (grades K-12) · Gifted Programming (grades 3-5) · STEM Academy (grades 4-12) · Merit, Honors, Advanced Placement courses (grades 9-12) 	August 2014	Enrollment data from programs	Met

	<ul style="list-style-type: none"> · The Academy of Global and International Studies (grades 9-12) · National Academy of Finance (grades 9-12) · The Academy of the Visual and Performing Arts (grades 9-12) 			
§.03.C(2)	Provide support as needed using instructional resource teachers, mentors, counselors and school psychologists	September 2014	Collected feedback	Partially Met
§.03.C(3)	Provide information sessions regarding the continuum of services available. Post information and updates on the school system website	August 2013	Completed events Posted information	Met

Goal 3 Professional Development

Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by

13A 12.03.12 Gifted and Talented Education Specialist.

Reference	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.04				
§.04.A	Develop professional development training for staff who will be working with identified third, fourth and fifth grade gifted students that includes:	August 2014	Completed training	Met

	<ul style="list-style-type: none"> · the processes and procedures for the identification process · the foundations of gifted education including key philosophies, theories and characteristics of gifted learners · gifted programming models and instructional strategies 			
§.04.A	Attendance at State Briefings	December 2014, March 2015	Meeting notes	Met
§.04.B	Provide information about local opportunities available for individuals interested in obtaining certification as a Gifted and Talented Education Specialist	Fall 2014	Resources that include the shared information	Met

2015-2016 Gifted and Talented Enrollment

COMAR 13A.04.07 states that “gifted and talented students are found in all Maryland schools and in all cultural, ethnic, and economic groups” (.01), that “the identification process shall be used to identify students for participation in the programs and services” [.02 (D)]; and that “each school system shall review the effectiveness of its identification process” [.02 (E)].

Beginning with the grade level in which the system’s identification process is initiated, report the number of students identified for programs and services at each grade level. Observe the FERPA rules for reporting student data in small cells and include those students in the totals for “All GT Students.”

	K	1	2	3	4	5	6	7	8	9	10	11	12
All GT Students				162	180	227							
Hispanic/Latino of any race				6	9	14							
American Indian or Alaskan Native													
Asian				13	12	13							
Black or African American				5	9	12							
Native Hawaiian or other Pacific Islander					<5	<5							
White				128	142	177							
Two or more races				10	7	10							
Special Education				<5	8	<5							
Limited English Proficient (LEP)													
Free/Reduced Meals FARMS				12	15	30							

Special Education

The BTE Act requires that each Master Plan “shall include goals, objectives, and strategies” for students with disabilities. Both federal and State legislation require that states have accountability systems that align with academic content standards for all students. In addition, the federal special education legislation commonly known as Individuals with Disabilities Education Act (IDEA) also requires that a child’s needs resulting from a disability be addressed “so that they may be involved in and progress in the general curriculum.” Information requested about special education aligns with reporting requirements of the Federal Office of Special Education Programs (OSEP).

Therefore, each school system’s annual submission that is aligned with federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup is making progress towards meeting academic targets at the system and individual school level. Changes to strategies, and or specific areas of progress, and rationale for selecting strategies, and/or evidence-based practices that have improved performance should be discussed in the five year comprehensive master plan.

AS YOU COMPLETE THE 2015 FIVE YEAR COMPREHENSIVE MASTER PLAN, YOU MUST CONSIDER THE FOLLOWING SPECIAL EDUCATION ISSUES WITHIN YOUR RESPONSES THROUGHOUT THE DOCUMENT. THIS SECTION IS NOT TO BE COMPLETED AS A STAND-ALONE SECTION.

- Access to the General Education Curriculum. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- Collaboration with General Educators. How is the local education agency ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- Strategies used to address the Achievement Gap. When the local education agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- Interventions, enrichments and supports to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?
- Professional Development and Highly Qualified Staff
- How is the local education agency ensuring the participation of special education teachers and leadership in Maryland’s College and Career Ready Standards, and other content-related professional development to promote student achievement?
- How is the local education agency ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?

Education that is Multicultural (ETMA)

The Local School System Compliance Status Report provides the critical indicators for the assessment of Education That is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories reflect the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. The completion of the ETMA Protocol Form requires collaboration among the LSS ETMA Network contact person and appropriate LSS individuals. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

School System: St. Mary's County Public Schools

Name and Title of ETMA Contact: Michelle Gallant-Wall

Email: mlgallantwall@smcps.org

Telephone: 301-475-5511 x32119

Fax: 301-475-4229

1. What are your LEA's major ETMA strengths?

St. Mary's County Public Schools (SMCPS) major strengths for the 2015-2016 school year include the implementation of diversity lessons at all grade levels throughout the school system.

The Diversity/Equity Supervisor will continue to work in collaboration with the school system's minority recruitment coordinator to assess the current representation of diversity within SMCPS and advance the implementation plan to increase the number of employees from protected classes. The SMCPS community will continue to foster a culture of equity and inclusion for all students, families, staff and the community-at-large. These functions specifically meet the desired outcomes indicated in the Bridge to Excellence, Cross-Cutting Theme, Education that is Multicultural (ETM), Compliance Status Report, which is a requirement by COMAR 13A.04.05. According to COMAR 13A.04.05, each school in the state of Maryland will maintain compliance in reference to Education that is Multicultural "with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities."

Ongoing System Responsibilities:

- Develop and implement a strategic plan for diversity aligned to the SMCPS master plan;
- Develop systemic structures to recruit, retain and promote staff diversity;
- Fosters a climate that respects and values diversity among students and staff;
- Partners with community groups and other relevant organizations;

Continue to provide Cultural Proficiency professional development and diversity training each academic year for ALL (new and veteran) employees of the school system

2. What are your LEA's major ETMA areas that need improvement?

St. Mary's County Public Schools must confront the following ETMA areas for improvement:

- Maintaining the current community and business partnerships that have been developed even in the presence of budgetary constraints
- Continuing to build relationships and partnerships with community leaders and organizations that are meaningful and beneficial for children
- Establishing and maintaining positive teacher student relationships and interactions to increase and sustain student achievement
- Establishing and maintaining positive relationships and interactions with parents, community members, and other educational stakeholders to increase and sustain student achievement

3. Summarize your progress on meeting last school year's LSS ETMA goals. What are your three major ETMA goals for the next school year and strategies for meeting those goals?

Progress on Meeting 2014-2015 ETMA goals

- Documenting the fact that the achievement gaps have been narrowed across the board and eliminated at certain grade levels in certain schools.
- Providing research-based interventions for struggling students.
- Implementing APEX, a non-traditional pathway for students to recover learning and stay on course to graduate.
- Making it a priority to increase the number of minority professionals in the school system.
- Continuing to meet with leaders of the NAACP St. Mary's County Chapter and presenting at their local general chapter meeting.
- Actively partnering with the Business, Education, Community Alliance (BECA) to provide a common application process for juniors and seniors in need of scholarships.
- Implementing mandatory new teacher Cultural Proficiency training each year.
- Partnering with McDaniel College to offer the *Equity and Excellence in Education (EEE)* certificate cohort-based program comprised of five courses, including:
 - 1) ETM 501 – Foundations of Social Justice Teaching
 - 2) ETM 511 – Race and Ethnicity in American Education
 - 3) ETM 521 – Culturally Reflective Instruction
 - 4) ETM 525 – Leadership for Equity and Excellence
 - 5) ETM 560 – Equity and Excellence Capstone

The goals of the *EEE* certificate program are to:

- Build capacity for equity through culturally responsive teaching and collaborative problem solving;
 - Use and understand student data and growth models;
 - Learn and apply instructional decision-making in professional learning communities;
 - Develop an understanding of critical race theory to examine the impact of race and ethnicity on public school curriculum and pedagogy; and
 - Understand how curricular and pedagogical choices can reproduce inequalities or promote success for all students.
 - Implementing and supporting system wide PBIS and Asset Development programs.
 - Providing continued resources for before and after school programs for disadvantaged students.
 - Supporting the efforts of mentoring grant—Future Leaders of the World (FLOW) Mentoring.
- Ensuring that ALL staff completes the mandatory diversity training online at the beginning of each school year.

ETMA Goals for the 2015–2016

Goal 1 – Provide cultural proficiency professional development training during the 2015-2016 school year. This training is expected to occur at all SMCPS schools and centers in an effort to promote cultural sensitivity amongst students and staff, while continuously developing a deeper understanding for various types of people. Cultural proficiency/diversity training will be extended to include non-teaching employees during the 2015-2016 school year. In August 2015 all SMCPS School-based Safety and Security Resource Officers received diversity training at the Division of Supporting Services building. In August 2015 all SMCPS bus drivers received diversity training at Great Mills High School at the system-wide professional development day.

Goal 2 – Continue Providing School-wide Diversity Awareness Educational Learning Opportunities: These diversity awareness educational learning opportunities provide rigorous, in-depth, and thought provoking learning opportunities about diversity for ALL students through school-wide activities and a series of lessons throughout the 2015-16 school year. These lessons will assist in aiding students to have an open-mind so that they become individuals that are capable of thriving in a diverse and global society on a local, national, and international level.

Goal 3 – Continue to Partner with McDaniel College to offer the *Equity and Excellence in Education (EEE)* certificate cohort-based program

St. Mary's County Public School's Diversity and Equity Vision and Mission Statement

Mission Statement

St. Mary's County Public Schools will continue to foster equitable systemic inclusive learning opportunities that cultivate a spirit of respect and appreciation for the various aspects of ALL students' and staff members lives regarding their cultures and diversity. Our intent is to ensure that students have the skills that are needed for them to become productive and responsible citizens able to succeed in a global society.

Vision Statement

St. Mary's County Public Schools wealth comes from the value we place in celebrating our diversity. We are made stronger by our differences and the joy we have exploring our many perspectives, histories, and culture.

Through the exploration of our differences, St. Mary's County Public Schools will be seen by ALL as a system that views culture, diversity and equity as an academic tool to positively transform lives.

Data Systems to Support Instruction

In alignment with Maryland's vision for reform to utilize an infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement, please respond to the following questions describing your current data systems (State and local) to support instruction.

What data systems are currently used to guide data driven decision making to support effective instruction?

SMCPS has worked diligently to provide our teachers and administration with integrated data systems that support data driven decision-making and provide teachers with timely feedback students' progress. Staff has access to formative and summative assessments that direct teaching and learning through systematic analysis of data. SMCPS utilizes the Sungard eSchool+ system as the student information system (SIS) that provides the student and staff files for all of our data systems. Network log-ins for both staff and students ensure that access to our learning management systems is current. The SIS provides staff, administration and the district with data that drives school improvement planning and district decisions. Using the Teacher Access Center, Home Access Center, and Cognos reporting systems, teachers and staff have access to student data as defined by their roles.

Beyond eSchool+, all teachers and administration have access to the following data systems which guide data management:

Performance Matters' Unify System: This system integrates the SIS data with all assessments administered. Staff is able to drill-down to assessed standards/benchmarks/indicators for all assessments aligned. The strength of the Unify system is that teachers and administration can analyze their measures against other grade level/content teachers in their building and across the district. The implementation of the Unify Online Assessment (OLA) component allows students to demonstrate their learning and understanding through various item types beyond selected response. Student item analysis is immediate within the OLA system and usually within one hour for scanned documents. When data processes overnight, all reports are populated with the newest data.

Moodle: SMCPS utilizes the open source Moodle platform for personalizing learning environments. Students can be assessed within their classroom with the teacher receiving feedback upon completion of an activity.

Digital Content via Apex Learning: SMCPS has purchased access to the Apex Learning digital content. This digital learning platform provides both the student and teacher with immediate feedback of data in enrolled classes or tutorial modules. It is implemented to accelerate and/or recover learning in a blended learning environment.

Teacher Performance Assessment System (TPAS) and Leadership Performance Assessment System (LPAS): The combination of the staff assessment systems with our other data systems provides administration with access to inform overall success of staff and programs.

State Systems: Pearson Access Next, KReady (JHU), and MSDE's Tumbleweed systems provide accurate data to both SMCPS and MSDE.

How do you use data systems to inform instruction and make adjustments to instructional practices?

Utilizing both formative and summative data, teachers, staff, and administration can assess students' mastery of standards and overall student improvement recognizing that the data is timely, relevant, and easy to understand. As diagnostic and instructional tools, the data systems allow teachers and staff to address individual student needs. Classroom teachers are able to adjust instruction in order to determine what indicators need to be readdressed in the next class. Through collaborative professional learning communities, schools are able to redesign classroom instruction across grade levels to match teacher strengths. For example, having fluid classrooms on Fridays to address re-teaching or acceleration delivers individualized instruction. Unify's OLA and Moodle systems provide staff with an opportunity to pre-test indicators in order to group and/or create individualized learning paths. Staff is able to reassess students' progress. In regard to high stakes testing, the integration of the state testing data into our data warehouse accurately provides staff with a summative reflection of success over the previous year. Teachers and administrators can review historical benchmark data to reflect upon changes needed in the next year.

How well is it being implemented? Who is using it?

SMCPS has developed a culture for implementing data driven decision making. All SMCPS teachers and administration have access to all data systems in some capacity. SMCPS provides ongoing personalized staff development to support staff's implementation of the systems via recorded trainings or small groups or one-on-one face-to-face meetings. Our main focus is to teach staff how to use multiple points of data to analyze and modify instruction. Teachers and administration meet regularly in data meetings to reflect upon student progress. At the beginning of each school year, all teachers and administrators are expected to be able to reflect upon their students' previous year's growth as well as the current progress utilizing appropriate data systems. SMCPS has clearly defined its expectations for the implementation of TAC and HAC as it is the teacher's' first communication of classroom expectations and student progress. School administration and district administration are expected to monitor daily student progress as measured by attendance, discipline, and assessments. District and staff administration can observe teacher utilization of the systems in order to determine where additional support is needed and how best to tailor it.

Highly Qualified Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by Highly Qualified Teachers (HQT).

No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.

No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Under No Child Left Behind (NCLB), LSSs are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified teachers, and the percentages of CAS classes being taught by highly qualified teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the State, and low-poverty schools as schools in the bottom quartile of poverty in the State. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Plans for Reaching the 100% Highly Qualified Teacher (HQT) Goal

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.[1] In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal. Please see the instructions on the next page.

[1] Section 2141(a) of the Elementary and Secondary Education Act.

Instructions:

1. Complete data tables 6.1 – 6.7.
2. Review the criteria associated with each table on the next two pages.
3. If the school system did not meet the targeted criteria for each data table, respond to the associated prompt(s) for each table. Be sure to respond to all prompts for each criterion not met.
4. If the school system has met all of the criteria in the following data tables, no additional written response is required.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.1: Percentage of Core Academic Subjects (Classes) (CAS) Taught by Highly Qualified Teachers	The percentage of CAS is 98% HQT or higher.	<p>1. Describe where challenges are evident.</p> <p>The percentage of CAS is 96.7% HQT.</p> <p>2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <u>HQT</u> in CAS.</p> <p>SMCPS is still recovering from a reduction in teaching staff which has led to teachers being assigned to teach out of their certification area. The teaching positions in critical needs areas of Mathematics, Special Education, and Science are often filled with teachers who have conditional teaching certificates.</p>
6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teachers in Title I Schools.	The percentage of CAS in Title I schools is 100% HQT.	<p>1. Describe where challenges are evident. N/A</p> <p>2. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT. N/A</p>
6.3: Number of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason.	The combined percentage total of NHQT across all reasons is less than 10%.	<p>1. Describe where challenges are evident.</p> <p>The 2.2% NHQT falls across six reasons. SMCPS has .77% missing certification information and .45% testing requirements not met as the two highest categories.</p> <p>2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas of <u>NHQT</u>.</p> <p>The challenges of testing requirements not met and invalid subject for certification are due to SMCPS recovering from a reduction of force from previous years. We added teaching positions for the current</p>

		<p>school year that will help alleviate this problem. Missing certification information is because Human Resources had minimal staff working on state certification issues. Two additional staff members have recently been hired and will be trained on the state certification process. An additional staff member in the Human Resources department will also be trained. This should assure that the certification of teachers is handled in a more efficient and accurate manner.</p>
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Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.4: Core Academic Classes taught by Highly Qualified Teachers in both Elementary and Secondary Schools High Poverty and Low Poverty Schools.	The percentage of CAS taught by HQT in high-poverty is equal to or greater than the percentage of HQT CAS in low-poverty schools. (Explanation: Data represents an equal distribution of HQT staff between high and low poverty).	<ol style="list-style-type: none"> Describe where challenges are evident. N/A Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools. N/A
6.5: Core Academic Classes taught by Highly Qualified Teachers in both Elementary and Secondary High Poverty and Low Poverty Schools By Level and Experience.	The percentage of inexperienced HQT in CAS in high-poverty schools is not greater than the percentage of experienced HQT in CAS in low-poverty schools.	<ol style="list-style-type: none"> Describe where challenges are evident. There are no high poverty secondary schools in SMCPs; therefore, the number of experienced HQT will always be higher at the low poverty secondary schools. Identify the changes or adjustments to ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that strategies are in place are having the intended effect?
6.6: Attrition Rates.	Total overall attrition is less than 10%	<ol style="list-style-type: none"> Identify the practices, programs, or strategies and the corresponding resource allocations to address the overall retention of staff. What evidence does the school system have that the strategies in place are having the intended effect? N/A
6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools.	Percentage of qualified paraprofessionals in Title I schools is 100%	<ol style="list-style-type: none"> Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified. N/A

High Quality Professional Development

No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.

I. Professional Learning

Please provide your local school system Professional Learning Plan. Be sure to include how your Plan addresses:

1. Underperforming populations;

This year ongoing professional development will be provided to administrators and teachers regarding the impact of living in poverty and the implications for teaching and learning. This will include increasing teacher knowledge regarding how chronic exposure to poverty impedes brain development and how rich learning environments and caring relationships can build students' resilience, self-esteem, and character while improving academic achievement.

Monthly professional development sessions with administrators that include school based follow up professional development at site staff meetings and with school based professional learning communities.

Two system-side professional development days. These days provide opportunities for teachers to collaborate with colleagues while engaging in professional learning. On August 17, 2015, teachers met with content/grade level peers to review system initiatives and discuss topics such as best practices, student engagement, and higher order questioning. In January 2016, a conference style day is being planned so that teachers can participate in professional development that is linked to their self-identified areas of need.

Two school based professional development days are scheduled for September and October. These days allow opportunities for staff to participate in professional development related to individual school improvement plans and site specific needs.

New teacher seminars will be held monthly with first year teachers. Topics will include: instructional student grouping, communication methods, cognitive engagement model, questioning best practices, meeting the needs of students, behavior strategies, data collection, cultural diversity, culturally responsive teaching, living in poverty, and analyzing student work.

Second year seminars are held for second year teachers. These sessions examine the instructional strategies from Robert Marzano's book Classroom Instruction that Works.

Book studies occur at various sites throughout the school year. In the past topics have included: The Daily 5, Grading Smarter Not Harder, Closing the Achievement Gap, Total Participation Techniques, Powerful Problem Solving, Hanging In: Strategies for Teaching the Students that Challenge Us the Most, Enrique's Journey, Teaching with Poverty in Mind, How the Brain Learns, Courageous Conversations about Race, Teaching with Love and Logic, and Multiple Intelligences in the Classroom.

Last year, two system-wide professional development days were held on August 18, 2014 and January 16, 2015. During this time, teachers engaged in professional development designed to increase teacher

understanding of instructional programs and knowledge of best practices for supporting all students. These days also provided the opportunity for teachers to engage in professional development related to their individually identified areas of need. Information regarding specific session offered can be found here: <https://sites.google.com/a/smcps.org/january-pd-day-2015/home>

The school system calendar also allowed for quarterly collaborative planning opportunities where teams of teachers could meet to review student performance data, plan instructional opportunities, or engage in personalized professional development.

2. Universal Design for Learning (UDL) Guidelines and Principles for all student populations;

System-wide and school based professional development days, in addition to school based collaborative planning days provide opportunities for staff to increase their understanding of UDL and how to incorporate the principles that allow all students equal opportunities to learn.

Collaboration between the special education, ESOL, and classroom teachers occurs on an ongoing basis to ensure instruction is delivered appropriately in response in individual differences in learning styles and modalities.

Additional information regarding UDL is posted on our system professional development website: <https://sites.google.com/a/smcps.org/smcpspd/home/professional-development/universal-design-for-learning>

3. Maryland College- and Career-Ready Standards, including English language arts; disciplinary literacy; mathematics; and Next Generation Science;

Content supervisors provide professional development regarding the MCCRS and NGSS during system-wide professional development days, New Teacher Orientation, system-wide collaborative planning days, department meetings, Instructional Resource Teacher meetings, and New Teacher Seminars.

Additional information can be found on the content area websites: <https://sites.google.com/a/smcps.org/smcpspd/home/content-sites>

School sites develops an individualized professional development plan related to the standards and the needs of the staff at their school site. Plans are reviewed centrally to ensure consistent support of systemic professional development.

Multiple professional days are built into the calendar to provide time for administrator, supervisor, and teacher led sessions to support site based professional development.

Five, master teacher led, 2015 MSDE College and Career Readiness Conferences

4. Science, Technology, Engineering and Mathematics (STEM) Standards of Practice;

Content supervisors provide professional development regarding the STEM Standards of Practice during system-wide professional development days, New Teacher Orientation, system-wide collaborative planning days, department meetings, Instructional Resource Teacher meetings, and New Teacher Seminars. Additional information can be found on the content area websites:

<https://sites.google.com/a/smcps.org/smcpspd/home/content-sites>

Five, master teacher led, 2015 MSDE College and Career Readiness Conferences

Multiple professional days are built into the calendar to provide time for administrator, supervisor, and teacher led sessions to support site based professional development.

5. College, Career, and Civic Life (C3) Framework;

Content supervisors provide professional development regarding the C3 Framework during system-wide professional development days, New Teacher Orientation, system-wide collaborative planning days, department meetings, Instructional Resource Teacher meetings, and New Teacher Seminars. Additional information can be found on the content area websites:

<https://sites.google.com/a/smcps.org/smcpspd/home/content-sites>

Five, master teacher led, 2015 MSDE College and Career Readiness Conferences

Multiple professional days are built into the calendar to provide time for administrator, supervisor, and teacher led sessions to support site based professional development.

6. Teacher and Principal Evaluation (TPE) System; and

Our Teacher Performance Assessment System is based on the work of Charlotte Danielson and has been in place for over ten years. Our Leadership Performance Assessment System has also based on this same work and has been in place for a number of years. Domain 5: Evidence of Student Learning has been implemented over the past three years for all teachers and administrators in our district. Continued support in this process is provided through site based professional development and online video tutorials.

7. Job-embedded professional learning, such as Professional Learning Communities (PLC), Communities of Practice (COP), and Data Dialogue.

Job-embedded professional learning occurs throughout the school year during professional days, PLC meetings, department meetings, grade level team meetings, collaborative planning opportunities, and through collegial coaching.

Teachers and administrators may choose to participate in book studies designed around group professional learning needs.

II. Teacher Induction

Please provide the following information regarding your District Teacher Induction/Mentoring Program:

A. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include your LEA Action Plans and TELL Survey Data.

Induction is a process through which teachers new to the profession and new to SMCPS are provided with three years of structured professional development and support that builds the foundation needed for them to be successful throughout their teaching career. We provide differentiated professional development based on the teacher's level of experience.

The following outline illustrates the model for differentiated and ongoing professional development in our induction program.

YEAR ONE:

Orientation:

- Multiple summer professional development programs, including:
 - “Early-Bird” workshops in content, strategies, and programs (optional)
 - 3-day period in which teachers new to SMCPS are oriented to our school community (required)
- Day 1: The Big Picture: Overview of System, Instructional Program, and Evaluation System
 - Day 2: Professional Expectations and work time at School Sites
 - Day 3: Model Demonstration Day: New teachers spend a full day in the classroom of a master teacher at his/her grade level or content area. A team of master teachers provides our new hires with information to prepare them for the first month of school. Master teachers work closely with new hires to design and plan high quality lesson plans consistent with our curriculum. The Model Demonstration Teacher program also provides teachers new to SMCPS ongoing support throughout the school year. Model demonstration teachers join the new teachers at two New Teacher Seminars.

New Teacher Seminars:

Monthly seminars designed to support new teachers’ professional development (up to 3 credits)

Held the 2nd Wednesday of the month from 4:30 until 7:00 PM (unless otherwise noted)

Teachers new to teaching-attend all seminars

Teachers new to SMCPS-attend the first 4 seminars

Each participant who attends will be paid \$57.50 per session for up to three sessions

Mentoring

A site-based, experienced teacher provides coaching, support, and guidance (required)

Regular opportunities to observe or co-teach with experienced teachers (once per quarter), with follow-up coaching and feedback

Formative Review and Feedback

Feedback and review of performance based on the Teacher Performance Assessment System (TPAS) provided by administrators, supervisors, and non- evaluative feedback by mentors

Ongoing Professional Development

Participation in site-based or system-wide professional development, including participation in professional learning communities (PLC), collaborative teams, workshops, or courses (as appropriate)

YEAR TWO:

2nd Year Seminars:

Monthly seminars designed to support new teachers' professional development (3 credits); Held 2nd Wednesday of the month from 4:30 until 7:00 PM.

Mentoring

A site-based, experienced teacher provides coaching, support, and guidance (as appropriate)

Regular opportunities to observe or co-teach (up to twice a year), with follow-up coaching and feedback

Formative Review and Feedback

Feedback and review of performance based on the Teacher Performance Assessment System (TPAS) provided by administrators, supervisors, and non-evaluative feedback by mentors

Ongoing Professional Development

Participation in site-based or system-wide professional development, including participation in professional learning communities (PLC), collaborative teams, workshops, or courses (as appropriate)

YEAR THREE:

Teacher Leadership Professional Development

Participation in professional development designed to foster teacher leadership. Options include:

Professional Learning Communities (PLC) Leader Training (1 credit)

Skills for Mentoring and Coaching (1 credit)

Leadership Academy (3 credits)

Formative Review and Feedback

Feedback and review of performance based on the Teacher Performance Assessment System (TPAS) provided by administrators, supervisors, and non-evaluative feedback by mentors

Ongoing Professional Development

Participation in site-based or system-wide professional development, including participation in professional learning communities (PLC), collaborative teams, workshops, or courses (as appropriate)

B. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned. Also, please indicate the breakdown of your mentors' roles in the district as indicated in the chart below: (1) FULL-TIME MENTORS: Mentoring is their full-time job, (2) PART-TIME MENTORS: Mentoring is their part-time job, (3) RETIREES: Mentoring is done by retirees hired to mentor, and (4) FULL-TIME TEACHERS: Teaching is their full-time job and they mentor. Please complete the chart below:

Mentor Ratio 2015-2016							
LEA	1 st Year Teachers	2 nd Year Teachers	3 rd Year Teachers	Newly Hired Experienced Teachers	Total # Teachers	Total # Mentors	Mentor to Teacher Ratio
St. Mary's County	103	70	55	63	228	Full-Time Mentors: ____ Part-Time Mentors: ____ Retirees: ____ Full-Time Teachers: 147 TOTAL:	1:1 Ratio (Max: 1:3)

C. The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

Throughout the year, the assignment and support by mentors is monitored. The outline below lists specific requirements:

QUALIFICATIONS:

- Hold APC: 138/146 meet this requirement
- Are trained: 117/146 meet this requirement (18/146 are scheduled to be trained this year)

TRAINING:

- Initial training: Skills for Coaching & Mentoring (1 credit) required
- On-going professional development 3 times per year, differentiated by level of mentoring

- Mentors of teachers in their 1st year with us (Sept 9, Feb 10, Apr 13)
- Mentors of teachers in their 2nd or 3rd year with us (Sept 17, Feb 18, Apr 21)

DOCUMENTATION:

- Mentor logs submitted twice a year; feedback is provided via email.
- Survey results are collected from new hires and instructional mentors.

Intentionally Left Blank

Section E:

Culture and Climate

Persistently Dangerous Schools

No Child Left Behind Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

No Child Left Behind Indicator 4.1: The number of persistently dangerous schools, as defined by the state.

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year.

1. Where Persistently Dangerous Schools are identified, list the schools and describe what steps are being taken by the school system to reverse this trend and prevent the schools(s) from moving into probationary status. N/A

Attendance

Based on the Examination of the Attendance Data: *Data table (5.1)

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

Challenges continue to exist in attendance rate for FARMS and Special Education students at all levels. The overall high school level did not meet the AMO of 94%. The high school group also includes Black or African American, White, Two or more races, and Limited English Proficient (LEP).

FARMS: Elementary school level (93.9%), Middle school level (92.4%), and High school level (89.8%) did not meet the AMO of 94%.

Special Education: Elementary school level (93.7%), Middle school level (92.9%), and High school level (90.9%) did not meet the AMO of 94%.

LEP: High school level (92.7%) did not meet the AMO of 94%.

White: High school level (93.0%) did not meet the AMO of 94%.

Black or African American: High school level (92.2%) did not meet the AMO of 94%.

Two or more races: Middle school level (93%) and High school level (92.9%) did not meet the AMO of 94%.

All students: High school level (93%) did not meet the AMO of 94%.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

Strategies and interventions are targeted to those student groups and to those areas where AYP is not being met. Given that regular and consistent attendance is fundamental to high school completion for all students, the Pupil Services Team (PST) meets regularly at each school to, in part, monitor attendance. A major role of the pupil Personnel Workers (PPWs) and the School Psychologists is to serve as leaders on the PST.

At these meetings, time is allotted to review attendance, discipline, and other school-wide data pertaining to AYP and subgroups. Interventions are planned for individual students and groups of students who are confronting challenges and are not coming to school regularly. There are many interventions that specifically address attendance concerns.

Interventions specially addressing attendance for students may include the following:

Regular school attendance (with a strong focus on the role poverty) continues to be an identified goal by the Superintendent of Schools as a major school system initiative for the 2015-2016 school year. Schools continue to implement procedures to address the recurring problems of student tardiness, class cutting, and truancy. Student privileges such as parking will also be contingent upon attendance.

The APEX online learning program is being implemented at all three high schools. This program provides students with additional support to earn credit towards high school graduation. APEX courses have been aligned with the school system program of studies and courses. This allows for credit recovery, relearning, and on-line credit.

Technology is being used to assist staff to monitor tardiness, class cutting, and truancy. Central Office staff and principals regularly monitor unlawful absences in order to prevent truancy. Parent/legal guardians may document an absence by written note, phone call, email, or school based website portal.

Home visits are made by members of the Pupil Services Team on a regular basis. Pupil Personnel Workers coordinate these efforts and assist with visits.

In Title 1 schools, the Parent Liaison Coordinators assist with monitoring attendance and communicate with our parents/legal guardians frequently, specifically those families and students confronting challenges and are not coming to school. Title 1 funds are used to purchase items that will support attendance, such as alarm clocks, shoes, etc.

School nurses (who in many cases get to know many of our truant students) are mentoring students with truancy issues and are in constant communication with those families.

Pupil Personnel Workers provide transportation for those identified students who miss the bus or are not in school. In addition, they provide transportation for families who need to attend meetings to discuss the needs of their children.

For those students who attend Fairlead Academy I (grades 9 and 10) and the Tech Connect program at the Dr. James A. Forrest Career and Technology Center (grade 9), a component of the program is focused on improving attendance and graduation rates.

Fairlead Academy II has been established to provide additional support to identified grade 11 and 12 students. Fairlead Academy I and II provide an extensive program to support students through their four years of high school. Students can readily access the Dr. James A. Forrest Career and Technology Center to ensure college and career readiness.

School counselors who are part of the Pupil Services Team, coordinate the teacher/parent/legal guardian conferences once a student is identified by the Pupil Services Team as having attendance, discipline, and/or academic concerns. The Pupil Services Team develops individual plans with measureable goals to address specific student needs. A majority of these plans include a home/school communication component. Follow-up meetings are held to assess progress.

The school system's Home Access Center (HAC) allows parents/legal guardians to review their children's daily attendance online. Parents/legal guardians are able to be informed on a continuous basis.

The school system's automated phone out system, School Messenger, phones a parent/legal guardian when a student is absent or tardy to class.

Pupil Personnel Workers meet at the end of the school year to discuss those students who need extra support transitioning from one school to the next. Each school, also, develops a watch list that is ready for the first Pupil Services Team meeting in the fall. This list identifies students who have attendance, discipline/behavioral, school stability, or health concerns that require ongoing observation or need immediate intervention.

Students who continue to be truant and parents/legal guardians are not ensuring that their children attend school regularly, may be referred to the Interagency Committee on School Attendance. Such cases may be referred to the State's Attorney's Office, if the truancy persists.

There are also attendance incentives and student assemblies which are designed to reward students who are maintaining excellent attendance and students who have improved attendance.

A more efficient method for monitoring students serviced under McKinney-Vento has been established through eSchool. Pupil Personnel Workers work closely with the student's home school, transportation, and the family to ensure the students continue in their home school without absences and without disruption (school stability). The Pupil Personnel Workers, along with Title 1, provide school supplies and clothing to children who are experiencing homelessness.

The In-School Intervention Centers (elementary, middle and high) are well established. High school centers have full time certified teaching staff. Students are able to stay in school and receive instruction for minor offenses while learning alternative ways of behaving/responding. Academic instruction is not disrupted. These centers have replaced in-school suspension.

An attendance monitor (through the McKinney-Vento grant) has been hired at one of our high schools to support homeless students' attendance and academic success. The Check and

Connect evidenced based program is being implemented to build a relationship with the students and their families.

The afterschool mentoring program, Future Leaders of the World (FLOW) is established at identified schools. The program supports students who need extra support and tutoring. Relationship building and support is essential for school engagement.

September is identified as Attendance Awareness Month. Public services announcements are made, school billboards have attendance messages, and communications are sent home to emphasize the importance of school attendance.

Attendance brochures are included in all shoe deliveries at the beginning of the school year. Shoes purchased through the Shoe Fund are delivered to families in need by Pupil Personnel Workers.

A Community Liaison position was created to interface with community agencies, such Department of Juvenile Services, Department of Social Services, Drug Court, and Juvenile Court. The Liaison works closely with the Interagency Committee on School Attendance and the State's Attorney.

Pupil Personnel Workers are critical in the efforts to ensure consistent and regular attendance among the students. St. Mary's County Public Schools has six full-time pupil personnel workers, one part-time pupil personnel worker, one interagency liaison, and one full-time supervisor. Most pupil personnel workers including the supervisor, works with students in four different schools. The school system budget funds \$594,301 for the pupil personnel workers, \$103,000 for the supervisor of pupil personnel, and \$75,270 for the interagency liaison. The only change in resources is the addition of the attendance monitor to support attendance among the students receiving services under McKinney-Vento, funded through a grant at the cost of \$53,585.

If applicable, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

The data remains relatively stable. The attendance initiatives will continue during the 2015 - 2016 school year to provide a focused approach to address the needs of those students groups whose attendance lags behind their peers. Maintaining and improving upon the model for school improvement focuses the work of the school staff on strategies that have proven successful in schools, as well as in other school systems.

The school systems continues to wrestle with the needs of students living in poverty and receiving special education services. The superintendent's focus continues to emphasize the needs of students living in poverty. School system professional development for 2015-2016 is focused on providing appropriate interventions for children living in poverty.

The major change is the addition of an attendance monitor added to the staff of the high school with the highest number of homeless students who face attendance challenges. This position was funded through the McKinney-Vento grant. School stability and "uninterrupted" attendance remains a priority.

Habitual Truancy

The Code of Maryland Regulations COMAR 13A.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year, Habitual truancy means a student that meets all the following criteria (b) The student was 5 through 20 during the school year; (c) The student was in membership in a school for 91 or more days.

Based on the Examination of the Habitual Truancy Data: *Data Table (5.2) please respond to the following:

1. Based on the definition of Habitual Truancy stated above, please respond to the following:
 - a. How many schools exceed 1%? **ANSWER: 0**

b. *If applicable*, use Table 5.3 -- if the school system's truancy percentage exceeds 1%, describe reasons and specific changes/adjustments in place to reduce the percentage of habitual truant students? **ANSWER: N/A**

c. *If applicable*, based on trend data, identify whether the change/adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased. **ANSWER: N/A**

Graduation and Dropout Rates (4-Year Cohort)

No Child Left Behind Goal 5: All students will graduate from high school.

No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.

No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

Based on the Examination of Graduation and Dropout Rate Data:

***Data Tables (4.1, 4.2)**

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups. Attentiveness to support and intervention have led to remarkable achievements in our graduation rate and students' college and career readiness. The four-year cohort graduation rate, which continued to climb this past year, was **93.5 %** for the class of 2014. The new rate represents an increase of 10.7 percent over five years. At the same time, the four-year cohort dropout rate fell from 10.98 percent in 2010 to 4.44 percent in 2014. Both measures outpace the Maryland State Average.

The achievement of our students represents a closing of the gap for student groups as graduation rates for all demographic groups have improved as well.

- **90.43%** of African American students graduated on time, an increase of **20.77%** over five years.
- **94.34%** of Hispanic/Latino students graduated on time, an increase of **10.56%** over five years.
- **93.63%** of White/Caucasian students graduated on time, an increase of **8.68%** over five years.
- The graduation rate for economically disadvantaged students has increased **14.86%** over five years.
- The graduation rate for special education students has increased **12.16%** over five years.

Our students are graduating college and career ready.

- 53.2 % of 2014 graduates were University System of Maryland (USM) completers
- 28.7% of 2014 graduates were Career and Technology (CTE) completers
- 17.1% of 2014 graduates met BOTH the USM and CTE completer requirements

In order to maintain gains in the graduation rate, SMCPs will continue to expand the use of APEX Learning System for unit recovery, credit recovery and original high school credit. APEX Learning provides digital curriculum to all of our high schools. Funding has been made available to continue this vital educational partnership. The program includes a dedicated teacher who runs a resource room each period of the day where students can complete this work. One high school runs a grant funded after school program which includes the use of APEX to recover units and course credits. In all cases of APEX enrollment, meeting graduation requirements is the top priority.

Additionally, the SMCPs will continue to expand the use of the Fairlead Academy for upperclassmen who are failing to meet graduation requirements on time. The Fairlead Academy accepts students into the program throughout the school year in an effort to address academic and attendance issues as they

arise. This admission process includes the development of individualized learning plans that outline each student's path to graduation. Funding for the Fairlead Academy has been expanded in view of the vital nature of the Academy's work. The funding for Fairlead Academy has been increased by \$29,937 to cover increased temporary staffing needs.

[1] According to COMAR 13A.08.06.01 "suspension rate" means the unduplicated count of students who receive out-of-school suspension as a disciplinary action during a year divided by the September 30 enrollment count.

[1]According to COMAR 13A.08.06.01 "Elementary school" means any comprehensive public school, [including] excluding alternative settings or special schools, in which the school population includes any combination of students in prekindergarten through grade 5.

[1] According to COMAR 13A.08.06.01 "Positive behavioral interventions and support program (PBIS)" means the research-based, systems approach method adopted by the State Board to: (a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and (b) Improve the link between research-validated practices and the environments in which teaching and learning occur.

[2] "Alternative behavior modification program" means a research-based, positive and effective school-wide program that includes the following:(a) Systems and practices that: (i) Enhance the capacity for all children to be successful; and (ii) Recognize appropriate behaviors and respond to behavioral violations; and (b) A continuous assessment of school discipline data to facilitate appropriate decisions about implementation of research based practices.

School Safety – Suspension [1]

In January 2014, the Maryland State Board of Education adopted new regulations guiding student discipline. The regulations are designed to keep students in school and maintain progress toward graduation, while strengthening school safety. The regulations change the definition of short, long, and extended suspension, require local school systems to update their codes of discipline, identify minimum educational services, and require local school systems to identify how and when suspension is a last resort, collect data on school arrest, and to identify and eliminate disproportionate disciplinary practice for minority students and students with disabilities. The regulations also seek to eliminate the disproportionate impact of school discipline on students of color and students with disabilities.

Based on the Examination of the Discipline Data provided, please respond to the following.

1. Based on the Examination of the Discipline Data provided, please complete **Table 8.1: Elementary Schools with Suspension Rates Exceeding Identified Limits**

Based on the Examination of all Discipline Data, identify the systematic strategies/changes or adjustments that are being used to prevent/reduce suspensions, along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

2. ***If applicable***, based on discipline data for 2013-2014, identify whether the changes or adjustments stated are the same that are being used for the current school year (2014-2015). Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased 2012-2013 to 2013-2014.
3. ***If applicable***, include the strategies/changes or adjustments that are being used to address the disproportionate suspension among the subgroup/gender.

Table 8.1: Any Elementary School with a Suspension Rate Exceeding Identified Limits[1]		
Total Enrollment	2012-2013	2013-2014
	Number With a Suspension Rate that Exceeded 10%	Number With a Suspension Rate that Exceeded 10%
	0	0

***If the number of elementary schools in Table 8.1 with a suspension rate exceeds 10% or above, please complete Table 8.2. listing all applicable elementary schools**

[1] According to COMAR 13A.08.06.01 “suspension rate” means the unduplicated count of students who receive out-of-school suspension as a disciplinary action during a year divided by the September 30 enrollment count.

[1]According to COMAR 13A.08.06.01 “Elementary school” means any comprehensive public school, [including] excluding alternative settings or special schools, in which the school population includes any combination of students in prekindergarten through grade 5.

Table 8.2: Identified Schools That Have Not Implemented Positive Behavioral Intervention and Support System[1]or an Alternative behavior modification program[2]			
Schools	School year in which the suspension rate was exceeded	Provide reason for non-compliance	Provide a timeline for compliance
N/A			

***Add additional rows if necessary**

Identify challenges based on the following grade band data, and **list the interventions** used to reduce in school and out of school suspensions:

Pre-Kindergarten

- Eliminate in-school suspension and hire paraeducators to implement In-School Intervention Centers with academic, behavioral, and counseling support at each school.
- Align the Student Code of Conduct to the six Pillars of Character to emphasize the positive teaching of appropriate behaviors.
- Hold Pupil Services Team meetings to develop individualized plans for students whose behavioral patterns interfere with learning.
- Sponsor the Evening Counseling Center on Thursday evenings.
- Implement Positive Behavioral Interventions and Supports initiative at selected schools.

- Implement Check In/Check Out at selected schools.
- Conduct Functional Behavioral Analysis (FBA) and develop Behavioral Intervention Plans (BIP).
- School counselors use the Steps to Respect/Second Step curriculum for classroom guidance.
- Sponsor student mentoring through after school programs, Future Leaders of the World (FLOW), and school nurses.
- Provide professional development for and implement the 1-2-3 Magic classroom management program at selected schools.
- Implemented Social Emotional Activity (SEA) kits to improve student's social behavior at selected schools.
- Use restorative practices, including redirection, apologies, restitution, peer mediation, and contracts.
- Conferencing with administrators and school counselors to discuss inappropriate and appropriate behaviors.
- Engaging parent(s)/legal guardian(s) through conferences, phone calls, and electronic communication.

Elementary Schools

- Eliminate in-school suspension and hire paraeducators to implement In-School Intervention Centers with academic, behavioral, and counseling support at each school.
- Align the Student Code of Conduct to the six Pillars of Character to emphasize the positive teaching of appropriate behaviors.
- Hold Pupil Services Team meetings to develop individualized plans for students whose behavioral patterns interfere with learning.
- Sponsor the Evening Counseling Center on Thursday evenings.
- Implement Positive Behavioral Interventions and Supports initiative at selected schools.
- Implement Check In/Check Out at selected schools.
- Conduct Functional Behavioral Analysis (FBA) and develop Behavioral Intervention Plans (BIP).
- School counselors use the Steps to Respect/Second Step curriculum for classroom guidance.
- Sponsor student mentoring through after school programs, Future Leaders of the World (FLOW), and school nurses.
- Provide professional development for and implement the 1-2-3 Magic classroom management program at selected schools.
- Use restorative practices, including redirection, apologies, restitution, peer mediation, and contracts.
- Conferencing with administrators and school counselors to discuss inappropriate and appropriate behaviors.
- Engaging parent(s)/legal guardian(s) through conferences, phone calls, and electronic communication.

Middle Schools

- Eliminate in-school suspension and hire certified teachers to implement In-School Intervention Centers with academic, behavioral, and counseling support at each school.
- Align the Student Code of Conduct to the six Pillars of Character to emphasize the positive teaching of appropriate behaviors.
- Hold Pupil Services Team meetings to develop individualized plans for students whose behavioral patterns interfere with learning.
- Sponsor the Evening Counseling Center on Thursday evenings.
- Implement Positive Behavioral Interventions and Supports initiative at selected schools.
- Implement Check In/Check Out at selected schools.

- Conduct Functional Behavioral Analysis (FBA) and develop Behavioral Intervention Plans (BIP).
- School counselors use the Steps to Respect/Second Step curriculum for classroom guidance.
- Sponsor student mentoring through after school programs, Future Leaders of the World (FLOW), and school nurses.
- Provide professional development for and implement the 1-2-3 Magic classroom management program at selected schools.
- Use restorative practices, including redirection, apologies, restitution, peer mediation, and contracts.
- Conferencing with administrators and school counselors to discuss inappropriate and appropriate behaviors.
- Engaging parent(s)/legal guardian(s) through conferences, phone calls, and electronic communication.

High Schools

- Eliminate in-school suspension and hire certified teachers to implement In-School Intervention Centers with academic, behavioral, and counseling support at each school.
- Align the Student Code of Conduct to the six Pillars of Character to emphasize the positive teaching of appropriate behaviors.
- Hold Pupil Services Team meetings to develop individualized plans for students whose behavioral patterns interfere with learning.
- Sponsor the Evening Counseling Center on Thursday evenings.
- Conduct Functional Behavioral Analysis (FBA) and develop Behavioral Intervention Plans (BIP).
- Sponsor student mentoring through after school programs, Future Leaders of the World (FLOW), and school nurses.
- Use restorative practices, including redirection, apologies, restitution, peer mediation, and contracts.
- Conferencing with administrators and school counselors to discuss inappropriate and appropriate behaviors.
- Engaging parent(s)/legal guardian(s) through conferences, phone calls, and electronic communication.

Table 8.5:

School Level	Percentage of representation of total <u>in school</u> suspension		Percentage of representation of total <u>out of school</u> suspension	
	Total Number	Percentage	Total Number	Percentage
Pre-Kindergarten	0	0.00	1	0.11
Elementary	0	0.00	92	1.15
Middle	0	0.00	209	5.51
High	0	0.00	430	8.47
LSS	0	0.00	732	4.10

[1] According to COMAR 13A.08.06.01 "Positive behavioral interventions and support program (PBIS)" means the research-based, systems approach method adopted by the State Board to: (a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and (b) Improve the link between research-validated practices and the environments in which teaching and learning occur.

[2] "Alternative behavior modification program" means a research-based, positive and effective school-wide program that includes the following: (a) Systems and practices that: (i) Enhance the capacity for all children to be successful; and (ii) Recognize appropriate behaviors and respond to behavioral violations; and (b) A continuous assessment of school discipline data to facilitate appropriate decisions about implementation of research based practices.

School Safety - Suspension for Sexual Harassment, Harassment, and Bullying

In January 2014, the Maryland State Board of Education adopted new regulations guiding student discipline. The regulations are designed to keep students in school and maintain progress toward graduation, while strengthening school safety. The regulations require local school systems to adopt policies that reduce long-term out-of-school suspensions and expulsions, and use such actions only when a student poses an imminent threat of serious harm to other students or staff, or when a student is engaged in chronic or extreme disruptive behavior. The regulations also seek to eliminate the disproportionate impact of school discipline on students of color and students with disabilities.

Based on the Examination of the Discipline Data for:

*Table 8.6 - Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying.

*Table 8.7 – Number of Reported Incidents of Bullying, Harassment, or Intimidation

Identify the systematic strategies/changes or adjustments that are being used to prevent/reduce suspensions for sexual harassment, harassment, bullying and gang related offenses, along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

The Bullying, Harassment, and Intimidation form was widely available. The form was printed in the Student Handbook & Code of Conduct and available on the school system website in both English and Spanish.

Aligned the Student Code of Conduct to the six Pillars of Character to emphasize the positive teaching of appropriate behaviors.

School counselors used the Steps to Respect curriculum for classroom guidance.

Sponsored student mentoring through after school programs, Future Leaders of the World (FLOW), and school nurses.

Used restorative practices, including redirection, apologies, restitution, peer mediation, and contracts.

Conferenced with administrators and school counselors to discuss inappropriate and appropriate behaviors.

The in-school intervention centers provide targeted interventions to students with referrals for bullying, harassment, or intimidation.

School psychologists conduct Functional Behavioral Assessments and develop Behavioral Intervention Plans for students, as needed. School psychologists also serve as consultants to schools to assist in establishing behavioral interventions.

School psychologists are staffed to provide additional support to high-need schools with the most behavioral challenges. One additional FTE was hired for 2015-2016 to support the staffing needs.

The Interagency Liaison assists students with behavioral challenges and their families to navigate community resources.

A paraeducator was staffed at the high school with the greatest challenges, to support students receiving services under McKinney-Vento. The paraeducator uses an evidence-based program, Check and Connect, to increase relationships with students and their families as a means to reduce referrals and suspensions.

The Department of Safety and Security assists with any investigations beyond the school level, including coordinating services with local law enforcement.

Implemented Positive Behavioral Interventions and Supports (PBIS) initiative at seven additional schools. Currently, 15 schools total have implemented the Positive Behavior Interventions and Supports initiative to teach appropriate behavioral expectations, monitor data, and provide interventions. Both school psychologists and pupil personnel workers serve as coaches. One school psychologist coordinates the PBIS program for the school system.

Engaged parent(s)/legal guardian(s) through conferences, phone calls, and electronic communication.

Funding is provided through the General Fund. Pupil Personnel Workers are staffed at \$697,301. School psychologists are staffed at \$509,288 and school counselors at \$2,974,258. One additional FTE school psychologist was added for the 2015-2016 school year to increase services to high-need schools. The Interagency Liaison is staffed at \$75,270. The new 1.0 FTE McKinney-Vento paraeducator position is funded through a grant at \$53,585.

1. How frequent is the suspension data reviewed? How are you using the data to implement your strategies/changes or mid-course adjustments?

Data is reviewed monthly by the Deputy Superintendent and principals. Data is also reviewed regularly by the Elementary and the Secondary Accountability Officers. In addition, all reports are forwarded to the Director of Services for review. The annual Bullying, Harassment, or Intimidation Incident Reporting form is completed by the Department of Student Services. A school system programmer maintains the data.

Data is used to determine changes in the strategies and mid-course adjustments. Both reporting forms and discipline data is used to determine next steps. The Department of Student Services reviews the data and considers various interventions that would prevent occurrences, provide services to perpetrators and victims, refer to community services, and create more positive school climates. Each school can implement programs to specifically address the needs of their site.

2. If applicable, based on the data, identify whether the changes/adjustments stated are the same form last year. Describe the rationale for continuing the change or adjustment if the data was stagnant or deceased?

Given the decline in the number of reporting forms and the number of suspensions, no changes were made for the 2015-2016 school year. Plans for the current school year are to focus on the multi-tiered levels of supports provided for students, determine where gaps exist, and expand interventions as appropriate.

Positive Behavioral Intervention and Supports or Behavior Management Systems ^{5,6}

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in those schools.

PBIS is now implemented in 15 schools. Several strategies to support and improve the implementation of the PBIS framework in those schools are under way.

Ongoing professional development is planned. Sessions are held after school throughout the school year. Topics focus on fidelity of implementation and use of Tier 2 strategies.

Additional coaches are being trained to plan for future schools who wish to implement the framework.

Additional assessors for the School-wide Evaluation Tool are being trained to increase the number of assessors available.

A shared site is being set up for PBIS schools to share resources with each other.

Three additional schools were trained by PBIS Maryland to establish Check In/Check-Out at their schools.

A school system member is now authorized to provide professional development for additional schools wanting to implement the framework.

Parent Involvement (OPTIONAL REPORTING)

Research demonstrates that parent involvement is the cornerstone to student academic success. Research supports that regardless of family income or background, students with involved parents are more likely to earn higher grades and test scores, attend school regularly, and graduate and go on to post-secondary education. Please respond to the following statement demonstrating the process in your school system for all parents to have opportunities to be involved in their child's education, and have access to information.

1. Describe how your school system engages parents, including parents with limited English proficiency, parents with students with disabilities, parents with minority students, and parents with students who may experience homelessness, to be involved in their child's education and have access to school system and school information.

Limited English Proficiency

Each year, the teachers of our English Language Learners (ELLs) reach out to engage families by holding a Back to School/Conferencing Night. Part of the agenda at this event includes explaining how to access the online grading system and identifying where to go for various resources. Several community organizations (public libraries, Department of Social Services, St. Mary's Hospital, etc.) are invited to

participate in this event, as well with the purpose of making the families aware of the community services available to them.

Human translators are provided for conferencing events. In addition, we provide interpreting and translation services to the families of our ELLS when notifying parents of services, events, communicating test scores, and formal conferences or school-based meetings.

Parents of Students with Disabilities

Special Education requires that all parents be included in the IEP process and planning. If parents are unable to attend scheduled IEP Team meetings, permission must be received to proceed with any meeting, and additional permission must be received to act on any team recommendations from the meeting. Many of the student individualized plans include daily communication logs with families. Additional services include in home parent training sessions. These training are divided into six modules of two to three hour sessions occurring in the evenings or on weekends. This intensive parent training for behavioral supports assists families with behavioral strategies that help students develop behaviors to be successful in the community and at school. For students on the Autism Spectrum with intensive needs, identified families may also be engaged in monthly program reviews. This reviews typically occur in the home one month and the school the next month. The program reviews include all service providers including private pay, waiver providers, and school system providers. This intensive case management reviews discrete program data and student progress to ensure that all therapies and program objectives are aligned to maximize student success.

The Executive Director of Special Education and other department members also meet monthly with the Citizen's Advisory Committee for Special Education. This organization is comprised of representatives from each school site, both Fairlead Academies, the Patuxent River Naval Air Base, and various community support groups such as the So MD Autism Support group. This committee works closely with the community and the department to identify specific needs and resources to support families with disabilities.

The Partners for Success is staffed part-time with two parents, one a parent of a child with a disability (ages 3-21) and one a parent of an infant or toddler (birth-3) with disabilities. Monthly workshops are scheduled to provide parent education and information on topics identified by the parents. The office also services as a single point of contact for community resources.

Parents with Minority Students

Efforts to engage the parents of minority students are similar to efforts to engage all students. School system information is provided on the school system website. Principals use School Messenger to make weekly phone calls to all families. Both student attendance and grades are available online. Open houses, evening programs, and parent/teacher/student conferences are held. Pupil Personnel Workers make home visits as needed.

Parents of Students who Experience Homelessness

Pupil Personnel Workers work with parents to provide immediate enrollment in the school, as well as to provide clothing and school supplies. Parents are provided transportation to and from meetings held at the school. A McKinney-Vento website provides information regarding homelessness and protections for families. The school system provides a referral system for housing and food for families. After

school tutoring is available at three of the four Title 1 schools to assist parents with academic support for their students. One high school has a full-time paraeducator who works directly with students and their families. Pupil Personnel Workers also conduct home visits. Services are ongoing throughout the year.

5 The Code of Maryland Regulations (COMAR) 13.A.08.06.01-02 requires that each local school system ensure that any elementary school with a suspension rate of 10% or higher implement Positive Behavioral Intervention and Supports (PBIS) or another behavior management system. If a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene. In addition, COMAR 13.A.08.06.01-02 requires that

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each local school system ensure that ALL schools with a habitual truancy rate10 of 6% (SY 2009/2010) implement PBIS or another behavior management system. This percentage decreases to 4% in SY 2010/2011; 2% in SY 2011/2012and 1% in SY 2012/2013.

6 According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

- (a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
- (b) Improve the link between research-validated practices and the environments in which teaching and learning occur.

Appendices

- Appendix B – Contact Information for MSDE Program Managers
- Appendix C – NEW General Submission Procedures
- Appendix D – Bridge to Excellence Resources
- Appendix E- Race to the Top Liaisons
- Appendix F – Race to the Top Finance Officers
- Appendix G – MSDE Race to the Top Reviewers
- Appendix H – Local School System Bridge to Excellence Points of Contact

Appendix B: Contact information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Master Plan Requirements	Michelle Daley	410-767-0359	michelle.daley@maryland.gov
Race to the Top Requirements	Danielle Susskind	410-767-0476	danielle.susskind@maryland.gov
Elementary and Secondary Education Act Flexibility Requirements	Danielle Susskind	410-767-0476	danielle.susskind@maryland.gov
Finance Requirements	Donna Gunning	410-767-0757	donna.gunning@maryland.gov
Title I, Part A Improving the Academic Achievement of the Disadvantaged	Maria Lamb	410-767-0286	maria.lamb@maryland.gov
Title II, Part A Preparing Training, and Recruiting High Quality Teachers	Cecilia Roe Heather Lageman	410-767-0574 410-767-0892	cecilia.roe@maryland.gov heather.lageman@maryland.gov
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon	410-767-6577	ilhye.yoon@maryland.gov
Title I, Part D Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk	Marie Lamb	410-767-0286	maria.lamb@maryland.gov
Career Technology Programs	Jeanne-Marie Holly	410-767-0182	jeanne-marie.holly@maryland.gov
Early Childhood Programs	Judy Walker	410-767-8182	judith.walker@maryland.gov
Education That Is Multicultural	Mary Howlett-Brandon	410-767-0367	mary.howlett-brandon@maryland.gov
Fine Arts Initiative	Kenneth Skrzysz	410-767-0352	kenneth.skrzysz@maryland.gov
Gifted and Talented Programs	Wendy King	410-767-0349	wendy.king@maryland.gov
Special Education Programs	Monique Green	410-767-0256	monique.green@maryland.gov
Highly Qualified Staff	Alexandra Cambra	410-767-0398	alexandra.cambra@maryland.gov
Social Studies	Donna Olszewski	410-767-0317	donna.olszewski@maryland.gov
School Safety Specialist	Michael Ford	410-767-0031	michael.ford1@maryland.gov
Completion and Alternative Programs Specialist	Robert Murphy	410-767-0305	robert.murphy@maryland.gov

Appendix C: General Submission Procedures

Date	2015 Submission Procedures
October 15	<p><u>Master Plan Part I</u></p> <p><u>Submission Options: NEW 2015 Master Plan Five Year Plan</u></p> <p><u>NEW ELECTRONIC SUBMISSION-</u> Using Google Drive, local school systems may submit their Five Year Comprehensive Master Plan. This submission should include Part I, Part II, and the Excel workbooks containing the final Finance, and Data sections.</p> <p><u>Parts I and II should be submitted in PDF format. The Excel workbooks should be submitted in Excel format.</u></p> <p><u>ALTERNATE SUBMISSION OPTION</u></p> <p><u>Electronic</u></p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. Master Plan Part I should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in Excel format. <p><u>Hardcopy (OPTIONAL)</u></p> <p><u>Hardcopy</u></p> <ul style="list-style-type: none"> ▪ Send 5 hardcopies, double-sided and three-hole-punched: Master Plan Part I, Finance Section, and Data Section. ▪ Avoid sending documents in binders. <p><u>Master Plan Part II: Attachments</u></p> <p><u>Hardcopy</u></p> <ul style="list-style-type: none"> ▪ Send 2 hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders. ▪ All unsigned C-125s (federal and technical) should be paper clipped together- NOT integrated into the final draft, but attached in APPENDIX XX upon final submission. <p><u>Electronic</u></p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. ▪ Master Plan Part II should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as a separate document in Excel format.

Date	2015 Submission Procedures
November 18	<p><u>FINAL Submission Options: NEW 2015 Master Plan Five Year Plan</u></p> <ul style="list-style-type: none"> ▪ <u>NEW ELECTRONIC SUBMISSION</u> Using Google Drive, the Five Year Comprehensive Master Plan will be shared, and local school systems may submit their FINAL Five Year Master Plan. This submission should include Part I, Part II, and the Excel workbooks containing the final Finance, and Data sections. Parts I and II should be submitted in PDF format. The Excel workbooks should be submitted in Excel format. <p><u>ALTERNATE SUBMISSION OPTIONS</u></p> <p><u>DocuShare Electronic Submission</u></p> <ul style="list-style-type: none"> • Post the 2015 Master Plan Five Year Comprehensive Master Plan to DocuShare. This posting should include Part I, Part II, and the Excel workbooks containing the final Finance, Data sections, RTTT Project Budgets and RTTT C-125 workbooks. Parts I and II should be submitted in PDF format. The Excel workbooks should be submitted in Excel format. <p><u>Hardcopy (OPTIONAL)</u></p> <ul style="list-style-type: none"> ▪ Local school system may submit 2 hardcopies of the entire final 2015 Five Year Master Plan, double-sided and three-hole-punched, including Parts I and II to the address below. ONE final hardcopy submitted on this date must contain original signatures in ALL areas where required. Please label this copy as "ORIGINAL". <p><u>C125- SUBMISSION</u></p> <p><u>All signed, original C-125s (federal and technical) mailed to:</u> Michelle E. Daley Division of Student, Family, and School Support Maryland State Department of Education 200 West Baltimore Street (4th Floor) Baltimore, Maryland 21201</p> <ul style="list-style-type: none"> ▪ <u>All C125s must be single-sided copy and must contain original signatures in all areas where required. Scanned C125 copies mirroring the original will NOT be accepted. Only ORIGINAL hard copies will be accepted with original signatures. Please DO NOT send original C125s to Titled Program points of contacts.</u> ▪ Avoid sending documents in binders.

Send Hard Copy Submission to:

Michelle E. Daley
Division of Student, Family, and School Support
Maryland State Department of Education
200 West Baltimore Street (4th Floor)
Baltimore, Maryland 21201
Phone: 410-767-0359

Appendix D: Bridge to Excellence Resources

Bridge to Excellence

Bridge to Excellence Home Page	http://www.marylandpublicschools.org/MSDE/programs/Bridge to Excellence/
Bridge to Excellence Master Plans	http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-7622
MGT Report: <i>An Evaluation of the effect of Increased State Aid to Local School Systems through the Bridge to Excellence Master Plan</i>	http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-18046
Bridge to Excellence Guidance Documents	http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177
Review Tools for Facilitators and Panelists	http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-21192
Bridge to Excellence Calendar of Events	http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13221/Document-146202

ESEA Waiver

ESEA Waiver Information	http://www.marylandpublicschools.org/MSDE/programs/esea/ESEA
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Appendix E: Race to the Top Local School System Liaisons

First Name	Last Name	LEA	Email Address
Kasey	Mengel	Baltimore City Public Schools	kmengel@bcps.k12.md.us
William	Burke	Baltimore County Public Schools	wburke@bcps.org
Lorenzo	Hughes	Dorchester County Public Schools	hughesl@dcpsmd.org
Damon	Jones	Prince George's County Public Schools	djones@pgcps.org

**Appendix F: Race to the Top Local School System
Chief Finance Officers**

First Name	Last Name	LEA	Email Address
Donald	Kennedy	Baltimore City Public Schools	dkennedy@bcps.k12.md.us
Barbara	Burnopp	Baltimore County Public Schools	bburnopp@bcps.org
Timothy	Brooke	Dorchester County Public Schools	brooket@dcpsmd.org
Colby	White	Prince George's County Public Schools	cwhite@pgcps.org

Appendix G: MSDE Race to the Top Scopes of Work Program Managers

First Name	Last Name	LEA Assignments	Phone Number	Email Address
Sterlind	Burke	Baltimore City	(410) 767-3765	sterling.burke@maryland.gov
Tom	DeHart	Dorchester County	(410) 767-0366	tom.dehart@maryland.gov
Dorian	Barnes	Prince George's County,	(410) 767-0793	dorian.barnes@maryland.gov
Mary	Minter	Baltimore County	(410) 767-0136	mary.minter@maryland.gov

Appendix H: Bridge to Excellence Points of Contact

Local Education Agency	Name	E-mail
Allegany County	Kim Green	kim.green@acps.k12.md.us
Allegany County	Ellen Sause	ellen.sause@acps.k12.md.us
Anne Arundel County	Deanna Natarian	dnatarian@acps.org
Anne Arundel	Sheila Hill	skhill@aacp.org
Baltimore City	Jennifer Dull	jdull@bcps.k12.md.us
Baltimore City	Kasey L. Mengel	kmengel@bcps.k12.md.us
Baltimore County	Kara Calder	kcalder@bcps.org
Calvert County	Diane Workman	workmand@calvertnet.k12.md.us
Calvert County	Darlene White	whited@calvertnet.k12.md.us
Caroline County	Patricia Saelens	patricia_saelens@mail.cl.k12.md.us
Caroline County	James Orr	james_orr@mail.cl.k12.md.us
Carroll County	Greg Bricca	gjbricc@carrollk12.org
Carroll County	Alice Smith	Amsmit3@carrollk12.org
Carroll County	Gail Caples	vgcaple@carrollk12.org
Cecil County	Michael Schmook	mschmook@ccps.org
Charles County	Joan Withers	jwithers@ccboe.com
Charles County	Amy Hollstein	ahollstein@ccboe.com
Dorchester County	Renee Hesson	hessonr@dcpsmd.org
Frederick County	Doreen Bass	doreen.bass@fcps.org
Frederick County	Jeanine Molock	Jeanine.Molock@fcps.org
Frederick County	Natalie Gay	natalie.gay@fcps.org
Garrett County	Barbara Baker	bbaker@ga.k12.md.us
Harford County	Renee Villareal	Renee.villareal@hcps.org
Howard County	Caryn Lasser	caryn_lasser@hcpss.org
Kent County	Gina Jachimowicz	gjachimowicz@kent.k12.md.us
Montgomery County	Thomas P. Klausing	Thomas_p_Klausing@mcpsmd.org
Montgomery County	Philippa Smithey	Philippa_Smithey@mcpsmd.org
Prince George's County	Veronica Harrison	Veronica.harrison@pgcps.org
Prince George's County	Fred Hutchinson	fhutch@pgcps.org
Queen Anne's County	Carol Williamson	carol.williamson@qacps.org
Queen Anne's County	Julia Alley	Julia.alley@qacps.org
Somerset County	Patricia West-Smith	pwestsmith@somerset.k12.md.us
St. Mary's County	Tracey Heibel	ttheibel@smcps.org
Talbot County	Pamela Heaston	pheaston@tcps.k12.md.us
Washington County	Jamie Hade	hadejam@wcps.k12.md.us
Washington County	Michele Jakoby	jakobymic@wcps.k12.md.us
Wicomico County	Bonnie Ennis	bennis@wcboe.org
Worcester County	Sandy Pacella	smpacella@mailo.worcester.k12.md.us