St. Mary's County Public Schools

Bridge to Excellence Master Plan

2014 Annual Update

St. Mary's County Public Schools

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2014 Annual Update

Part I

ST. MARY'S COUNTY PUBLIC SCHOOLS
2014-2015

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VACANT, Assistant Superintendent of Instruction

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Note: For more information, please visit our website at http://www.smcps.org.

Central Administration * 23160 Moakley Street * P.O. Box 641 * Leonardtown, MD 20650 * (301) 475-5511

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Integration of Race to the Top with Maryland's Bridge to Excellence Master Plan

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*

Introduction

Beginning in 2011, Maryland integrated the Race to the Top (RTTT) Local Scopes of Work with the existing Bridge to Excellence Master Plan (BTE) and reviewed and approved the Scopes of Work within the Master Plan review infrastructure in accordance with RTTT and BTE guidelines. The purpose of this integration was to allow Maryland's Local Education Agencies (LEAs) to streamline their efforts under these programs to increase student achievement and eliminate achievement gaps by implementing ambitious plans in the four RTTT reform areas. This integration also enabled the Maryland State Department of Education to leverage personnel resources to ensure that all Scopes of Work receive comprehensive programmatic and fiscal reviews.

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 LEA 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 will be used to implement Maryland's Third Wave of Reform, moving the State from national leader to World Class. Local RTTT Scopes of Work have been developed by Maryland school systems and are closely aligned with the overall State plan to guide the implementation of educational reforms. Beginning in 2012, local Scopes of Work were integrated and reviewed as part of the BTE Master Plan.

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. The flexibility waiver is intended to support the education reform already underway through programs like Race to the Top. The Master Plan has been adjusted to address the demands of Maryland's new accountability structure.

2014 Master Plan Annual Update

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

Master Plan Annual Update Part I

Due: October 15, 2014

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

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Local Point of Contact:

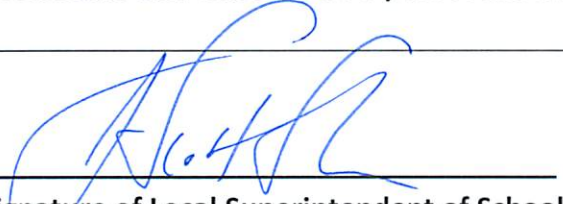
Name: Mr. J. Scott Smith, Interim Superintendent of Schools

Telephone: 301-475-5511 ext. 32139

E-mail: jssmith@smcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2014 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence and Race to the Top programs. We further certify that this Annual Update has been developed in consultation with members of the local education agency's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

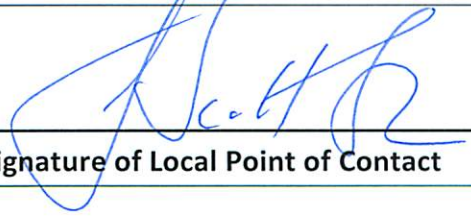
***Only participating LEAs need to complete the Race to the Top Scopes of Work documents that will now be a part of the Master Plan.**



Signature of Local Superintendent of Schools or Chief Executive Officer

10/15/14

Date



Signature of Local Point of Contact

10/15/14

Date

Local Planning Team Members

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

Name	**Affiliation/Title**
Mr. James S. Smith	Interim Superintendent of Schools, BTE Point of Contact
Ms. Tammy S. McCourt	Assistant Superintendent of Fiscal Services and Human Resources
Dr. Charna L. Lacey	Diversity/Equity Specialist
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 Elementary Schools and Title I Early Childhood Programs, Headstart, and the Judy Center
Dr. Jeffrey A. Maher	Executive Director of 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
Ms. Tracey L. Heibel	Secondary Accountability Officer

Section A: Executive Summary and State Success Factors
Universal for Design of Learning (UDL)

INTRODUCTION

Over the last three years, St. Mary's County Public Schools (SMCPS) has fully embraced the Maryland College and Career Ready Standards/Common Core State Standards and with the implementation of these rigorous education standards, we established a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace. The Common Core compelled us to re-sequence learning in Mathematics and Reading Language Arts, leaving some skills behind and moving others to different grade levels. Throughout the year, our students were asked to demonstrate independence and perseverance, construct arguments, comprehend, critique, and support with evidence, and use resources, strategies, and tools to demonstrate strong content knowledge. We moved to deeper and richer lessons, replete with informational texts, analytical writing, and trans-disciplinary project based learning. All of which we fundamentally know will end with our graduates more prepared than ever to face the challenges of a 21st century post-secondary landscape.

In implementing the these standards, we have aligned our current work at the secondary level with promoting college and career readiness, as more SMCPS graduates than ever took the SAT and are posting scores better than the state and national average. Our graduates also completed record numbers of Advanced Placement courses and achieved scores of 3 or better on the culminating AP Exams at rates also outpacing the Maryland and national average.

Finally, SMCPS has achieved a record-high 91.5% of students graduating from high school in four years or less for the class of 2013. The first year the Maryland State Department of Education (MSDE) calculated this new measure, SMCPS posting a percentage of 82.8%. Over the last several years, we have worked tirelessly to examine all aspects of our instructional program and have focused on keeping students in school to attain this high mark – and our work is not over. We expect to see an even higher rate of graduation this year, and expect this trend to continue.

For more information on the successes and progress, visit this site:
https://sites.google.com/a/smcps.org/all-children-can-and-will-learn/

BUDGET NARRATIVE

School System Priorities and Distribution of Fiscal Resources

System Priorities—Educational 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: We are now beginning our seventh year of STEM academies at the elementary, middle, and high school levels. The academies 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 opened on August 22, 2007, and now accommodates 360 students. CPCS is Southern Maryland's first charter school. It has as its focus integrated instruction and environmental themes. The school now provides a program for students in grades K–8, with a waiting list in excess of 250 students. CPCS officially renewed the charter in the summer of 2014. The school now has 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 opened in 2008–2009 as a grade 9 program designed to meet the academic needs of 60 underachieving students. We realized in 2010 that support for these students must extend into their sophomore year, and in 2011, we further extended support into their junior year. The 2012 school year our commitment to our first cohort concluded when
84% of the students in the program earned their high school diplomas and graduated from high school.

The graduation rate of Fairlead Academy students was 95% for the Class of 2014. 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. A program that commenced with a cohort of 60 grade 9 students has developed into an articulated pathway through all four years of high school that emphasizes choice and hands-on learning and encourages participation in the instructional programs at the Dr. James A. Forrest Career and Technology Center (JAFCTC). Students in grades 9 and 10 attend their core content classes at the Fairlead Academy on Great Mills Road. When they move into their junior year, they can elect either to attend their home high school or to take all of their classes at the JAFCTC, a choice that is also given to them as seniors. In order to offer core content classes at the JAFCTC, staff was reallocated from the high schools and assigned to full time positions as

math, English, social studies, and science teachers at the Fairlead Academy. Juniors and seniors taking all their classes at the JAFCTC meet all graduation requirements while also completing one of the 24 different Career and Technology Education pathways offered at the school. There are 237 students currently being served by this initiative in all four grade levels of high school.

Academy of Finance: The Academy of Finance opened in the 2008–2009 school year at Chopticon High School to provide 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: SMCPS implemented the latest signature program, Global and International Studies, at Leonardtown High School beginning with the 2009–2010 school year. Students from our other two high schools (Great Mills High School and Chopticon High School) 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. The SMCPS currently have 9th, 10th, 11th and 12th grade cohorts serving 135 students and the first cohort of students graduated from the program in 2013. Ninth grade GIS students are enrolled in English Honors and Advanced Placement World History as part of the program. Tenth grade GIS students take English Honors, Advanced Placement U.S. History, and a dedicated Global and International Studies course. Juniors and seniors take a dedicated Advanced Placement Comparative Government and Politics, Advanced Placement English Language, and additional Global and International Studies. Additional credits for high school graduation, Advanced Placement courses, 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.

System Priorities—Other Initiatives

Technology Enhancements: For staff, the SMCPS continues to incorporate technology (Teacher Access Center and Performance Matters Data Warehouse) as administrative tools for data-driven decision making while providing students and parents with information via the Home Access Center. We are also expanding our system tools for efficiency for staff to communicate, manage documentation, and provide a collaborative platform for information sharing via the intranet.

Fiscal Outlook

For FY 2014, SMCPS realized a net position decrease of $4.8 million in the government wide statements. There was an increase in our liabilities of $6.9m, predominantly as a result of the net OPEB obligation increase of $4.6m. Assets increased by an overall $2m, due to an increase in funding due from other governments, change in capital assets value, and offset by a decrease in cash. Of particular note is the significant decline in General Fund - fund balance, which decreased to $663,067, of which $480,726 is unassigned. We had originally budgeted a planned use of $2,525,000 of fund balance in our FY 2014 operating budget to include $2 million toward our OPEB obligation. The actual use of fund balance in FY2014 ended up being $5,284,466 dedicated almost entirely to health care costs. Understanding the dire state of our fund balance, 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 of $625,000 towards a health care reserve.

With the state aid formula being based primarily on local wealth and change in student enrollment, state revenue contribution increased by $1.3m, while undesignated local government funding increased by $4m. Additionally, the county provided $2m for OPEB and a required $3.4m for the pension cost shift from per SB1301.

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 SB13014. 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.

GOAL PROGRESS

Race to the Top Scopes of Work Update

During the fall of 2010 SMCPS gathered a dedicated group of system stakeholders to craft the Scopes of Work (SOW) for our implementation of the Four Assurances embedded in Race to the Top (RTTT). For each assurance, Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, and Turning Around Lowest Achieving Schools, we created a multi-year plan—replete with expected costs to the system in terms of personnel, capital improvements, materials of instruction, and professional development. The Scopes of Work were presented to our Board of Education, submitted for approval to MSDE, and initiated in earnest in the late spring of 2011 and continued through 2014 at the close of the grant cycle.

Standards and Assessments: Over this past year, we have provided ongoing professional development related to the Common Core and aligned our local assessments. As teachers and leaders attended the state's College and Career Readiness conferences, those participants returned with a plethora of new learning to integrate into school and system improvement plans.

Our goal this year is to have all teachers fully implementing and assessing student progress on the Maryland College and Career Ready Standards/Common Core State Standards and able to demonstrate their understanding by creating aligned, rigorous, trans- disciplinary performance tasks for all students quarterly.

Data Systems that Support Instruction: We continue our work in advancing technology rich instruction with the inclusion of online course support through Moodle. This integration is promoting familiarity with online tools for learning and assessment. All schools are connected to the internet with a fiber connection so video streaming and on-line learning can occur without service interruption. To achieve this, we have made all buildings wireless so learning and internet access can follow our students and offer untethered flexibility. This further lays the foundation for seamless assessment of students in an online environment—where results can be quickly returned to teachers for analysis and instructional decision-making.

Great Teachers and Leaders: Some of our most engaging work this year continues with the implementation of a teacher evaluation system and a leadership evaluation system that provided a key element of emphasis on student growth. All teachers and principals are in their second year of this pilot and began the 2014-2015 school year by setting Student Learning Objectives (SLOs) that will guide their work with students.

Turning Around Lowest Achieving Schools: As MSDE implements the new rules governing school improvement and moves to site specific Annual Measurable Objectives (AMO), SMCPS will shift it work to reflect these new targets. Currently, we have no schools identified as "Low Achieving."

Core Content Areas

Reading: With the transition away 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. This focus emphasizes analytical and higher-level thinking and comprehension. In response to the changing instructional and assessment landscape, the focus for our English classrooms this year will be on integrating and aligning writing instruction more effectively with reading.

Mathematics: At the elementary level, 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 in key areas related to computational fluency and fractions to align with new standards. At the secondary level, professional development centers on the shifts of the Common Core, with particular attention to focus, coherence, and rigor.

Science: In 2014, for Grade 5, the percentage of all students who were proficient or higher on the Science MSA decreased by 1.1 percentage points to 73.4 % (from 74.5%) For Grade 8, the percentage of all students who were proficient or higher on the Science MSA increased by 0.7 percentage points to 79.7% (from 79%). The refinement of elementary science curriculum is ongoing for the 2014-2015 school year, with a number of new STEM-For-ALL units available for use.

Social Studies: SMCPS recognizes the importance of developing student attitudes that encourage them to synthesize their knowledge and skills, and apply them in a responsible manner within a democratic society. Our Social Studies program outlines the knowledge and skills students must develop in pre-kindergarten to grade 12 based on the Maryland College and Career Ready Standards/Common Core State Standards (CCSS), Advanced Placement College Board Standards (AP) and National Council for the Social Studies (NCSS) standards. This past academic year second through fifth grade teachers 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. Professional Learning Communities (PLCs) developed Close Analytical Readings (CAR) activities while making a connection between argumentative writing to reading argumentative informational text.

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence

Educational Technology: In FY 2014, SMCPS targeted professional development centered on collaborative planning of curriculum aligned reading and mathematics activities. SMCPS has expanded the use of Moodle, our learning management system into both the elementary and

secondary classrooms. Two e-Coaches provide site-based and job-embedded professional development to teachers in the integration of instructional technologies. While data driven decision-making is a common focus in SMCPS professional development, interactive technologies and digital resources play a part in the customized professional development.

Additionally as a part of the Race to the Top funding, SMCPS furthered our network infrastructure to allow for access to rich digital content and build student and staff proficiency "in information, media, and technology literacy, knowledge and skills." (*Investing in Instructional Technologies*) We are committed to working with MSDE's longitudinal data system to support instruction as well as provide support for the implementation of the common core standards and assessments.

Education That Is Multicultural: For the 2014 school year, St. Mary's County Public Schools provided Cultural Proficiency training for ALL (new and veteran) employees of the school system. In the past, the Cultural Proficiency approach has helped staff members understand the importance of building positive relationships with students, parents, and colleagues. It has also helped educators understand the importance of having high expectations for all students. The Cultural Proficiency training will provide our educators with the tools to respond effectively to children and adults who differ from them.

SMCPS continues system wide initiatives to deliver classroom lessons that emphasize the strength that a diverse, inclusive community adds to education. The superintendent and the superintendent's leadership team will continue to meet with and establish community partnerships with groups and organizations. There are a series of partnerships, events, and meetings scheduled for the 2014-2015 school year for Patuxent River Naval Air Station, the business community and the Chamber of Commerce, the Parent Teacher Associations (PTA), MD PIRC (Maryland Parental Information Resource Center), the faith- based community, student groups, and many other civic and social organizations. In addition, the superintendent, along with school leaders, will continue to meet with community members and stakeholder groups to discuss pertinent matters that impact St. Mary's County Public Schools.

English Language Learners: For the 2014-2015 school year, SMCPS has seen a continued increase in the number of students identified as English Language Learners (ELL). Enrollment of ELL students continues its increase, from 165 in 2012-2012 to over 200 in the 2014-2015 school year. For the 2014-2015 school year, we will continue our efforts to offer quality professional development to our content and grade level teachers. Recognizing the continual increase of ELLs to our school system, we are aware of the need to make certain our certified ELL instructors work collaboratively with their content and grade level teachers.

Career and Technology Education: The Career and Technology Education (CTE) program is an integral component of the system's initiatives for improving student performance, eliminating achievement gaps and providing a variety of career pathways for every student. There are 24 career pathways available through our CTE program at the Dr. James A. Forrest Career and

Technology Center and 10 at our comprehensive high schools. We have one of only five aviation maintenance programs in the nation. Our production engineering program is the model for the state. Our health academy is a three-year program providing dual credit with the community college. Our television video production program is visited by colleagues from across the state, who hope to replicate our model.

Early Learning: According to the 2013-2014 MMSR report, 87% of the children in St. Mary's County enter Kindergarten Fully Ready to Learn. SMCPS will continue to emphasize the partnership of the teacher and instructional assistant to provide targeted small group instruction is the focus of Kindergarten Teams this year. Further, the initial implementation of the Kindergarten Readiness Assessment will provide our teachers with information about Kindergarten Readiness at entry. In the spring, the initial roll out of the formative assessments will complete the Ready 4 Kindergarten initiative. Professional development is ongoing to support the integration of these assessments. Finally, St. Mary's County Public Schools has full ownership of the Head Start Program, thus helping to ensure a transitional curriculum for students in pre-K programs to Kindergarten.

Gifted and Talented: SMCPS provides a continuum of Gifted and Talented Services to students at all grade levels. Students receive gifted and talented program services that begin with participation in the Primary Talent Development Early Learning Program in pre-kindergarten and progress through differentiated and targeted enrichment programs. In the 2014-2015 school year, the SMCPS will continue to deliver rigorous and standardized instruction that incorporates capstone projects each marking period for highly able students. A literacy lab model is utilized at the elementary level, which facilitates differentiation for challenge and increased rigor. Mathematics instruction is supplemented with locally developed math extension maps and supplemental materials. St. Mary's County Public Schools continues to evaluate and revise course options for students at the secondary level, beginning with Accelerated Common Core 6, and continuing through Pre-AP and the Advanced Placement pathway to ensure that all students are placed in the most challenging courses available. At the high school level, there is an explicit expectation that students will continue with rigorous coursework and "stretch up" to Advanced Placement level courses. Prerequisites for Advanced Placement courses have been reviewed and obstacles such as screening tests have been removed. In fact, all students taking honors level courses in grade 10 are expected and encouraged to continue to Advanced Placement courses in their junior and senior years.

Special Education: The department of Special Education is included at every level of collaboration throughout the system. Special Education teachers, general education teachers, instructional resource teachers, and content specialists meet regularly as Professional Learning Communities to discuss student performance based on data obtained in Performance Matters, formative assessments, progress on IEP goals and objectives and anecdotal records. Instructional recommendations are made and when appropriate and necessary, IEP Teams are

convened to amend a student's IEP. Special Education Supervisors are included and participate in system Administrative and Supervisory (A&S) monthly meetings.

Closing the Achievement Gap for Student Groups

FARMS: For our students receiving Free and Reduced Meal Status (FARMS), double digit gaps persist in reading and mathematics. The gap is also present in our 2012 Four and Five Year Adjusted Cohort Graduation Rate, however we have made significant progress, as our most dramatic increase was for our most at-risk students. Students receiving Free and Reduced Meals (FARMS) rose 12.9%. Responses shared later in this document outline ongoing interventions, which include after-school programs, integration of engaging technology, and mentoring programs.

African American Males: SMCPS recognizes that we still have a persistent gap between the performance of African American students and their white peers. This gap is seen across grade levels of MSA and all HSA tests. However, we have realized great successes in the graduation rate of African American students. Specifically, African American students who were not receiving Free and Reduced Meals (FARMS posted a 91.89% graduation rate in 2013- beating the county aggregate. Responses shared later in this document outline ongoing interventions and supports, which include after-school programs, integration of engaging technology, and mentoring programs.

English Language Learners: For the 2012-2013 school year, SMCPS met AMAO I, II, and III, yet double digit gaps persist for our English Language Learners (ELL) in reading and mathematics. These gaps might be expected, as ELL students learning an additional language are held to the same standards as fluent English speakers in these content areas.

Special Education: Double digit gaps persist in reading and mathematics achievement as measured by county and state assessments. While the Four-Year and Five-Year Adjusted Cohort Graduation rates have increased by 11% since 2011, these graduation rates still lag significantly behind the overall graduation rates for all students in the SMCPS. The greatest success SMCPS has had is with the most profoundly disabled students, is that more than 95% of all special education students assessed using the ALT MSA have achieved proficiency.

System-wide professional development activities include workshops on UDL and how to incorporate the principles that give all individuals equal opportunities to learn. During system-wide professional development days, sessions were offered to help teachers implement best practices aligned with UDL principles. The collaborative processes of our co-taught and inclusion classes provide the structure for ensuring instruction is delivered with attention to different learning styles and modalities. Additionally, information on UDL is posted on our professional development google site, with illustrative examples of practice within the various curricula.

Curriculum documents have been structured with specific attention to the conveyance of content through multiple modalities. These include the use of instructional technologies, media, and interactive resources. Further, assessment has also been developed with the idea that students must be able to demonstrate their proficiency and content knowledge in differentiated ways, such as products and performance assessments, as well as traditional formative and summative tests.

SUMMARY

The 2015 school year will see St. Mary's County Public Schools focusing on what matters most – moving our students forward to the goal of graduating college and career ready. We will do this by having assessment data drive our decisions and applying creative and persistent solutions for students who historically struggle. We will harness technology to engage students in the classroom and extend their learning beyond the traditional four walls of the school.

We will do this as we move more deeply into the Maryland College and Career Ready Standards/Common Core State Standards. We will continue to refine our assessments and reconsider what we are asking students to learn and demonstrate. New baselines will be set in this first year of PARCC testing to determine new targets for learning.

FINANCE

Revenue and Expenditure Analysis

1. Did actual FY 2014 revenue meet expectations as anticipated in the Master Plan Update for 2013? If not, identify the changes and the impact any changes had on the FY 2014 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 2014. Actual state revenues had a slight increase over FY 2014 of $97,573 due to increases in state supported general fund allocations and an increase in restricted state grant awards. At the time of budget development the increase funding for Federal ARRA Funds, 84.395, was an unknown. This resulted in an increase of $219,428 for this funding source. With the change to SMCPS becoming the lead agency for Infants and Toddlers funding, there was an increase of $48,057 over the original budget development. Other Federal Funds increased substantially due to the new Head Start initiative through SMCPS. Local revenue realized an increase due to the increase in the collection of fees, field trips, other refunds, and insurance refunds. The increase of other resources and transfers was due to the utilization of fund balance.

Standards and Assessments:

Fairlead Academies, increased spending of $15,709. This was mainly due 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.

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.

Great Teachers and Leaders:

St. Mary's County Public Schools spent less on unrestricted recruitment, retention, and orientation of professional staff by $21,659. SMCPS was diligent this past year in ensuring the best pricing to support this initiative. Through collaborative efforts of staff and scheduling we were able to cut cost 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 expended a net of $3,057,283 more in mandatory cost of doing business mainly due to the increased cost related to employees' health care coverage as related to actual claims.

Other Items

Other items deemed necessary by St. Mary's County Public Schools increased due to the cost of the utilization of a temporary employment agency to provide needed staffing for various programs. This increase was mainly associated with restricted grants including Title I, 84.010, and Special Education,
84.027, funding sources.

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

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 three fiscal years. Nonetheless, the following narrative cites the focus of the expenditures.

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.

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:

SMCPS is in year 4 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.

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

St. Mary's County Public Schools expended all ARRA funds by FY2012 and RTTT funds by FY2014, therefore, 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.

NEW

Instructions for Local Scopes of Work Narrative and Action Plans for

LEAs with an approved no cost extension

AND

LEAs without an approved no cost extension

Instructions

I. General information

As noted in the introduction to this Guidance, the LEA Race to the Top Scopes of Work and Action Plans are integrated into the Master Plan Annual Update process. For 2014, LEAs with an approved Race to the Top (RTTT) No Cost Extension **AND** LEAs without an approved Race to the Top No Cost Extension **must** complete the LEA 2014 Race to the Top Close Out Report (*see page 11*).

The LEA Race to the Top Close Out Report should reflect work for the entire Race to the Top grant period. Please address your LEA's vision for reform aligned to the State's Race to the Top program. In addition, discuss progress/success in implementing your year four Race to the Top Scope of Work, LEAs goals in each assurance areas for year four budget narrative that incorporates a discussion of school system priorities for year four with a description of how fiscal resources – new and redistributed funds – will be distributed to support the priorities.

II. LEA 2014 Race to the Top Close Out Report Section Narratives

For each LEA **with or without an approved Race to the Top no cost extension**, for each assurance area in the LEA 2014 Race to the Top Close Out Report, please provide detailed narrative of an overview summary description regarding accomplishments for the entire grant period aligned with the State's Race to the Top plan. LEAs are required to incorporate project number(s) for each assurance area, a summary of work and implemented activities, and rationale/obstacles. The section narrative should also include details identifying resources for ongoing funding for a sustainability plan for the work.

Each overview summary in the LEA 2014 Race to the Top Close Out Report should include the LEA's accomplishments. The accomplishments should anchor your updates in annual milestones; discuss what you promised to do in your projects and how you did it; include evidence/data for year four to support your accomplishments; dates and impact of the project on your teachers and principals; and quality of implementation. If applicable, discuss anything you were unable to accomplish and provide an explanation/justification.

Overview Summary Column Definitions

a. **Project #** - If there is a Project Budget associated with the activity, include the identified project number. NOTE: each project budget must be associated with an activity and/or activities for each assurance area.

b. **Summary of Work & Implementation Activities, including Quality of Implementation-** Use the section to show a detailed summary of the work and activities that were aligned with the State Plan.

c. Rationale/Obstacle- Indicate rationale/obstacles related to amendments, activities, timeline, and/or funding.

In addition, each **LEA with or without an approved no cost extension <u>must</u>** complete each section narratives in **Sections B** and **Section D**. The Sections are:

Sections B

Maryland's Accountability Plan

- Priority, Focus, and Reward Schools
- Annual Measureable Objectives
- Science and Social Studies
- High School Assessments
- Strands

Specific Student Groups in Bridge to Excellence

- English Language Learners
- Career and Technology Education
- Early Learning
- Gifted and Talented Education
- Special Education
- Education that is Multicultural

Sections D

- Highly Qualified/Highly Effective Staff
- High Quality Professional Development
- Persistently Dangerous Schools
- Attendance
- Graduation and Dropout Rates

LEA 2014 Race to the Top Close Out Report

*Please complete and submit as part of the Master Plan by **October 15, 2014**.*

LEA:	St. Mary's County Public Schools
Person submitting report:	Dr. Jeffrey A. Maher, Executive Director, Teaching, Learning, and Professional Development

If you do not have a project in an Assurance Area, please mark it "N/A." If a project applies to multiple Assurance Areas, please select one and make a note of explanation in the "Rationale" column. Please create additional lines if you need them.

Assurance Area A: Executive Summary
OVERVIEW SUMMARY: In this box, please provide a brief summary of your LEA's accomplishments in this Assurance Area. ***Be sure to…*** ***-Anchor your updates in annual milestones.*** ***-Discuss what you promised to do in your projects and how you did it.*** ***-Provide evidence/data to support your accomplishments.*** ***-Include dates and impact of this project on your students, teachers and principals.*** ***-Discuss quality of implementation. If applicable, discuss anything you were unable to accomplish and provide an explanation/justification.***
St. Mary's County Public Schools believes that Race to the Top (RTTT) has provided us a unique opportunity to improve student outcomes. It is the catalyst for comprehensive statewide reform. In St. Mary's County, we have implemented the Scopes of Work aligned to the four assurances of the state plan. The goals in each assurance provided opportunities for change, but it is the integration of the goals across the assurances that provide a substantive change in the way business is one and, in turn, in the results produced. St. Mary's County Public Schools (SMCPS) adopted the Common Core State Standards (the Maryland College and Career Ready Standards); participated in the development of the longitudinal database; adopted new designs for teacher and principal evaluation systems; and fostered equitable distribution of effective teachers and principals in the lowest-achieving schools. The specific work is outlined in the Assurance Areas listed below, with detailed descriptions of activities and results.

What is your sustainability plan for your work in Assurance Area A? Identify the resources you will be using to sustain this work. **NOTE:** ***If you have received a No Cost Extension, please identify the project(s) and funding for Year 5 and itemize the goals and activities in the attached Action Plan***		
Project #	**Summary of Work & Implemented Activities, including Quality of Implementation**	**Rationale/Obstacles** ***(related to amendments, activities, timeline, and/or funding)***
1	Data systems that support instruction include Moodle, Fiber Optic connections to all schools, Wireless internet in all schools and laptop leases.	Continue to strengthen and maintain data systems that support instruction / Obstacles - continued funding to maintain current work and implemented activities.
2	Standards and Assessments – Teachers attended the Maryland College and Career Readiness Conferences, Realigned curricula and assessments to the MCCRS	Continue to strengthen the implementation of the MCCRS and develop quarterly trans-disciplinary performance tasks for all students / Obstacle – Funding to pay for teacher stipends that are needed to complete this work.
2	Great teachers and leaders – implementation of a new online evaluation system that fully utilizes student learning objectives as evidence of student learning	Continue to strengthen and maintain the online evaluation system and improve the use of student learning objectives in the evaluation process / Obstacles - none

Assurance Area B: Standards and Assessments
OVERVIEW SUMMARY: In this box, please provide a brief summary of your LEA's accomplishments in this Assurance Area. ***Be sure to…*** ***-Anchor your updates in annual milestones.***

-Discuss what you promised to do in your projects and how you did it.
-Provide evidence/data to support your accomplishments.
-Include dates and impact of this project on your students, teachers and principals.
-Discuss quality of implementation. If applicable, discuss anything you were unable to accomplish and provide an explanation/justification.

Various members of their staff have been involved with MSDE content briefings, curriculum planning for the toolkits, and regional briefings; as a result, they are well versed in the transitions that are occurring. At the local level, they have completed curriculum documents and revised curriculum resources to provide teachers with support during this transition period. Increasing fiscal constraints at the local level are proving to be a challenge in securing the resources that are needed. Local assessments have been in place for some time and the data is managed centrally to provide teacher reports on student learning. Many assessments have been revised for consistency with the Partnership for the Assessment of Readiness For College and Careers (PARCC) framework and the Common Core. In addition, cross-disciplinary Performance Based Assessments (PBAs) have been developed and implemented, beginning in the 2013-2014 school year.

A critical aspect of transitioning to the Common Core State Standards (CCSS, also titled Maryland's College and Career Ready Standards, MCCRS) has been the professional development follow up for each school through the EEA team members. Monthly, principals engage in leadership seminars, at which an integral part of the agenda is in reviewing progress toward the implementation of EEA plans. By design, there is consistency of activities within each school plan that then offers a built-in model of support and sharing. Following participation in the Educator Effectiveness Academy (EEA), principals returned to their schools and were provided with a framework for their school plans that included certain required elements that were differentiated for elementary, middle, and high school. Schools developed their own plans working within the system-wide framework; thereby, enabling consistency among levels and across the system. Further, the representative teacher specialists in the areas of mathematics, reading/English language arts, and STEM meet together with content supervisors and Instructional Resource Teachers (IRTs) at the monthly IRT meeting to further discuss progress and engage in deeper levels of analysis of the CCSS and curriculum implications. School teams are participating in the MSDE webinars. In addition, professional development days have been set aside during the school year (one per quarter, plus school-based collaborative planning days each quarter). There has also been regional training and online resources available to teachers. The foci have been math practices and literacy competencies (e.g. building independence and perseverance, argumentative writing, and writing to text). SMCPS has identified three common learning expectations aligned to the CCSS, in which all students will do the following:

- Demonstrate independence and perseverance;

- Construct arguments, comprehend, critique, and support with evidence; and
- Use resources, strategies, and tools to demonstrate strong content knowledge.

In terms of the written curriculum and local assessments, we transitioned fully to the CCSS.

Professional development has been focused on instructional shifts related to the CCSS, specifically:

Common Core Shifts for ELA/Literacy

- Complexity: The standards require regular practice with complex text and its academic language.
- Evidence: The standards emphasize reading and writing grounded in evidence from text, both literary and informational.
- Knowledge: The standards require building knowledge through content rich non-fiction.

Common Core Shifts for Mathematics

- Focus: The standards focus in on the key content, skills and practices at each grade level.
- Coherence: Content in the standards builds across the grades, and major topics are linked within grades.
- Rigor: In major topics, the standards highlight conceptual understanding, procedural skill and fluency, and application.

Local assessments have been aligned to the curriculum. Therefore, these assessments are aligned with the CCSS and PARCC. In addition, teachers have set classroom level Student Learning Objectives with specific and measurable targets for student learning.

<u>Documentation/Evidence/Artifacts</u>

- Educator Effectiveness Academy Transition Plans
- Curriculum Frameworks
- Local Assessments
- Professional Development Plans

What is your sustainability plan for your work in Assurance Area B? Identify the resources you will be using to sustain this work.
<u>NOTE:</u> ***If you have received a No Cost Extension, please identify the project(s) and funding for Year 5 and itemize the goals and activities in the attached Action Plan Template***

Project #	Summary of Work & Implemented Activities, including Quality of Implementation	Rationale/Obstacles *(related to amendments, activities, timeline, and/or funding)*
	1. Continued review of local curriculum frameworks in alignment with the Common Core State Standards (CCSS) Implement CCSS across multiple grades (full implementation K-2, English classes, secondary math) a. All local curriculum frameworks are aligned to the Common Core. b. Full transition to the CCSS, with emphasis on the instructional shifts. c. Continually identifying instructional materials within fiscal constraints, specifically to support embedded non-fiction text. d. We have aligned our local assessments to the Common Core.	Curriculum refinement is an ongoing process, as it always has been. The challenge we continue to face is related to fiscal constraints to obtain instructional materials aligned to new standards.
	2. Continued alignment of locally-developed assessments with CCSS. Pilot assessment items aligned to CCSS. a. Staff have aligned all local assessments to our curriculum frameworks and the Common Core. b. Local assessments have been fully aligned, as a full transition has occurred. c. Working to balance the need for formative and summative assessment while avoiding "assessment fatigue." This has led to flexibility options for schools, with model assessments provided as "open source" resources to school teams. d. Shifting many traditional assessments to include performance based and instructional assessments	SMCPS has provided restructured professional development time needed for scoring performance based assessments is a challenge.
	3. Implementation of state and local assessments and use assessment data to guide instruction through a comprehensive data system. a. We fully utilize an online data	Performance Matters has introduced new capabilities of adaptive questioning or multiple-response

	warehouse (Performance Matters) for local assessments. Assessment data for formative and growth assessments are included with alignment to instructional objectives. b. In our 9th year of implementation, staff rely on data for county assessments and use data for instructional decision making, as well as for differentiation and interventions for students. c. The data warehouse is limited in that it does not export data readily to the online student information system and teachers' online gradebooks.	items reflecting PARCC assessment methods. We continue to work with eSchool Plus and PM to refine processes and resources.
	4. Providing ongoing professional development aligned with CCSS, and in using formative and summative assessments to target instruction, as well as the use of the MSDE online instructional toolkit. a. We provide ongoing professional development aligned with EEA plans. b. Monthly sessions with administrators keep this at the forefront. Monthly Instructional Resource Teacher (IRT) meetings and quarterly meetings involving EEA/CCR conference representatives provide critical follow up for staff. c. Ensuring communication and follow up occurs at the school level. d. Providing resources for staff, both via online video vignettes, websites, and Google Docs. Monthly sessions with reporting maintains accountability.	Professional development is provided with support and follow up.
	5. Providing integrated STEM curriculum across all grade levels and schools (STEM for All) a. STEM for ALL activities are provided for quarterly implementation across all grade levels. b. As a recipient of a DODEA grant, we are integrating technology into STEM for ALL activities. c. Ongoing professional development and planning has been occurring for quality implementation (9 full course cycles of	With online testing, the available bandwidth is reduced, thereby causing an interruption to technology-infused instruction. The full impact is unknown at this time- until PARCC testing is fully underway. As a system, we are examining our wide area network and access to determine how to expand the

	15 hr course, involving over 250 teachers and admins)	appropriate infrastructure.
	6. Collaborate with local colleges and university partners to align our high school exit criteria and the college entrance requirements a. We have a rich partnership with the College of Southern Maryland, including nearly 200 students who are dually enrolled in SMCPS and CSM courses. We are complying with the new Maryland College and Career Readiness legislation. We have worked with CSM to develop a program "Fast Track" that outlines a model for students to work towards an AA degree while in high school. Our HS Program of Studies includes courses that are aligned and offer concurrent enrollment or articulated credit with CSM and other partner colleges.	We are awaiting more information on College Readiness standards from the PARCC consortium. Alignment of college placement test (e.g., Accuplacer) with College and Career Ready standards (e.g., with PARCC)

Assurance Area C: Data Systems to Support Instruction
OVERVIEW SUMMARY: In this box, please provide a brief summary of your LEA's accomplishments in this Assurance Area. ***Be sure to…*** ***-Anchor your updates in annual milestones.*** ***-Discuss what you promised to do in your projects and how you did it.*** ***-Provide evidence/data to support your accomplishments.*** ***-Include dates and impact of this project on your students, teachers and principals.*** ***-Discuss quality of implementation. If applicable, discuss anything you were unable to accomplish and provide an explanation/justification.***
St. Mary's County Public Schools (SMCPS) is dedicated to making informed, data-driven, instructional decisions that benefit each student. SMCPS utilizes common formative and summative assessments in determining student proficiency. Since 2006, SMCPS teachers and administrators have employed Performance Matters to analyze student performance. This system allows for cohort and individual student data analysis that provides our teachers and administrators the ability to tailor interventions that will ensure mastery of the Maryland's College and Career-Ready Standards. SMCPS fully embraces the implementation of the statewide longitudinal data system as required by the America COMPETES Act. We will facilitate the integration of our student information system, eSchool+, and our data warehouse,

Performance Matters, with the MD state system. Various SMCPS staff has been involved with MSDE LAC meetings, webinars, and reports. The SMCPS data specialist has worked with the Division of Instruction to modify course catalogs to reflect FY14 changes as well as submit the monthly data for the Cross LEA Validation reports.

The majority of the funding has targeted our infrastructure upgrades to support wireless access throughout every building. We have successfully deployed wireless access points in all buildings. These access points were successfully used to conduct online Science MSA. Currently all instructional areas in SMCPS are covered with robust Wi-Fi access. In addition to wireless access, SMCPS also updated all core switches to support high-speed access within and between the buildings. To date, all fiber-connected schools are running at least 1 gigabit connections. All high schools and middle sites are running 10-gigabit connections. The goal was that by October 2014, all schools with over 400 students have 10 gigabit connections.

What is your sustainability plan for your work in Assurance Area C? Identify the resources you will be using to sustain this work.

NOTE: ***If you have received a No Cost Extension, please identify the project(s) and funding for Year 5 and itemize the goals and activities in the attached Action Plan Template***

Project #	Summary of Work & Implemented Activities, including Quality of Implementation	Rationale/Obstacles *(related to amendments, activities, timeline, and/or funding)*
	1. Continue installation of fiber to replace the cable modems at elementary schools. a. Working in conjunction with the county and state One Maryland group, to install fiber. b. All 14 elementary schools have been connected to the fiber. c. The funding for the $147,000 fiber lease needs to be included in all upcoming budgets. d. Continue to advocate for funding to support and upgrade service.	SMCPS needs more bandwidth and access point to support technology rich instruction.
	2. Design and provide professional development about the online resources for staff and parents as developed around the longitudinal data system and curriculum support. a. Expanded online and communication resources for parents, making use of MSDE resources.	
	3. Participate in the alignment of the state and	We continue to provide timely

	SMCPS data systems for teacher and course catalog and electronic transcripts. a. SMCPS has worked to align the teacher and course catalogs with the MLDS. b. Continual review for additions and modifications of student, course, and teacher data.	completion of student, course, and teacher data files to MSDE electronic transcripts are being provided.
	4. Continue to purchase hardware to support online instruction and assessments. a. SMCPS has leased 4000 laptops that meet PARCC specifications. b. Purchased and instituted laptops in all high schools this year. c. Funding to support the leasing in out years is problematic	We will continue to work with our funding sources to support the expansion of technology and infrastructure support

Assurance Area D: Great Teachers and Leaders
OVERVIEW SUMMARY: In this box, please provide a brief summary of your LEA's accomplishments in this Assurance Area. ***Be sure to…*** ***-Anchor your updates in annual milestones.*** ***-Discuss what you promised to do in your projects and how you did it.*** ***-Provide evidence/data to support your accomplishments.*** ***-Include dates and impact of this project on your students, teachers and principals.*** ***-Discuss quality of implementation. If applicable, discuss anything you were unable to accomplish and provide an explanation/justification.***
SMCPS is implementing a teacher evaluation system that included the addition of local and state assessments, daily classroom performance, and SLOs to measure student growth. All teachers are involved. As we have been using Danielson's model for evaluating professional practice for over decade, the real work has been with quantifying student growth. Countywide formative, interim, and summative assessments are implemented in the core content areas, fine arts, and physical education. Maintaining validity and reliability of the assessments is a challenge. Item analyses are continually performed. We are measuring growth as a student's level of proficiency in acquiring the content as measure by individual classroom level SLO's. We have worked with vendors for our data systems to refine reports that are aligned to the assessments identified for use in the evaluation system. We have worked closely with their teachers' association to develop the system and tool. SMCPS has an approved model for teacher evaluation. Further, we are implementing a new principals' evaluation system. SMCPS uses the Professional Practices portion of the State model and balance this with SLO's and school performance data. As this is the first year, and it set against the backdrop of a new curriculum, teacher evaluation tethered to student growth, and the promise of PARCC assessments are just piloting.

What is your sustainability plan for your work in Assurance Area D? Identify the resources you will be using to sustain this work.

NOTE: ***If you have received a No Cost Extension, please identify the project(s) and funding for Year 5 and itemize the goals and activities in the attached Action Plan Template.***

Project #	Summary of Work & Implemented Activities, including Quality of Implementation	Rationale/Obstacles *(related to amendments, activities, timeline, and/or funding)*
	1. Incorporating student learning in teacher and principal evaluation a. SMCPS is implementing "Domain 5" of our evaluation system that includes student learning as a measure of teacher effectiveness. b. All teachers across all schools are involved in the process for setting student learning objectives, and for using student learning targets as a measure of teacher effectiveness. We have had tremendous collaboration with our educator associations (both teacher and administrator groups). Professional development has been essential, and we have provided site-based and online resources to support teachers through the process. c. Working with the unknowns of new waiver applications and the lack of clarity of the weight associated with student learning in the model.	Revision of COMAR for teacher/principal evaluation is underway with MSDE
	2. Participate in the State Pilot Project for the new state evaluation a. SMCPS is implementing "Domain 5" of our evaluation system that includes student learning as a measure of teacher effectiveness. b. All teachers across all schools piloted the process for setting student learning objectives, and now are using student learning targets as a measure of teacher effectiveness.	In year three of implementation, focus on ongoing professional development continues

	3. Implement an evaluation system with multiple rating categories through collaboration with the education association and the pilot schools a. SMCPS implemented the pilot of "Domain 5" of our evaluation system that includes student learning as a measure of teacher effectiveness. b. We have had tremendous collaboration with our educator associations (both teacher and administrator groups). Professional development has been essential, and we have provided site-based and online resources to support teachers through the process.	All teachers and principals evaluated using new system
	4. Continue high quality induction program including a third year a. We have a high quality induction program, inclusive of mentoring, model demonstration teachers, monthly seminars, online support, and site-based support. b. The third year of non-tenured status has impacted the number of mentors we assign. c. We have increased our pool of mentors, though it does stretch thin our human resources. Professional development and support is being differentiated based on experience.	Attrition rate remains <6%, staff development, focused feedback contribute to high quality workforce
	5. Implement an articulated plan to assure equitable distribution of highly effective educators to lowest performing schools a. Staffing priority is given to Title I and lower performing schools. b. We have no schools that are designated as "low performing" per RTTT standards. Our Title I and Focus Schools have priority for hiring, and we have 100% of classes taught by highly qualified teachers at those sites.	Staffing priority to Title I schools continues

	6. Increase the number of effective teachers assigned in hard-to-staff areas, such as special education, math, and science. a. Recruitment is focused on hard-to-staff areas. b. Systemically, we have 96.3% of classes taught by highly qualified teachers.	Use of incentives for hard to staff areas has ongoing funding implications
	7. Yearly program review of induction program a. The annual review of the induction program includes new teacher surveys, the staffing report (retention), seminar evaluations, mentor logs, and focus groups with new teachers. b. Feedback from new teachers indicates a high level of support. Mentoring and demonstration classrooms are consistently implemented, and we have a high participation rate in new teacher seminars. c. The addition of multiple initiatives that have affected curriculum, assessment, and teacher evaluation have impacted the workload of staff. d.	We are working to tie the multiple levels of reform together for teachers, though overlapping timelines and accountability systems continue to be a strain on all staff.

Assurance Area E: Turning Around Low Performing Schools

OVERVIEW SUMMARY: In this box, please provide a brief summary of your LEA's accomplishments in this Assurance Area.

Be sure to…

-Anchor your updates in annual milestones.

-Discuss what you promised to do in your projects and how you did it.

-Provide evidence/data to support your accomplishments.

-Include dates and impact of this project on your students, teachers and principals.

-Discuss quality of implementation. If applicable, discuss anything you were unable to accomplish and provide an explanation/justification.

SMCPS has no schools designated as "Low Performing Schools"

What is your sustainability plan for your work in Assurance Area E? Identify the resources you will be using to sustain this work. **NOTE:** ***If you have received a No Cost Extension, please identify the project(s) and funding for Year 5 and itemize the goals and activities in the attached Action Plan Template***		
Project #	**Summary of Work & Implemented Activities, including Quality of Implementation**	**Rationale/Obstacles** ***(related to amendments, activities, timeline, and/or funding)***

Race to the Top Scopes of Work Update
Section A: State Success Factors
(<u>ONLY</u> for LEAs with an approved no cost extension)

Narrative: The narrative for Section A will describe the LEA's commitment to participation in the national and statewide evaluation of the Race to the Top program. LEAs must identify all goals and all tasks/activities that will be implemented in **Year 5** to achieve the stated goal(s).

Action Plan: Section A

Goal(s):

Section A: State Success Factors	**Correlation to State Plan**	**Project #**	**Start Date**	**End Date**	**Key Personnel**	**Performance Measures**	**Recurring Expense: Y/N**
MOU Requirements: (No) *Additional Required Activities*							
1. Cooperate with national and statewide evaluation							
Tasks/Activities:							
1.							
2.							
3.							
4.							
5.							

<u>Goals to be sustained after RTTT:</u>

-

Section B: Standards and Assessments
Race to the Top Scopes of Work Update
(ONLY for LEAs with an approved no cost extension)

Section B: Standards and Assessments

Narrative: The narrative should include the specific and measurable goals for **Year 5** and describe all planned activities/tasks that will be implemented to achieve the outcomes for **Year 5**.
Action Plan: Section B

Goal(s):

Section B: Standards and Assessments	**Correlation to State Plan**	**Project #**	**Start Date**	**End Date**	**Key Personnel**	**Performance Measures**	**Recurring Expense: Y/N**
MOU Requirements: (No) *Additional Required Activities*							
1. Cooperate with national and statewide evaluation							
Tasks/Activities:							
1.							
2.							
3.							
4.							
5.							

Goals to be sustained after RTTT:

-

Maryland's Accountability Plan
Elementary and Secondary Education Flexibility
Accountability

Maryland remains committed to addressing significant gains and progress, in addition to proficiency, for all students. Maryland's new accountability structure has three prongs. The first is the identification of Priority, Focus, and Reward schools. The second is driven by the results of each subgroup's performance on the ambitious, but achievable, annual measureable objectives (AMOs). The third is the development of the School Progress Index that addresses progress on achievement, closing the achievement gap, and student growth, or preparing students to be college and career ready.

Reward Schools

Reward Schools are recognized in two categories: those Title I schools that have been the highest performing or those Title I schools that have shown the highest amount of progress over a period of time on the Maryland School Assessment (MSA).

Schools that are determined to be High Performing Reward Schools (Category 1) will have met the Annual Measurable Objectives for all subgroups for two consecutive years. High Performing Reward Schools must also have a 10% or less achievement gap between students in subgroups and the rest of the student body. High Performing Reward Schools will receive additional recognition based on their performance. Of the schools that are considered High Performing Reward Schools, those that are in the top 10% of Title I schools, indicating the maximum amount of improvement in student performance on MSA tests, will be designated as Distinguished High Performing Reward Schools. In addition, if a High Performing Reward School has improved its performance, and the school is made up of 50% or more economically disadvantaged students, it will receive the title of a Superlative High Performing Reward School.

Highest Progress Reward Schools (Category 2) are those Title I schools that have significantly reduced the gap in achievement between subgroups. These schools must have made at least an 18 percentage point gain in the "all students" subgroup and have a 10 percent or less gap between any other performing subgroup.

Reward Schools in either category will be recognized by the Maryland State Department of Education and act as models of success for other Title I schools.

1. Describe the LEA's strategies to recognize Reward schools (if applicable).

St. Mary's County Public Schools does not currently have any identified Rewards schools.

***Focus and Priority Schools – prompts provided in Attachment 7 of Part II (Title I)**

2014 Annual Measurable Objectives (AMOs)
Mathematics

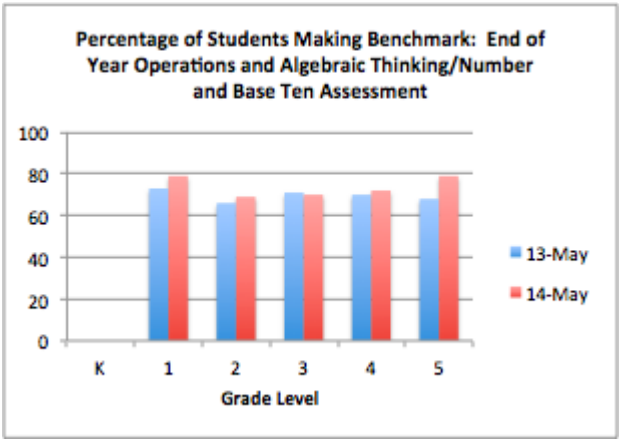
Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland's ESEA Flexibility Request, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in six years (2017).

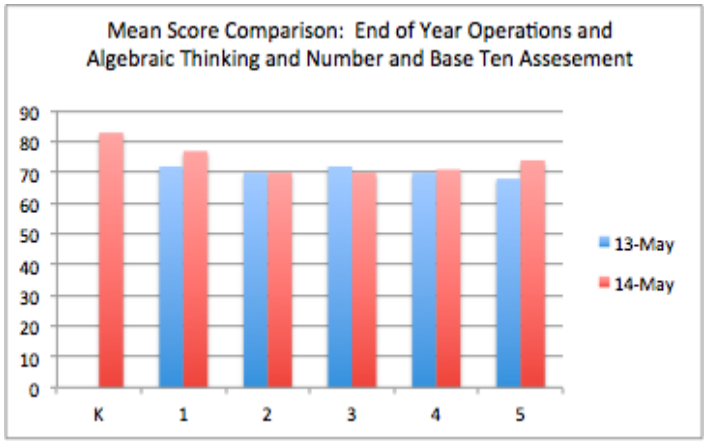
LEA Level AMO Analysis for Mathematics:
*Data tables (2.1 – 2.2.)

1. Based on available data, describe the challenges in Mathematics. **In your response, identify challenges in terms of subgroups.**
*Data tables (2.4 – 2.5)

Grades 1 –5 Challenges - Computational Fluency

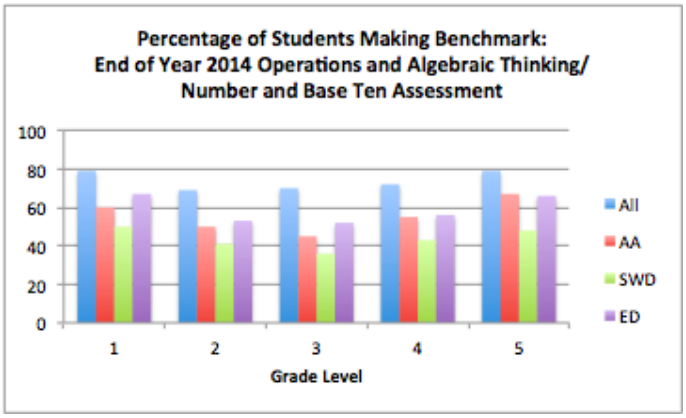
The trend data used for this report was the *End of the Year Operations and Algebraic Thinking/Number and Base Ten Assessment* administered to all K - 5 students. This assessment was developed to align to the Maryland College and Career Ready Standards and measures students' sophistication of strategies as specified by the grade level standard in addition to the student's ability to get the right answer. Focus was placed on this assessment because it represents a major content cluster at every grade level one – five. The assessment was given in the spring of 2013 and the spring of 2014. Overall, both the percentage of students making benchmark and the mean score at each grade level has gone up. One exception is a one point drop in students making benchmark in grade two. Another exception is the mean score in grade two has remained steady and there was a 2 point drop in grade three. The early trend is mixed, but good.





Percentage of Students Making Benchmark OA NBT		
	13-May	14-May
K		
1	73	79
2	66	69
3	71	70
4	70	72
5	68	79

Mean Score OA NBT		
	13-May	14-May
K		83
1	72	77
2	70	70
3	72	70
4	70	71
5	68	74



Percentage of Students Making Benchmark OA NBT May 2014				
	All	AA	SWD	ED
1	79	60	50	67
2	69	50	41	53
3	70	45	36	52
4	72	55	43	56
5	79	67	48	66

Special Education Achievement Gap

The trend data is limited to two years. A significant achievement gap exists in students making the benchmark score of 80% in May 2014. The achievement gaps range from 19 points in grade one to 31 points in grade three. At the same time, special education students have made gains between May 2013 and May 2014 at all grade levels except for grade two. The most significant gains were made in grades four and five at 11 points and 21 points respectively. The percentage of special education students who made benchmark went down 2 percentage points in grade two. Overall, even though special education students made gains, the achievement gap both grew and shrank depending on the grade level and the gains made by the population as a whole.

African American Achievement Gap

The trend data is limited to two years. A significant achievement gap exists in students making the benchmark score of 80% in May 2014. The achievement gaps range from 12 points in grade five to 25 points in grade three. Gains and losses made by African American students between May 2013 and 2014 were inconsistent. Students in grades one and five made significant gains at 14 points and 8 points respectively. African American students making benchmark dropped in grades two - four between 1 and 7 points. Overall, the achievement gap grew slightly based on gains made by the population as a whole.

Economically Disadvantaged Achievement Gap

The trend data is limited to two years. An achievement gap exists in students making the benchmark score of 80% in May 2014. The achievement gaps range from 13 points in grades one and five to 18 points in grade three. At the same time, economically disadvantaged students have made gains between May 2013 and May 2014 at all grade levels except for grades two and three where they remain steady. The most significant gains were made in grade five at 9 points. Overall, even though economically disadvantaged students made gains, the achievement gap both grew and shrank depending on the grade level and the gains made by the population as a whole.

Grades 3 - 5 Challenges: Fractions

There is no trend data regarding fraction instruction aligned with the Maryland College and Career Ready Standards. Instructional resources, professional development and assessments are being developed and revised yearly as the needs of students and teachers change and our knowledge is deepened. Assessment data from 2013-2014 indicates a need to take a look at fraction instruction. The achievement gap in the percentage of students making a benchmark score of 80% on the unit assessments between the population as a whole and students with disabilities is far higher than it is in computational fluency. Each grade level had two fractions assessments. The achievement gap for students making benchmark in the population as a whole and students with disabilities was 33% in grade three, 43% in grade four, and 27.5% in grade five. The range in mean scores was not as dramatic with the gap being 20.5% in grade three, 20.5% in grade four and 20% in grade five. This indicates that specific students had more trouble than others with fractions, rather than an overall trend. Economically disadvantaged students and African American students showed achievement gaps as well, but they were more in line with the gaps seen in computational fluency.

Grades 6 - 8 Challenges:

Special Education Achievement Gap

There continues to be an achievement gap between the Special Education population and the rest of the student body. At grades 6-8, the percentage of Special Education students scoring

proficient or advanced dropped from 45.4% to 35.6%. The gap between the general population and this subgroup increased. In 2012, the gap was 37.7% points. In 2013 the gap is 44.4% points.

African American Achievement Gap

There continues to be an achievement gap between the African American population and the rest of the student body. At grades 6-8, the percentage of African American students scoring proficient or advanced dropped from 66.5% to 61.4%, and the gap between the general population and this subgroup has increased. In 2012, the gap was 16.6 % points; in 2013 it was 18.6% points.

FARMS Achievement Gap

There continues to be an achievement gap between Free and Reduced Meals (FARMS) population and the rest of the student body. At grades 6-8, the percentage of FARMS students scoring proficient or advanced dropped from 68.9% to 63.8%. The gap between the general population and this subgroup has increased. In 2012, the gap was 14.2% points. In 2013 the gap is 16.2% points.

We believe our data reflects our full implementation of the Common Core State Standards CCSS beginning in the 2012 – 2013 school year. Because of the curricular shift from the VSC to the CCSS, there were Maryland State Curriculum standards, topics and indicators that were not taught to fidelity at each grade level last year due to this shift in emphasis of instructional content. This misalignment between the curriculum being taught and the assessment measuring student mastery of the curriculum must be taken into serious consideration when examining MSA data from 2013. The disjointedness of the two competing curricula (i.e., VSC with the CCSS) was especially apparent as our disaggregated MSA performance data for our subgroups (i.e., African-American, SPED, and FARMS students, respectively) precipitously declined over the past three years.

2. Moving forward 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 timelines and method(s) of measuring student progress* where appropriate. **Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity.** The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

Grades 1–5 Adjustments, Allocations, and Time Lines
Special Education, African American, and Economically Disadvantaged Achievement Gap
Computational Fluency

A series of assessments was introduced in 2012–2013 and 2013-2014 to assess student thinking leading to correct or incorrect responses and drive instruction for individual students and groups of students accordingly. Additional time in 2012 – 2013 was spent in professional development; collaborative scoring and instructional decision making to grow teacher capacity using the model of assessment and instruction. This will provide information regarding the misconceptions of our most at risk students and allow teachers to target instruction for each child accordingly. Teachers gave the assessments for the first time in the spring of 2012, student work was collected and rubrics aligned to the Maryland College and Career Ready Standards were developed. District wide training took place in which teachers were trained in the use of rubrics. Ongoing collaborative scoring and analysis of student work continued in 2013-2014. Assessment data supports continuing this instructional plan. Teachers gain knowledge about the thought process of individual students and are able to provide targeted instruction and intervention accordingly. This serves the needs of all students, but especially at risk students. Overall, the percentage of students making benchmark and the mean scores have gone up. The achievement gap has widened in some grade levels and narrowed in others, but largely as a result of overall gains in the population as a whole.

Formative assessments used to drive targeted instruction will continue to be a focus in St. Mary's County Public Schools. A leadership cadre representing teachers from different schools and grade levels was formed this summer to acquire additional content knowledge, develop resources and provide professional development in a variety of manners and venues. The leadership cadre took an online course in *Computational Fluency and the Common Core State Standards* together and used that knowledge in conjunction with assessment data and teacher input to integrate the components of the math program by reorganizing the teacher website and focus instructional practice. In addition, resources are being developed to help articulate a student's progression in computational fluency through the grades and help teachers access prior knowledge when teaching new content. This is especially important for at risk students who may not arrive at a grade level fully able to do grade level work. Finally, teachers will participate in professional development in planning and facilitating mathematical discussions with a purpose.

In order to encourage fact fluency instruction based on strategy development in the classroom all year, *Mastering the Basic Math Facts* books have been provided for every teacher. This is expected to be the primary mode of instruction. In 2014-2015 a specific fact fluency focus has been added to every unit and strategy instruction has been integrated into the math block. *FASTT* Math will continue to be utilized as one tool for developing fact fluency. Fact fluency items emphasizing number relationships and the unknowns in all positions have been added to all unit assessments. In addition, there will be district wide Moodle assessments to pinpoint areas of need.

Fractions

A primary concern with fraction instruction is the newness of the content and pedagogy and teacher familiarity with both. Teachers who are not confident in content or pedagogy are less

likely to be able to identify misconceptions and adapt instruction for struggling learners.

A leadership cadre representing teachers from a variety of schools and grade levels was formed this summer to acquire additional content knowledge, revise resources and provide professional development in a variety of manners and venues. The leadership cadre took an online course in *Making Sense of Fractions* together and is using that knowledge in conjunction with assessment data and teacher surveys to revise instructional units on fractions; develop resources; and create professional development modules both in pedagogy and content. As teachers get stronger in content and pedagogy, they will be able to adapt instruction for struggling learners more effectively.

These initiatives pay attention each child attaining the foundations of whole number and rational number computation. This dovetails into the Maryland Common Core Ready Standards and their focus. It also aligns with research emphasizing the long term value of interventions focused on number and computation.

Grades 6-8: Adjustments, Allocations, and Time Lines
The following instructional shifts will be reflected in the following areas and address the assorted achievements gaps in student performance and meet the instructional demands of the Common Core:

- **Instructional Implications**
- **Classroom "look fors"**
- **Resources**
- **Assessment Shifts**
- **Professional Development**
- **Intervention**
- **Data Mining and Analysis**

I: Instructional Shift: Focus - *Greater <u>focus</u>* ***on fewer topics***
The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

Instructional Implications:

- Narrow the scope of content in each SMCPS grade/course so that students more deeply experience what remains and is intended in the CCSS. Use the "Power of the Eraser" to greatly reduce the amount of material covered.
- The overwhelming focus of the Standards in the early grades (K-5) is arithmetic along with the components of measurement that support it. This includes the Domains of Operations and Algebraic Thinking, Number and Operations in Base

Ten, and Numbers and Operations- Fractions.

- The focus of the Standards in middle school are in the Domains of Ratios and Proportional Reasoning and Expressions and Equations. In SMCPS, we have created 23 instructional modules that students must complete before enrolling in a Common Core Algebra 1 course.
- Many lessons in textbook curricular programs will need to be eliminated or modified to meet the shift of Focus intended by the CCSS. In SMCPS, will strive to be as eclectic as possible and use traditional and virtual PLC's (via Google Groups by content) to share resources.
- Lessons and curricular guides have been identified and created in the Focus areas identified by the CCSS.

Classroom "Look-fors":

- **In any single grade, *students and teachers should spend the large majority of their time, approximately three-quarters, on the major work of each grade*/course**
- **In SMCPS, we have spent much time and effort *in vetting old units/lessons and creating new ones* in regards to the shift of Focus mandated by the CCSS.**
- ***Formative and Summative assessments used in classrooms and in countywide pre-mid-post tests should reflect the focus areas and major work of each grade.***

II: Instructional Shift: Coherence - *Linking topics and thinking across grades*

Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. For example, in 4th grade, students must "apply and extend previous understandings of multiplication to multiply a fraction by a whole number" (Standard 4.NF.4). This extends to 5th grade, when students are expected to build on that skill to "apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction" (Standard 5.NF.4). Each standard is not a new event, but an extension of previous learning.

Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

Instructional Implications:

- **Connect the learning across grades** so that students can build new understanding onto foundations built in previous years.
- **Understand that the most important connections and progressions are vertical in**

nature: the links from one grade to the next allow students to progress in their mathematical education.

- **Understand that each standard is not a new event but an extension of previous learning**.
- **Connections at a single grade level can be used to improve focus, by tightly linking secondary topics to the major work of the grade**.

Classroom "Look-fors":

- ***Provide time for grade spans*** to study the vertical progressions that exist in the Domains.
- Teachers should have a ***working knowledge of the standards in the previous grade as well as the standards in the following grade.***
- Lessons that include secondary topics should have ***those topics linked within***
- ***Lessons/units to the major work of the grade***.
- Coherence should be ***evident in unit/lesson plans.***

Instructional Shift: Rigor - *Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity.*

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

- ***Conceptual understanding****:* The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.
- ***Procedural skills and fluency****:* The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.
- ***Application****:* The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Instructional Implications:

- **Conceptual Understanding:** Students need a conceptual understanding of key concepts, such as place value and rations. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than just a set of mnemonics or discrete procedures.

- **Procedural Skill and Fluency:** Students need to have speed and accuracy when performing calculations. Teachers should structure class/homework time for students to practice core functions such as single-digit multiplication so students have access to more complex concepts and procedures.
- **Application**: Students need to be able to use math flexibly for applications. Teachers should provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

Classroom "Look-fors":

- Students deeply understand and can operate easily ***within a math concept*** before moving on. They learn more than a trick to get the answer right. They learn the math.
- ***Students are practicing and understanding.*** There is more than a balance between these two things in the classroom-both are occurring with intensity.
- ***Students should have mastered the required fluencies*** for their grade levels.
- Students ***are expected to use math*** and ***choose the appropriate concept for application*** even when they are not prompted to do so.

Assessment Shift:

- **PARCC Summative and PBA Assessments**
- **Quick Quizzes**
- **Formative and Summative Unit/Module Assessments**

Additionally, our ***interventions*** will be focused on numeracy and rational numbers in the middle grades. During our intervention time, instruction will be explicit and systematic. This would include modeling of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Moreover, interventions will encompass instruction on solving word problems that is based on common underlying structures, explicitly incorporating Mathematical Practices #7 and 8.

To assist in the meeting the lowest abled students in our system, the mathematics office has put together a reference sheet of all of the mathematics interventions and supplementary interventions that the county owns and deploys. Through various interviews, it had been determined that schools either had no sense as to what interventions the county owned or were available. Specifically, the inventory of programs that SMCPS uses at the secondary level for all tiers of intervention are characterized in one of the following groups:

- Screening Tools
- Intervention Programs
- Intervention Resources
- Monitoring Progress
- Vocabulary Resources

2014 Annual Measurable Objectives (AMOs)
Reading/Language Arts

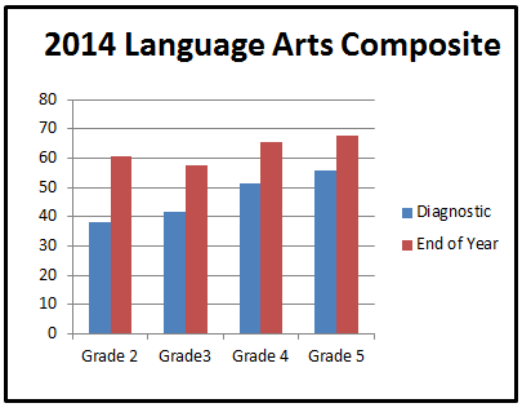
Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland's ESEA Flexibility Request, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in six years (2017).

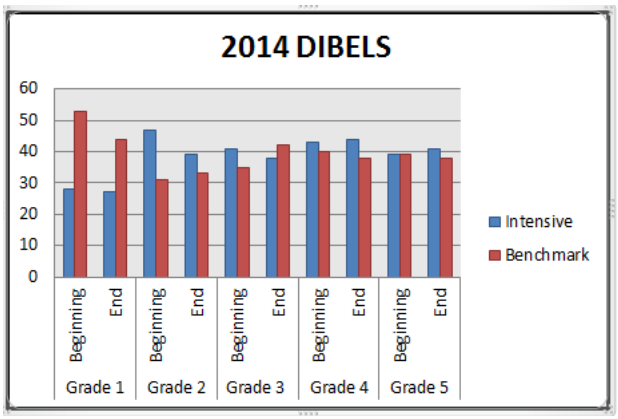
1. Based on available data, describe the challenges in Reading/Language Arts.
In your response, identify challenges in terms of subgroups.

In elementary school, a Language Arts Composite was administered during the 2013-2014 school year to grade two through grade five students in August and May. The Composite contains subtests in Reading, Language, and Writing and was designed to measure mastery of grade level Maryland Common Core Readiness Standards. On this assessment, all students on the May administration in grades 2-5 demonstrated an average increase from the August administration of 16%. End of year gains made by grade level were Grade 2, 22.70%, Grade 3, 15.78%, Grade 4, 13.54%, and Grade 5, 15.99%. The writing component of the assessment had the greatest gains ranging from 21.43% in Grade 5 to 28.17% in Grade 2. Subgroup comparisons identified our students with disabilities scoring overall the lowest with an average of 43.80%.

This can be compared to the overall average for all students of 62.87%. African American Students overall scored an average of 53.50% and Economically Disadvantaged at 54.64%. There continues to be a disparity between these subgroups and our population as a whole. This was the first year for the administration of this county assessment, however, the data parallels the results of MSA trend data in the past with an achievement gap continuing to exist with our at risk subgroups.

Our students are also administered DIBELS Next, a set of measures used to assess early literacy and reading skills. As the year progresses, the bar for benchmark increases in order to show the growth of the year. Data for the 2014 school year continues to be relatively flat and displays minimal levels of growth for our intensive students. Students at benchmark primarily maintained or made minimal gains with Oral Reading Fluency.





In middle school, we administered several ELA assessments in the 2013-2014 school year designed to measure mastery of grade-level MCCRS and the reading skills of our students in grades 6-8. Looking at the growth between our August and May administration of our MCCRS-aligned end-of-year assessment (EOY), all groups reflected positive value added growth (+ 8 percentage points in grade 6 and 7 and +9 in grade 8). On our August and May administration of the Gates MacGinitie Reading Assessment, the trend was similar. In 6th grade, all students gained an average of 9 percentage points and an average of 7 percentage points in both grades 7 and 8. Our focus as a system in 2013-2014 was on the performance of our economically disadvantaged (ED) students. On the Gates MacGinitie Assessment in Middle School, there was no achievement gap between our ED students and our non-ED students; all students experienced the same amount of growth between the two administrations of that assessment. On the SMCPS EOY, there was a slight gap between the two sub-groups (4 points in grades 6 and 7, and 1 point in grade 8).

We believe our data reflects our transition to the Common Core State Standards beginning in the 2011-2012 school year. Because we did experience an increase in EOY assessment scores across all students on our local assessments in 2014, it could be attributed to the CCSS shift and teaching higher standards and more complex texts. Not only have we raised our expectations for all students, but we have also provided all students access to more complex texts, both in guided instruction and independent reading. Additionally, we revised our assessments to be more reflective of the PARCC assessments, including more challenging, grade-appropriate texts and evidence-based questions. Our across-the-board gains this year contrast our 2013 MSA data, where we experienced decreases in all students and many sub-groups.

Our most significant challenge over the past two years has been related to our transition to the Common Core State Standards (CCSS) beginning in the 2011-2012 school year. Because of this shift, there are many VSC objectives that are no longer taught in our middle school classrooms, and many of the standards assessed on the MSA are taught in elementary grades in the CCSS. This misalignment between the curriculum being taught and the assessment measuring student mastery of the curriculum has made it difficult to make decisions based on past MSA data.

2. Moving forward 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 timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

ELEMENTARY SCHOOL:

Curriculum expectations will continue to focus on increasing the rigor and depth of assignments and the inclusion of writing in response to text. This focus will emphasize analytical and higher-

level thinking and comprehension. Both the literacy lab model and Daily Five are being used in our classrooms with increased time allocated for independent reading. This will continue to provide students the time daily for reading and writing at their instructional levels as well as time to practice reading independently. The advantage of this is that students spend a greater amount of time reading and writing, with differentiated support provided by the teacher. They also spend time discussing what they have read or written. New Standards Based Curriculum Maps and a bank of resources have been developed and will help support teacher planning. New, ongoing assessments will provide the data teachers need to make instructional decisions in relation to flex grouping for ability and skill needs.

St. Mary's County Public Schools (SMCPS) will continue to use specific interventions to address decoding gaps and skill deficits. Research-based interventions used in our elementary schools include The Lindamood Phoneme Sequencing (LIPS) Fundations, Just Words, Rewards, Read Naturally, Six Minute Solution to Fluency, Road to the Code, Soar to Success and Seeing Stars, to build fluent reading skills. The Leveled Literacy Intervention Program, by Fountas and Pinnell, was purchased during the 2013-2014 school year for second grade as an additional intervention for students in need at the end of the primary developmental years. Due to the success we are finding with students, many schools have utilized school based funds to purchase the program for additional grade levels. IRLA, the Independent Reading Level Assessment Framework by the American Reading Company, is being piloted in our Title 1 Schools to provide a specific individualized approach to determine student levels, skills for instruction, and tracking of reading growth for our most at risk populations.

Vocabulary and comprehension continue to be areas of focus in order to improve our students understanding. This is a specific area of need for some of our disaggregated groups lacking prior knowledge and vocabulary development, with specific attention to academic vocabulary related to content. SMCPS utilizes the DIBELS Next assessment and the DAZE component to better identify student fluency and comprehension skills along with comprehension checklists on running records. Teachers will be tasked with examining the complexity of texts, focusing on close reading and text dependent questions, increasing student reading stamina, and exposing students to higher levels of literature in order to develop vocabulary and comprehension skills beyond their reading level. Visualizing and Verbalizing has been implemented to develop comprehension and written language skills. The Comprehension Toolkit, by Stephanie Harvey and Anne Goudvis, was added last year as an additional resource to increase the use of non-fiction text in our schools. The resource instructs teachers on how to teach nonfiction text through six different strategies and provides multiple text selections. This year, a supplement of Toolkit Text was purchased for grade five that integrates their Social Studies content.

Writing rubrics for grades K-5, which were back-mapped from the 6-8 writing rubrics, have been created and were implemented. The rubrics provide teachers a tool to assess student writing in alignment with the Common Core. Additional rubrics for Prose Constructed Responses (per PARCC) have been created and implemented in all schools last year. This year, professional development will focus on team scoring and the development of anchor papers.

Resources include: material of instruction, stipends, funding for substitutes to support professional development. As fiscal restraints prohibited additional funding, the activities

described in the response are supported by general funds (i.e. unrestricted) in the aforementioned categories.
MIDDLE SCHOOL:

In response to the changing instructional and assessment landscape, the focus for our English classrooms this year will be on integrating and aligning writing instruction more effectively with reading. Teacher teams worked over the summer to develop resources to support this effort, including a proposed process for writing instruction and ideas for writing activities. Resources are housed on our ELA Website as well as embedded in our unit overviews and suggested teacher-created units for each grade. These resources were developed following a professional book study related to research-based writing instructional practices. Our Secondary (6-12) English Leadership Team read five books last year, and in April, we met to synthesize the collective knowledge gleaned from these resources to define an instructional approach for writing in our system. We will monitor student writing (in response to reading) skill development by administering a diagnostic writing task in September and two writing assessment tasks (in November and January), which mirror grade-level PARCC Task Generation Models. Both the reading and writing question (PCR) focus on the low-performing standards on our local 2013 assessments. We implemented these tasks last year and revised them in teacher-review sessions in the spring. Each task includes a bank of 12 selected response questions that align to MCCRS for reading and one PCR, which is scored for both reading comprehension and writing skills using the PARCC literary analysis rubric. Each task includes detailed instructional support for teachers and student anchor papers to assist teachers and PLCs in scoring student responses and facilitating solid writing instruction in the classroom. Teachers will also have the option of administering these assessments electronically via Performance Matters this year in order to provide students with several opportunities to practice taking online assessments prior to the administration of PARCC assessments this spring.

Professional development focused on writing instruction will include sessions in August/January and on quarterly PLC planning days, monthly writing tips, and ideas to be shared in the ELA quarterly newsletter. A writing cadre consisting of teachers in grades 6-12 will work over the course of the year on creating and facilitating these professional development opportunities and resources. We will also focus on collaborative scoring of performance-based writing tasks. This is an extension of work we started last year, which included identifying student anchor papers and fine-tuning performance based tasks based on student data.

Our teachers will also focus on how they deliver language instruction (including grammar and vocabulary) to make sure that they are effectively integrating these skills with both reading and writing instruction. Over the last year, we developed and pushed out several research-based vocabulary strategies, including a very successful pilot strategy that was implemented in middle school last year.

For our students with the greatest learning challenges, mixed groups also receive interventions using LIPS, Seeing Stars and Visualizing and Verbalizing.

Resources include: materials of instruction, stipends, funding for substitutes to support

professional development. As fiscal restraints prohibited additional funding, the activities described in the response are supported by general funds (i.e. unrestricted) in the aforementioned categories.

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.

Our changes and adjustments for this year continue to build on the work we have been doing in the elementary and secondary classroom over the past two years. Our rationale for making these adjustments and changes are not based on state assessment data, which is aligned to a curriculum we are no longer teaching, but instead to a changing curriculum and testing system. We have paid close attention to PARCC assessment prototypes and approaches to assessment and we have responded accordingly.

Our focus for the past two years has been on aligning new curriculum maps and resources for Grades K-5 and aligning our 6-12 curriculum with the Maryland College and Career Readiness Standards (MCCRS). In doing so, we focused our resources and professional development on implementing rigorous texts and embedding close reading and higher-order thinking in daily instruction. Last year, in grades 2-8, we administered a diagnostic, mid, and post assessment, all of which were aligned to the MCCRS. For the upcoming school year, we have revised our previous assessments to reflect the PARCC EOY Blueprints so that all of our questions are evidence-based. We are also scaling back our selected-response assessment administration at the middle school level to include only a mid-year formative assessment so that we can shift our focus to the integration of reading and writing instruction. In doing so, we will administer more performance-based tasks (a diagnostic plus two additional system-wide tasks). Elementary will be adding to their current assessments three quarterly performance-based tasks. The tasks at both levels have been integrated with our curricular units to be a seamless extension of classroom instruction. This will provide students with more frequent opportunities to demonstrate learning in ways that are alternative to standardized, multiple-choice assessments that will also support and reflect our current focus on writing instruction.

Resources include: materials of instruction, stipends, funding for substitutes to support professional development. As fiscal restraints prohibited additional funding, the activities described in the response are supported by general funds (i.e. unrestricted) in the aforementioned categories.

2014 Annual Measurable Objectives (AMOs)
Science

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.
***Data tables (2.7 – 2.8)**

Grade 5

In 2014, for Grade 5, the percentage of all students who were proficient or higher on the Science MSA decreased by 1.1 percentage points to 73.4 % (from 74.5%). The subgroup percentages of proficient or advanced that lagged below the county average of all students were the scores for the African American, FARMS, and Special Education subgroups. Scores increased by 3.6 percentage points for African American students from 2013 (45.3% in 2013 to 48.9% in 2014). In 2014, African American students scored 24.5 percentage points below the percent of all proficient/advanced students for the entire county. In 2014, FARMS students scored 2.9 percentage points higher than 2013 (53.9% in 2013 to 56% in 2014). FARMS students scored 26.1 percentage points lower than the county average of all non-FARMS students who were proficient or higher. In 2014, Special Education students scored 2.4 percentage points higher than in 2013 (32.3% in 2013 to 34.7% in 2014). In 2014, Special Education students scored 42.7 percentage points lower than the county average of all non-Special Education students who were proficient or higher. The overall slight increase in performance from 2013 to 2014 is very pleasing. However, there is still quite a gap between subgroups and regular education students. Within the subgroups, the greatest discrepancy was with FARMS and Special Education students. These discrepancies must be addressed.

Grade 8

In 2014, for Grade 8, the percentage of all students who were proficient or higher on the Science MSA increased by 0.7 percentage points to 79.7% (from 79%). The subgroup percentages of proficient or advanced that lagged below the average were the scores for the African American, FARMS, and Special Education subgroups. Scores decreased by 6.2 percentage points for African American students from 2013 (60.9% in 2013 to 54.7% in 2014). African American students scored 25 percentage points below the percent of all proficient/advanced students for the entire county. In 2014, FARMS students scored 3.6 percentage points lower than 2012 (63% in 2013 to 59.4% in 2014). FARMS students scored 28.4 percentage points lower than the county average of all non-FARMS students who were proficient or higher. In 2014, Special Education students scored 0.7 percentage points higher than in 2013 (28.7% in 2013 to 29.4% in 2014). Special Education students scored 54.8 percentage points lower than the county average of all non-Special Education students who were proficient or higher. As with Grade 5, the slight increase in percentage of students who scored proficient/advanced for Grade 8 is pleasing. However, the gap has widened between FARMS and non-FARMS students. The gap has greatly widened between Special Education and non-Special Education students. These gaps must be addressed and rectified.

2. Moving forward 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 timelines and method(s) of measuring student progress where appropriate *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*

Grade 5

The refinement of elementary science curriculum is ongoing for the 2014-2015 school year, with a number of new STEM-For-ALL units available for use. 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 needs 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 will be provided for all elementary science teachers in how to conduct labs and how to use lab equipment. The elementary science supervisor will coordinate with the secondary science supervisor and plan vertical articulation between the levels; where secondary content specialists 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

Study Island is an online curriculum resource which consists of self-paced science lessons. At the grade 8 level, Study Island is used to reinforce content from previous years and units. It is used bi-weekly during normal times in the school year and more frequently in the time leading up to a major science assessment. It has been purchased by individual schools, and SMCPS is looking into purchasing site licenses for all four middle schools. Discovery Science is another

online learning tool that is utilized by three of the four middle schools in the county. It is a very important resource for teachers, especially with its linkage to the Common Core. Through a STEM grant, SMCPS was able to purchase a one-year subscription to Discovery Education Streaming Plus. 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 Grade 6 has been altered. Grade 8 curriculum will be evaluated starting in the 2016-17 school year. All of the interventions mentioned previously will help with retention of science knowledge and will help boost Grade 8 MSA scores. The interventions are intended to target the underachieving subgroups, such as FARMS, Special Education, and African American students.

Resources

Resources include: materials of instruction, stipends, and funding for substitutes to support professional development. As fiscal restraints prohibited additional funding, the activities described in the response are supported through general funds (i.e. unrestricted) in the aforementioned categories.

2014 Annual Measurable Objectives (AMOs)
Social Studies

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.

2015 Master Plan Goals	Challenges
SMCPS provides a comprehensive, disciplinary and multi-disciplinary educational program that infuses the Environmental Literacy Standards with the Maryland Social Studies Curriculum. Source: COMAR 13A.04.17.01	Over the last two years, PLCs have developed sample lesson plans that align to the social studies content standards and the environmental literacy standards, and professional development sessions have been offered on investigating the culture and science of the Chesapeake Bay and St. Mary's County. Even with a focus on Environmental Literacy Standards, there are competing forces associated with implementing the Common Core State Standards, and 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. As a result of these instructional shifts, a significant portion of the professional development has been focused on these shifts.
SMCPS provides an elementary instructional program that integrates the approved Maryland Content Curriculum and the Maryland Common Core	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

State Literacy Standards. Source: COMAR 13A.04.08.01	identify informational texts (i.e., primary sources) that are grade appropriate that can be used for historical investigations.
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	After participating in several job-embedded literacy disciplinary professional development sessions, Professional Learning Communities (PLC) developed Close Analytical Readings (CAR) activities while making a connection between argumentative writing to reading argumentative informational text. These efforts have led to implementing CAR activities within classrooms that are centering on argumentative writing. Although 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.
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	During the 2013-2014 academic year, professional development sessions addressed the Universal Design for Learning (UDL) principles within the context history and social studies instruction. Examples include embedding printed and digital informational text media and formats, providing options for creating projects, written reports, and multimedia, and using vocabulary strategies before delving into the details of the content. 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.

Goals	Objectives	Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives	Funding Source
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	Develop middle school PARCC research simulation tasks that align to the Environmental Literacy Standard 1 and Standard 5 -Human and Environmental Interaction theme	Job-embedded development sessions that focus on inquiry-based model (i.e., War of 1812 and Progressive Movement) Job-embedded professional development sessions will center on creating 6th, 7th, and 8th grade cross-disciplinary performance-based inquiry centered on Human and Environmental Interaction theme (i.e., Egyptians Modifying the Environment, Global Water Crisis, Economic Development in China, Westward	August 2014 January 2015 July 2014 August 2014 January 2015	Cross-disciplinary performance-based tasks submitted and uploaded to the SMCPS Social Studies and History 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	Unrestricted

		Expansion)			
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	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 .	Job-embedded professional development sessions focused on the historical investigative model Job-embedded professional development sessions will center on creating PARCC research simulation tasks that emphasize disciplinary literacy skills and historical thinking skills	January 2015 July-August 2014	PARCC research simulation tasks submitted and uploaded to the SMCPS Social Studies and History Google site Student performance on PARCC research simulation tasks (student sample papers submitted by individual teachers) Teacher feedback and input on PARCC research simulation tasks	Unrestricted
Goals	Objectives	Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives	Funding Source
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	Develop and implement argumentative social studies performance tasks that align to the historical inquiry model as reflected in the C3 and CCSS. § Create and implement social studies close analytical	Social studies professional learning communities will generate close analytical reading tasks that are aligned to the Common Core State Literacy Standards for Social Studies. The focal point	August 2014 January 2015 April 2015 June 2015	Artifacts generated by the social studies professional learning communities and posted on SMCPS History and Social Studies Google site Collaborative sessions designed to review student	Unrestricted

Common Core Curriculum Framework- COMAR 13A.04.08.01	reading activities that require students to analyze and evaluate complex multiple informational text and non-text sources. Generate social studies simulated research tasks that align to the released PARCC assessments, which require students to comprehend, evaluate, synthesize, and report their findings with evidence from the sources.	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. After the completion of the professional development sessions, the professional development communities are responsible to develop one simulated research task which will be implemented throughout the	August 2014 January 2015	work products from the simulated research tasks to identify areas of strengths and areas that need improvement	

		school year.			
Goals	Objectives	Implementation Strategies (Brief Description)	Timeline (Completion Date)	Methods for Measuring Progress Toward Meeting Goals and Objectives	Funding Source
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	Develop a platform by using Moodle4 to create a blending learning environment for social studies curriculum and assessments that provide multiple means of representation, expression, and engagement.	Job-embedded professional development that centers on Moodle 4, including developing learning activities, assessment products, and discussion threads.	July 2014 August 2014 October 2014 January 2015 April 2015	Artifacts generated by the social studies professional learning communities and posted on SMCPS History and Social Studies Google site	Unrestricted

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.

High School Assessments
English

1. Based on available trend data, describe the challenges in English. In your response, identify challenges in terms of subgroups.
*Data table (2.3)

According to the 2013 Test Performance and Status charts, our data reveals a positive increase in our most traditionally challenging subgroups: special education and FARMS. Our special education subgroup scores increased across all grade levels in 2013 (36.1 in grade 10, 25.9 in grade 11, and 41.8 in grade 12), which was only 19.7 for tenth graders in 2012. Our FARMS students pass rate was 54.4 in 2012, which was a slight decrease from 2011. In 2013, our FARMS subgroups demonstrated increases across all grade levels (56 in grade 10, 62.7 in grade 11, and 70.1 in grade 12). The gaps between the SPED and FARMS subgroups and the overall student scores remain evident, but the gap closes significantly when students take the test as juniors and seniors.

Our African American subgroup experienced significant gains in 2013. In 2012, only 49.1% passed in grade 10, but in 2013, this percentage jumped to 55.5. Our pass rates for juniors and seniors also reveal increased performance, with the pass rate being 60.2 for juniors and 64.5 for seniors. The achievement gap decreased a few points for sophomores (24.8 points in 2013 as compared to 27.9 points in 2012). The achievement gap is similar for 11th grade students (24.8 points) and lower for seniors (21 points).

The trend for our Asian and Hispanic/Latino subgroups continues to reveal them out-performing other subgroups and all students in general. This is especially evident in grade 11 (all students: 85; white students: 90.0; Asian students: 93.8; Hispanic/Latino students: 90.5) and in grade 12 (all students: 85.5; white students: 89.8; Asian students: 94.7; Hispanic/Latino students: 91.1).

2. Moving forward 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 timelines and method(s) of measuring student progress where appropriate (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

We believe our data reflects our transition to the Common Core State Standards beginning in the 2011-2012 school year. Because we did experience an increase in scores across all students and subgroups in 2013, it could be attributed to the CCSS shift and teaching higher standards and more complex texts. Not only have we raised our expectations for all students, but we

have also provided all students access to more complex texts, both in guided instruction and independent reading. To support the implementation of the CCSS curriculum over the last two years, we purchased over 1000 novels per grade level; these texts are complex, both quantitatively and qualitatively speaking. We also purchased numerous independent reading novels, also appropriately complex, specifically for the classes in which our struggling students are predominantly enrolled. Additionally, we revised our assessments to be more reflective of the PARCC assessments, including more challenging, grade-appropriate texts and evidence-based questions. Our across-the-board gains this year sharply contrast our 2012 data, where we experienced decreases in all students and many sub-groups. While there is still misalignment between the curriculum being taught and the assessment measuring student mastery of the curriculum, the scores reflected on this year's HSA could certainly reflect better reading instruction resulting in stronger readers.

Resources include: materials of instruction, stipends, funding for substitutes to support professional development. As fiscal restraints prohibited additional funding, the activities described in the response are supported by general funds (i.e. unrestricted) in the aforementioned categories.

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.

We will continue to look very closely at the HSA performance of eleventh and twelfth grade students, who are the only two groups of students that will need to pass the HSA, in order to provide support for individual students prior to the October and January administration of the HSA. This support will be provided to classroom teachers by the HSA lead/bridge teachers in each building. These teachers will implement alternative instructional strategies (i.e. APEX Learning, Study Island, MSDE on-line course materials, parallel bridge projects) to support teachers by providing individualized support for students who still have not passed the HSA. For those students who were not able to pass the HSA in their junior year, a bridge plan has been fully implemented for seniors; bridge teachers in each building will provide instruction that is targeted to the needs of each bridging senior in order to support their success not only on their bridge projects, but also in their future attempts at taking the HSA in the fall and spring.

Based on the examination of 2013 High School Assessment Test Participation and Status results for English:
*Data tables (3.1, 3.2, 3.3)
1. Identify any additional challenges that are evident.

Our most significant challenge over the past two years has been related to our transition to the Common Core State Standards (CCSS) beginning in the 2010-2011 school year. Because of this shift, there are many VSC objectives that are no longer taught in our English 10 classrooms; many of the standards assessed on the HSA are taught in lower grades in the CCSS. This misalignment between the curriculum being taught and the assessment measuring student mastery of the curriculum has made it difficult to make decisions based on HSA data in 2012 and 2013.

2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

In response to the changing instructional and assessment landscape, the focus for our English classrooms this year will be on integrating and aligning writing instruction more effectively with reading. Teacher teams worked over the summer to develop resources to support this effort, including a proposed process for writing instruction and ideas for writing activities. Resources are housed on our ELA Website as well as embedded in our unit overviews and suggested teacher-created units for each grade. These resources were developed following a professional book study related to research-based writing instructional practices. Our English Leadership Team read five books last year, and in April, we met to synthesize the collective knowledge gleaned from these resources to define an instructional approach for writing in our system. We will monitor student writing (in response to reading) skill development by administering a diagnostic writing task in September and two writing assessment tasks (in November and January), which mirror grade-level PARCC Task Generation Models. Both the reading and writing question (PCR) focus on the low-performing standards on our local 2013 assessments. We implemented these tasks last year and revised them in teacher-review sessions in the spring. Each task includes a bank of 12 selected response questions that align to MCCRS for reading and one PCR, which is scored for both reading comprehension and writing skills using the PARCC literary analysis rubric. Each task includes detailed instructional support for teachers and student anchor papers to assist teachers and PLCs in scoring student responses and facilitating solid writing instruction in the classroom. Teachers will also have the option of administering these assessments electronically via Performance Matters this year in order to provide students with several opportunities to practice taking online assessments prior to the administration of PARCC assessments this spring.

Professional development focused on writing instruction will include sessions in August/January and on quarterly PLC planning days, monthly writing tips, and ideas to be shared in the ELA quarterly newsletter. A writing cadre consisting of teachers in grades 6-12 will work over the course of the year on creating and facilitating these professional development opportunities and resources. We will also focus on collaborative scoring of performance-based writing tasks. This is an extension of work we started last year, which included identifying student anchor papers and fine-tuning performance based tasks based on student data.

Our teachers will also focus on how they deliver language instruction (including grammar and vocabulary) to make sure that they are effectively integrating these skills with both reading and writing instruction. Over the last year, we developed and pushed out several research-based vocabulary strategies, including a very successful pilot strategy that was implemented in middle school last year. Magic Lens (Michael Clay Thompson) is still an expectation for our 6th and 9th grade teachers, but other grade-level teachers are encouraged to use the strategy as well. Materials for implementing Magic Lens (including videos of teachers implementing it in our classrooms) are posted on our website. A "refresher" session on Magic Lens will also be offered in September.

Resources include: materials of instruction, stipends, funding for substitutes to support professional development. As fiscal restraints prohibited additional funding, the activities described in the response are supported by general funds (i.e. unrestricted) in the aforementioned categories.

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.

Our changes and adjustments for this year continue to build on the work we have been doing in the secondary classroom over the past three years. Our rationale for making these adjustments and changes are not based on state assessment data, which is aligned to a curriculum we are no longer teaching, but instead to a changing curriculum and testing system. We have paid close attention to PARCC assessment prototypes and approaches to assessment and we have responded accordingly.

Our focus for the past several years has been on realigning our 6-12 curriculum with the Maryland College and Career Readiness Standards (MCCRS). In doing so, we focused our resources and professional development on implementing rigorous texts and embedding close reading and higher-order thinking in daily instruction. Last year, we administered a diagnostic, mid, and post assessment, all of which were aligned to the MCCRS. For the upcoming school year, we have revised our previous assessments to reflect the PARCC EOY Blueprints so that all of our questions are evidence-based. We are also scaling back our selected-response assessment administration to include only a mid-year formative assessment so that we can shift our focus to the integration of reading and writing instruction. In doing so, we will administer

more performance-based tasks (a diagnostic plus two additional system-wide tasks), which have been integrated with our curricular units to be a seamless extension of classroom instruction. This will provide students with more frequent opportunities to demonstrate learning in ways that are alternative to standardized, multiple-choice assessments that will also support and reflect our current focus on writing instruction.

High School Assessments
Algebra/Data Analysis

*Data table (2.6)

Based on the examination of 2013 High School Assessment Test Participation and Status results for Algebra/Data Analysis:

*Data table (3.1, 3.2, 3.3)

1. Identify any additional challenges that are evident.

The additional challenges that are evident in the 2013 HSA Status Model are that the Special Education, African American and FARMS subgroups continue to struggle to meet the graduation requirement through HSA testing. The 2013 HSA Status Model indicates that the percentage of African American students who met the HSA graduation requirement through testing was 70.9%. This percentage lagged 19% behind the percentage of all students (89.9%) who met the requirement through HSA testing. The percentage of Special Education students who met the HSA graduation requirement through testing in 2013 was 41.7%. This percentage lagged 48.2% behind the percentage of all students who met the requirement through testing. The percentage of FARMS students who met the HSA graduation requirement through testing in 2013 was 77.2%. This percentage lagged 12.7% behind the percentage of all students who met the requirement through testing. Significant challenges remain for the Special Education, African American and FARMS subgroups according to this report.

2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

The changes and adjustments below, along with corresponding resource allocations, will be made in an effort to increase the percentage of Special Education, African American and FARMS students who meet the HSA graduation requirement through testing.

1. Development of Additional Consumable Resources
   HSA Synthesizer workbooks will be created and distributed to all Algebra 1 students for use during the year and those who have yet to pass the HSA Algebra/Data

Analysis Assessment with a qualifying score of 412. Problems in the workbooks will be released HSA items. Corresponding resource allocations: materials of instruction funding, stipends for teacher work completed beyond the duty day in the development phase of this workbook.

2. Curricular revisions to the Intermediate Algebra course
   An HSA remediation course which focuses on the eight themes of HSA Algebra 1 (see below) was developed and incorporated into the Intermediate Algebra course during the first semester of the school year. The goal of this remediation course is to prepare students to retest in January. As a result of this change, all students who have passed Algebra 1 but failed the test, enroll in this course. Corresponding resource allocations: stipends for teacher work completed beyond the duty day in the development phase of this remediation course

The following are the **eight Instructional Units in the first semester** that focus on an intensive review of all HSA Algebra/Data Analysis concepts:

- Unit 1: Real Numbers, Patterns, and Expressions
- Unit 2: Writing and Solving Linear Equations
- Unit 3: Writing and Solving Inequalities
- Unit 4: Graphs and Functions
- Unit 5: Modeling Data
- Unit 6: Systems of Linear Equations
- Unit 7: Statistics
- Unit 8: Probabilities, Surveys, and Simulations

3. Development of Additional Technology Resources
   A Google site that serves as a repository for all HSA remediation materials has been created and is available to all math teachers in the SMCPS. Math teachers routinely utilize the MSDE Blackboard site for teaching resources. A Moodle HSA preparation course has also been developed. Corresponding resource allocations: stipends for teacher work completed beyond the duty day in the development phase of these resources.

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.

There seems to be a widening gap in our achievement data across all disaggregated groups as compared to the aggregate. Additionally, there seems to be a gender gap as well that exists within each disaggregated group. Male student performance significantly lags behind female in the overall aggregate and, especially, in disaggregated subgroups, especially in the middle

grades/MSA data. With this in mind, the county will be more mindful about acute scheduling placements for particular males beginning in the middle grades through high school coursework.

High School Assessments
Biology

1. Based on available trend data, describe the challenges in Biology. In your response, identify challenges in terms of subgroups.
*Data table (2.9)

Across St. Mary's County Public Schools, at the high school level, challenges that are evident in the 2013 Biology HSA scores are the lagging percentages of students who met HSA requirements by Grade 11 for the Special Education, African American and FARMS subgroups. In 2013, 90.4% of all SMCPS students met the graduation requirement for Biology. However, when that percentage is broken down by subgroups, the percentages drastically decrease. By Grade 11, 71.5% of African American students, 45.5% of Special Education students, and 73.8% of FARMS students met the graduation requirement for Biology. It is anticipated that students who are in danger of not meeting this graduation requirement by the end of their fourth year in high school (Grade 12) will meet this graduation requirement through the Bridge Program. By Grade 12, 93.3% of all SMCPS students had met graduation requirements for Biology, and another 6.7% had met the requirement by completing Bridge projects. Within the subgroups, 81.4% of Grade 12 African American students had passed the Biology HSA, while 18.6% met the requirement through completion of Bridge projects. For Special Education, 63.2% of students passed the Biology HSA, and another 36.8% met graduation requirements by completing Bridge projects. Lastly, for FARMS, 84.2% of students passed the Biology HSA, and another 15.8% met graduation requirements by completing Bridge projects.

2. Moving forward 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 timelines and method(s) of measuring student progress where appropriate and include timelines, and method(s) of measuring student progress where appropriate. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

Based on the examination of 2013 High School Assessment Test Participation and Status results for Biology:
1. Identify any additional challenges that are evident.

In 2013, St. Mary's County Public Schools had excellent student participation for the Biology HSA. 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. 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. 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. Additionally, through a STEM grant, SMCPS was able to purchase a one-year subscription to Discovery Education Streaming Plus. This is an online source of vast amounts of multimedia, images, and texts; all linked to Common Core standards. The expectation is that Biology teachers will begin infusing Common Core practices into Biology instruction, with a particular focus on reading and analyzing complex texts, analyzing graphs/charts/images/videos, and providing evidence directly from sources.

Resources include: materials of instruction, stipends, and funding for substitutes to support professional development. As fiscal restraints prohibited additional funding, the activities described in the response are supported through general funds (i.e. unrestricted) in the aforementioned categories.

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.

Based on the examination of 2013 High School Assessment Test Participation and Status results for Biology:
*Data tables (3.7, 3.8, 3.9)

a. Identify any additional challenges that are evident.

b. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds.

Otherwise, identify the source as unrestricted and include attributable funds.

Strands

Each school will receive data on whether they met their targets for the School Progress Index in achievement, closing the achievement gap, student growth (in ES and MS) or college and career readiness (in HS) . Based on this information, schools will fall into strands for both State Education Agency (SEA) and LEA support. There are 5 strands (1-5) with 1 being the highest and 5 the lowest. Schools are grouped by strands so that school systems are uniquely poised to provide systemic support to schools that may share similar challenges.

*Please use 2014 SPI data to respond to the prompts below.

Due to the ending of MSA testing and the pilot of PARCC testing, MSDE did not provide an update to the SPI for schools for 2014. Therefore, the response below indicates consistency with the 2013 response for 2013 SPI information.

ESEA requires that 1%-3% of Strand I school improvement plans are sampled and reviewed.

Questions:

1. What percentage of Strand 1 school improvement plans was sampled?

100% of all school improvement plans were reviewed, regardless of strand designation.

2. What challenges were revealed during the review of Strand 1 school improvement plans?

School teams indicated that the greatest challenges involved the imperative to transition to one curriculum, i.e., the Common Core, while being tested on another, i.e., the Maryland State Curriculum.

3. Describe what the school system will do to address the identified challenges. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

SMCPS has utilized its Race to the Top funding to support the preparation and transition to the Common Core. This includes infrastructure support for online resources, as well as curriculum and professional development resources. Following the state-led Educator Effectiveness Academies, all schools developed and implemented a transition plan to support implementation of the Common Core. Systemically, all schools approached the EEA plan with consistency to ensure the Common Core was addressed with collaboration and consensus across the schools. As 2012 SPI data and stranding was baseline, and 2013 revealed stark differences in school strand designations, SMCPS

did not differentiate school improvement processes, decisions, or services based on SPI strands.

ESEA requires that 4%-5% of Strand 2 school improvement plans are sampled and reviewed.

Questions:

1. What percentage of Strand 2 school improvement plans was sampled?

100% of all school improvement plans were reviewed, regardless of strand designation.

2. What challenges were revealed during the review of Strand 2 school improvement plans?

School teams indicated that the greatest challenges involved the imperative to transition to one curriculum, i.e., the Common Core, while being tested on another, i.e., the Maryland State Curriculum.

3. Describe what the school system will do to address the identified challenges. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

SMCPS has utilized its Race to the Top funding to support the preparation and transition to the Common Core. This includes infrastructure support for online resources, as well as curriculum and professional development resources. Following the state-led Educator Effectiveness Academies, all schools developed and implemented a transition plan to support implementation of the Common Core. Systemically, all schools approached the EEA plan with consistency to ensure the Common Core was addressed with collaboration and consensus across the schools. As 2012 SPI data and stranding was baseline, and 2013 revealed stark differences in school strand designations, SMCPS did not differentiate school improvement processes, decisions, or services based on SPI strands.

ESEA requires that the systems report on strategies in place to support schools in Strands 3, 4, and 5.

Question for Strands 3, 4, and 5:

Strand 3 Schools

1. Please identify the commonalities in Strand 3 schools.

All schools focused attention in their school improvement plans on full implementation of the

Common Core (Maryland College and Career Readiness Standards). Consistent with the EEA action plans, each school had to delineate plans for each area of English/Language Arts, Mathematics, Cross Disciplinary Literacy, and STEM.

2. Please identify the successes and challenges in Strand 3 schools.

Successes include the following Best Practices in Implementing CCSS:

- ***Cross-disciplinary focus on critical and analytical reading, including consistent emphasis on annotation of text.***
- ***Cross-disciplinary focus on writing, with emphasis on citing text.***
- ***Alignment of local formative and growth assessments to mirror PARCC blueprints and utilizing data warehouse (Performance Matters) for analysis.***
- ***Emphasis on content vocabulary and close reading in all curricular areas, esp. in special areas such as fine arts and physical education.***
- ***Implementation of performance tasks based on the Task Generation Models.***
- ***Ongoing professional development, including focused work with PLCs.***

School teams indicated that the greatest challenges involved the imperative to transition to one curriculum, i.e., the Common Core, while being tested on another, i.e., the Maryland State Curriculum.

3. Please provide a description of any differentiation of supports to these schools. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

SMCPS has utilized its Race to the Top funding to support the preparation and transition to the Common Core. This includes infrastructure support for online resources, as well as curriculum and professional development resources. Following the state-led Educator Effectiveness Academies, all schools developed and implemented a transition plan to support implementation of the Common Core. Systemically, all schools approached the EEA plan with consistency to ensure the Common Core was addressed with collaboration and consensus across the schools. As 2012 SPI data and stranding was baseline, and 2013 revealed stark differences in school strand designations, SMCPS did not differentiate school improvement processes, decisions, or services based on SPI strands.

Strand 4 Schools

1. Please identify the successes and challenges in Strand 4 schools.

Successes include the following Best Practices in Implementing CCSS:

- ***Cross-disciplinary focus on critical and analytical reading, including consistent emphasis on annotation of text.***

- ***Cross-disciplinary focus on writing, with emphasis on citing text.***
- ***Alignment of local formative and growth assessments to mirror PARCC blueprints and utilizing data warehouse (Performance Matters) for analysis.***
- ***Emphasis on content vocabulary and close reading in all curricular areas, esp. in special areas such as fine arts and physical education.***
- ***Implementation of performance tasks based on the Task Generation Models.***
- ***Ongoing professional development, including focused work with PLCs.***

School teams indicated that the greatest challenges involved the imperative to transition to one curriculum, i.e., the Common Core, while being tested on another, i.e., the Maryland State Curriculum.

2. Please provide a description of any differentiation of supports to these schools. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

SMCPS has utilized its Race to the Top funding to support the preparation and transition to the Common Core. This includes infrastructure support for online resources, as well as curriculum and professional development resources. Following the state-led Educator Effectiveness Academies, all schools developed and implemented a transition plan to support implementation of the Common Core. Systemically, all schools approached the EEA plan with consistency to ensure the Common Core was addressed with collaboration and consensus across the schools. As 2012 SPI data and stranding was baseline, and 2013 revealed stark differences in school strand designations, SMCPS did not differentiate school improvement processes, decisions, or services based on SPI strands.

Strand 5 Schools

1. Please identify the successes and challenges in Strand 5 schools.

Successes include the following Best Practices in Implementing CCSS:
- ***Cross-disciplinary focus on critical and analytical reading, including consistent emphasis on annotation of text.***
- ***Cross-disciplinary focus on writing, with emphasis on citing text.***
- ***Alignment of local formative and growth assessments to mirror PARCC blueprints and utilizing data warehouse (Performance Matters) for analysis.***
- ***Emphasis on content vocabulary and close reading in all curricular areas, esp. in special areas such as fine arts and physical education.***
- ***Implementation of performance tasks based on the Task Generation Models.***
- ***Ongoing professional development, including focused work with PLCs.***

School teams indicated that the greatest challenges involved the imperative to transition to one

curriculum, i.e., the Common Core, while being tested on another, i.e., the Maryland State Curriculum.

2. Please provide a description of any differentiation of supports to these schools, including a description of interventions, reporting and monitoring of these schools being supplied by the LEA. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

SMCPS has utilized its Race to the Top funding to support the preparation and transition to the Common Core. This includes infrastructure support for online resources, as well as curriculum and professional development resources. Following the state-led Educator Effectiveness Academies, all schools developed and implemented a transition plan to support implementation of the Common Core. Systemically, all schools approached the EEA plan with consistency to ensure the Common Core was addressed with collaboration and consensus across the schools. As 2012 SPI data and stranding was baseline, and 2013 revealed stark differences in school strand designations, SMCPS did not differentiate school improvement processes, decisions, or services based on SPI strands.

Specific Student Groups in Bridge to Excellence
English Language Learners/Limited English Proficient Students

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 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 for the ELL student to write a suitable response.**

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 corresponding resource allocations, and incorporate timelines where appropriate. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

For the 2014-2015 school year, we will continue our efforts to offer quality professional development to our content and grade level teachers. Recognizing the continual increase of ELLs to our school system, we are aware of the need to make certain our certified ELL instructors work collaboratively with their content and grade level teachers. We will offer training, which provides resources and direction on how to best plan lessons, based on the English proficiency level of their students. This year, SMCPS will host collaboration workshops (once in the fall and once in the spring) which will place special emphasis on the ELD

Standards. School teams will have the opportunity to work together to create learning targets merging language with content goals and objectives for ELLs.

In addition, an ESOL certified tutor will provide supplemental instructional support for ELL students who are at an entering or beginning proficiency level, and are identified as needing additional assistance in a pull-out model and/or push-in under direct supervision of a certified teacher.

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 decrease

Last year we offered multiple professional development to our general ed teachers of ELLs and their certified ELL instructors. The workshops were well-attended and well-received. We saw an increase of nearly 6 percentage points in our AMAO 1 scores (increase in percentage of LEP students progressing toward English proficiency) and we surpassed the AMAO 2 state-set target for 2014. We and are confident that the PD provided to our teachers has been effective and will therefore be the focus of our efforts to continue making progress in 2014-2015.

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 post-secondary 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- 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 transcripted 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.

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/programs/), 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. In excess of 20 students secured paid internships.

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 FY13 was 564. The number of CTE completers was 567 and the number of Dual Completers was 188. SMCPS engages in a number of strategies to increase enrollment in both CTE and Dual Completer programs. The National Academy of Finance and HVAC were recent additions to the program of studies. In addition, The Dr. James A. Forrest Center held its third 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.

The Core Indicator(s) of Performance that did not meet the 90% threshold are 2S1 Technical Attainment, 5S1 Placement, and 6S2 Non Traditional.

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 58.33%. African American students achieved technical attainment at a rate of 65.22% and Disadvantaged students achieved at a rate of 68.18%. All of these sub groups achieved below the state average of 77.53% SMCPS CTE will need to increase the access that male students have to technical attainment certifications. Not all CTE Programs offer industry Certifications. CTE plans to dedicate an increased level of funds to support technical attainment for all groups, especially those listed above. Funds will also be devoted to provide professional development specific to certifications to assist teachers with preparing students for assessments. Students will be more likely to sit for certifications when financial support is offered.

Sub Group Data 5S1: There were four subgroups that did not meet the state average for indicator **5S1** placement. Male students achieved at a rate of 67.87%, African American students achieved at a rate of 66.67%, Special Need students achieved at a rate of 48.05% and Disadvantaged students achieved at a rate of 58.08%. Students wanting to enter the workforce did not have sufficient access to employers. Students were not given sufficient opportunities to highlight their talents and skills. CTE will continue to emphasize the importance of internship experiences. The Annual Interview Fair at the James A. Forrest Career and Technology Center and the experiences within the Academy of Finance at Chopticon High School will serve as models for programs performing low in this indicator.

Subgroup Data 6S2: Five subgroups in SMCPS scored below the state average in indicator **6S2**, Non-Traditional Completion. Male students achieved at a rate of 17.30%, African American Students achieved at a rate of 12.5%, White students achieved at a rate of 24.38%, Special Needs students achieved at a rate of 24.14%, and Disadvantage students achieved at a rate of 13.86%. During the 2013 school year there were no specific action plans in place to address retention and completion of non-traditional students. CTE will focus greater attention on this indicator through the work of the CTE Directors Advisory Committee which will be comprised of administrators, teachers, students and especially non-traditional PAC members. Meetings will be held quarterly and action items to address non-traditional completion will be created and executed.

c.) Indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described in the FY 15 Local Plan for Program Improvement.

1. **The Performance Target for St. Mary's County Public Schools in 2013 for 2S1 Technical Skill Attainment was 83.88%. St. Mary's achieved a 74.49% for Technical Achievement in 2013. 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
SkillsUSA 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 GMetrics and Certiport testing service. Students in the BMF Cluster will be able to use the GMetrics to help prepare for the MOS and Adobe certifications offered through Certiport. This is a significant upgrade as only one site in the county was offered as a testing site.

1. **The performance target for St. Mary's County Schools for 5S1 Placement was 90.39%. St. Mary's County achieved 71.34%. The following plans will be in place to address 5S1 Placement.**

A-1 Upgrade the BMF cluster at Chopticon High School to support the National Academy of Finance. Funds will be used to upgrade to the latest industry technology and applications using I Pads. The experience that students gain will be applicable in their internship experience. The plan is to increase the skills of the students so that internships can turn into job placement following high school graduation.

A-3, A-9, A-11 Use funds to upgrade C&D cluster equipment inventory. These items will allow students to gain additional experience using industry specific equipment which will help them to achieve NCCER Certifications. Students who earn certifications will be more marketable for actual industry jobs. Students who earn certifications while at the Forrest Center will have an

advantage over those without certifications when competing for jobs. In addition, the upgrade of industry specific software will help students earn Solid Works Certification which will give students an advantage over candidates who do not have certifications when seeking post-secondary employment.

A-4 The purchase of upgraded welders will increase students' knowledge and experience with the latest equipment for the welding industry. More students will earn AWS certifications which will give them an advantage over non certificated candidates when seeking employment.

B-1, B-2 Support Technical Attainment Assessments at both the Forrest Career and Technical Center and each of the three county high schools. Students who earn industry certifications will be at a significant advantage when seeking employment. In addition, students with certifications will potentially earn a higher wage which will encourage more students to enter the field for which they prepared for while attending high school.

B2-5 Use funds for stipend for the Academy of Finance Internship Coordinator. This individual will be the liaison between students and potential employers. This staff member will work to ensure that students are meeting the needs and expectations of the employers. In addition, the coordinator will complete the student evaluations which will provide valuable feedback for students. Students will benefit from the work of the coordinator by using the suggestions provided to improve overall work performance which will increase the likelihood of securing employment in the field.

Local Funds: The Forrest Center will hold its second annual interview fair. The Forrest Center has a dedicated Internship Liaison who is responsible for helping students to secure employment and non-paid experiences in their area of study. Over 300 student interviews were conducted during the 2014 school year. Interviews were conducted with actual community business owners and representatives. Over 20 paid and non-paid work experiences were obtained by students, several of which let to post graduation employment.

1. **The performance target for St. Mary's County Schools for 6S2 Non-traditional Placement was 32.16%. St. Mary's County achieved 24.48%. The following plans will be in place to address 6S2 Non Traditional Completion.**

A-2 Use funds to purchase I Pads for the Allied Health Programs. The improvement in Technology will hopefully attract more male students to the program. Students will be able to use I pads to help highlight career options for males in the health fields. Male students will explore career options such as Pharmacy Technician, Sports Medicine and Surgical Technician. Males will be more likely to complete program when they are given opportunity to explore and practice using current technology in areas that interest them more.

B1-3 Use local funds to support the CTE Directors Student Advisory Committee. Funds will be used to support materials and supplies for quarterly meetings with nontraditional students and teachers to develop recruitment and retention strategies for programs that are underperforming in 6S2. Meetings will include action items to improve nontraditional

retention and completion. Guest speakers for the meetings would include nontraditional professionals. The work of this group would also be included in the recruitment efforts during the Rising Freshman Nights at each of the three high schools and during the Forrest Career and Technology Centers Tech Expo.

B3-1 Fund stipends for guidance counselors to work beyond their duty day to provide career guidance to CTE students during the Tech Expo. Counselors will highlight opportunities in careers especially for nontraditional students.

B4-1 Fund stipends for subs to allow teachers of nontraditional programs to meet during the CTE Directors Advisory Committee meetings. Meetings will occur during the school day to allow for student attendance and input. Teachers, students, nontraditional professionals and CTE Director will work together to develop action plans that will support recruitment and retention of nontraditional students

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.

B2-3 Use funds to pay for subs for CTE Department Chairs at each of the three high schools and for a representative of the Forrest Center. CTE Supervisor and Department Chairs will conduct quarterly meetings / reviews of each program in CTE to check the progress of each of the areas that did not meet the 90% threshold. Meetings will result in action items to address underperforming items. PAC members will also be invited to attend and participate in the quarterly meetings.

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

A. Based on the examination of 2013-14 MMSR Kindergarten Assessment Data:

1. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of how the implementation of the Maryland College and Career-Ready Standards in prekindergarten and the new Ready for Kindergarten (R4K) assessment will address the school readiness gaps.

According to the 2013-2014 MMSR report, 87% of the children in St. Mary's County enter Kindergarten Fully Ready to Learn. Children who are approaching readiness often need the support of small group instruction designed to target areas of weakness as measured on the Maryland Model for School Readiness checklist. An emphasis on the partnering of the teacher and instructional assistant to provide targeted small group instruction is the focus of Kindergarten Teams this year. Professional Learning Communities will have group discussion with their Supervisor to strengthen the relationship of the team and to discuss the importance of meeting the needs of the children who enter the class.

The use of the College and Career Readiness Standards for English and Language Arts focuses our teachers in Pre-Kindergarten on the foundational skills in vocabulary and language development which are essential skills in learning to read. The Mathematics Standards place a heavy emphasis on counting and number sense, pre-requisite skills to problem solving. The implementation of the College and Career Readiness Standards will provide our teachers with guidance in providing developmentally appropriate activities which lay the foundation for lifelong learning.

The initial implementation of the Kindergarten Readiness Assessment will provide our teachers with information about Kindergarten Readiness at entry. In the spring, the initial roll out of the formative assessments will complete the Ready 4 Kindergarten initiative. St. Mary's County Public Schools plans to train all pre-kindergarten, pre-school special education, and infants and toddlers providers in the use of the formative assessments. Funding for training for 15 Kindergarten teachers has also been written into the new Kindergarten Readiness Assessment Grant. Once the reports from the initial implementation are shared with the Kindergarten Team, they can address what will need to be addressed in future planning for Kindergarten classes.

2. Describe how the school system is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Preschool Special Education; Preschool For All sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten "ready to learn"?

The Early Childhood Advisory Council has targeted children living in poverty as their focus for the 2014-2015 school year. A large portion of the grant funding they have received is

earmarked to provide professional development opportunities for interested community members. In September, they will provide a full day training on the impact of poverty on child development. St. Mary's County Public Schools has three members on the Committee and a representative on the St. Mary's County ECAC Steering Committee. The public school's representative chairs the professional development committee. Other members are involved in the planning of the activities that will be supported by the ECAC.

St. Mary's County Public Schools has full ownership of the Head Start Program. Children are placed in full day and half day Head Start Programs where early learning activities are implemented by highly qualified early childhood certified educators. The Head Start team also works collaboratively with their Early Childhood Certified Lead Teacher, who provides support in the implementation of developmentally appropriate learning activities.

The Department of Special Education also works in partnership with the Head Start Team to provide coaching to build teacher capacity to address the needs of all children with a focus on the children placed in Head Start Classrooms who have IFSPS/IEPs.

The Infants and Toddlers Team supports daycare providers with strategies that work to meet the needs of children who are struggling with early development. This year, all Infant and Toddler program providers are being trained in the implementation of the Hanen Learning Language and Loving It Program to support the development of vocabulary and language skills, the prerequisite skills to reading and writing.

Pre-Kindergarten teachers are collaborating with special education teachers to plan and implement four family involvement workshops throughout the year. The topics for the workshops will be Social Emotional Development in Young Children, Early Reading Skills. The Development of Early Mathematics Skills, and Kindergarten, Here We Come, Getting Ready for Kindergarten.

Early Learning Tables 8.1 and 8.2
Domain Abbreviations

SP: Social and Personal
LL: Language and Literacy
MT: Mathematical Thinking
ST: Scientific Thinking
SS: Social Studies
TA: The Arts
PD: Physical Development

B. Based on the examination of the 2013-2014 Public Prekindergarten Enrollment Data (Table 8.3)

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 2013-2014.

The data provided to the Early Childhood Development and Early Learning Office for the 2013-2014 school year was reported through the electronic enrollment system utilized by St. Mary's County Public Schools. The numbers reported were also checked with each school site in order to verify accuracy.

4. 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.

For enrollment in a pre-school program for the 2014-2015 school year, St. Mary's County Public Schools implemented the Common Application for Pre-School Enrollment. Families who meet the eligibility criteria for Head Start have their children placed in full and half day classes based on need. The Head Start Program has 60 full day seats for four year olds. The program has 114 half day seats which are given to three and four year old children who meet financial eligibility criteria. Of the 174 seats, ten percent are designated to children with disabilities.

St. Mary's County Public Schools funds two three year old classes. One class is located at George Washington Carver Elementary School and the second class is located at Green Holly Elementary School. Each of these classes has an AM session and a PM session. Each session has 17 seats available for placement of three year old children.

The Pre-Kindergarten program provides half day developmentally appropriate programming to children who are four years old by September first of the year in which they enroll. St. Mary's County Public Schools currently has 720 seats available. The children who meet the financial eligibility criteria are placed in the classes first. Families who are above the income eligibility may apply for a seat in Pre-Kindergarten. These families are considered to be Priority 2 or over income families and must schedule a developmental screening for their child and also complete a risk factor questionnaire. Priority 2 children are ranked according to need and then placed in the classes after all income eligible children have been placed.

St. Mary's County Public Schools has a provision for placing children who are in their three year old learning year in a four year old Pre-Kindergarten class if seats are available and the Superintendent or his designee deems the child in need of a Pre-Kindergarten opportunity. The policy states that children who turn four by November first of the year in which they enroll may be enrolled if placement is warranted.

5. Describe any policies 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.

The St. Mary's County Public Schools has combined all early intervening services, birth through 5 under the leadership of one coordinating supervisor. This allows for seamless programing for students and families. A common application process was developed to support the expansion of the Pre-kindergarten programs in SMCPS Pre-kindergarten, Head Start and Pre-kindergarten Special Education classrooms.

Gifted and Talented Education/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:

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 [COMAR 13A.04.07.02(A)].

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 [COMAR 13A.04.07.03(A)]

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.

Use the chart on the next page to report the school system's 2013-2014 objectives and strategies for these three goals along with implementation timelines and assessment of progress.

List the local education agency's 2013-2014 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 grade students for gifted programming	September 2013	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 grade students	September 2013	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 grade students. Indicators include: • NNAT2 • County Assessments • Gates-MacGinitie Reading Test	January 2014	Completed matrices for each student that includes potential, aptitude and achievement data	Met

	• Primary Talent Development Data			
§.02.D	Identify third grade students and new fourth grade students for gifted reading and/or mathematics programing using the data collected in the matrices	January 2014 June 2014	Compile a list of identified third grade students Compile a list of newly identified fourth grade students	Met
§.02.E	Review data for identified third and fourth grade students to determine effectiveness of the identification process	January 2014	Obtain feedback from individuals, including content supervisors, building principals and school instructional leaders involved in the identification process Review the identification data to look for anomalies and outliers	Met
§.02.E	Meet monthly with GT committee to discuss the identification process/updates, program monitoring, student concerns, and next steps	Monthly 2013-2014	Meeting agendas and notes	Met
§.02.E	Review GT student performance data at the end of the school year to determine appropriate instructional placements for the 2014-2015 school year	June 2014	Collect GT Data Sheets with instructional recommendations	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 2013	Compiled PTD data	Met
§.02.F(2)	Publish information regarding the gifted	January 2014	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	September 2013 January 2014	Collected presentations and professional development feedback sheets	Partially 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.04.07.03	**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 fourth grade gifted programming	August 2013	Identified reading programming materials and purchase orders Identified mathematics programming materials and purchase orders	Met
§.03.A	Develop pacing guides, assignments, and assessments for fourth grade gifted reading and mathematics programming to be used in conjunction with the identified curriculum	June-August 2013	County created pacing guides, assignments, and assessments referencing identified materials	Met
§.03.A	Implement a gifted program with identified third and fourth grade students using established guidelines that include the	September 2013	Established guidelines for the implementation of the gifted program Identify students and	Met

	use of William and Mary reading resources and Singapore Math resources		provide curriculum resources for the gifted program	
§.03.B	Monthly meetings of GT committee to review program effectiveness	Monthly 2013-2014	Collected meeting agendas and notes	Met
§.03.B	Review GT student performance data at the end of the school year to determine appropriate instructional placements for the 2014-2015 school year	June 2014	Collected GT Data Sheets with instructional recommendation for each identified student	Met
§.03.B	Collect survey feedback from teachers providing gifted programming in grades 3 and 4 and use that feedback when planning 2014-2015 gifted programming	June 2014	Collected survey results Revised gifted programming materials	Met
§.03.C(1)	Provide a continuum of services for highly able and gifted learners • Common Core State Standards with higher order questioning (grades K-12) • Differentiated instruction for highly able learners (grades K-12) • Gifted Programming (grades 3 and 4) • STEM Academies (grades 4-12) • Merit, Honors, Advanced Placement courses (grades 9-12) • Global and International	August 2013	Enrollment data from programs	Met

	Studies (grades 9-12) • National Academy of Finance (grades 9-12)			
§.03.C(2)	Provide support as needed using instructional resource teachers, mentors, counselors and school psychologists	September 2013	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 COMAR 13A.04.07.04	**Objectives and Implementation Strategies**	**Timeline**	**Methods for Measuring Progress**	**Assessment of Progress (Met, Partially Met, Not Met)**
§.04.A	Develop professional development training for staff who will be working with identified third and fourth grade gifted students that includes: • the processes and procedures for the identification process • the foundations of gifted education including key philosophies, theories and characteristics of	September 2013	Completed training	Met

	gifted learners • gifted programming models and instructional strategies			
§.04.A	Attendance at State Briefings and MEGS Conference	October 2013, December 2013, April 2014	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 2013	Resources that include the shared information	Met

2013- 2014 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; however, include those students in the totals for "All GT Students."

	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**8**	**10**	**11**	**12**
All GT Students				159	214								
Hispanic/Latino of any race				6	14								
American Indian or Alaskan Native													
Asian				12	10								
Black or African American				8	13								
Native Hawaiian or other Pacific Islander				<5	<5								
White				127	167								
Two or more races				5	9								
Special Education				7	<5								
Limited English Proficient (LEP)				<5	<5								
Free/Reduced Meals FARMS				16	28								

The school system may include below additional information on the gifted and talented program that pertains to local education agency requirements.

Special Education

The BTE Act requires that each updated 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 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 makes Annual Measurable Objective 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 Update, particularly if applicable for Priority, Focus **or** Approaching Target Schools.

AS YOU COMPLETE THE 2014 MASTER PLAN ANNUAL UPDATE, YOU MAY WISH TO 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 educations 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 Dr. Charna L. Lacey
Email cllacey@smcps.org
Telephone (301) 475-5511 ext. 32193 Fax (301) 475-4201

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

   St. Mary's County Public Schools (SMCPS) major strengths for the 2014-2015 school year include the diversity/equity specialist's work to expand the implementation of diversity lessons and initiatives being provided for students and educators throughout the school system. This will be completed by assisting schools in the creation of school-wide diversity activities and events. These initiatives will address the need to embrace various cultures and diverse groups of people so that an atmosphere of celebration is created and a mindset of respect is continuously at the forefront for all people within SMCPS. It will also continue to be the diversity/equity specialist's responsibility to guide efforts for conceptualizing, assessing, nurturing and cultivating diversity as an institutional and educational resource.

   The Diversity/Equity Specialist 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. This specialist works with members of the SMCPS community 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."

Diversity/Equity Specialist Ongoing Major Functions:

- Develops and implements a strategic plan for diversity aligned to the SMCPS master plan;
- Promotes and coordinates research, training programs and grant initiatives on diversity and intercultural competencies;
- Collaborates to oversee and coordinate professional development related to equity and cultural proficiency;
- Develops systemic structures to recruit, retain and promote staff diversity;
- Fosters a climate that respects and values diversity among students and staff;
- Researches applying and promoting diversity initiatives and sharing best practices;
- Provides advice, guidance and support on equality and diversity issues;
- Assesses community needs and promotes community cohesion;
- Promotes changes within SMCPS and the wider community;
- Assists in the investigation of reported incidents of discrimination;
- Partners with community groups and other relevant organizations;
- Maintains an up-to-date knowledge of anti-discriminatory legislation;
- Translates equality legislation into practice to ensure the system meets statutory requirements;
- Writes, implements and reviews policy and regulations at the system and school level to embed them within wider strategic plans;
- Assists with professional development related to diversity and cultural proficiencies;
- Prepares and delivers presentations and workshops to staff.

Ongoing Responsibilities

- Builds and enhances diversity/equity and cultural proficiency by performing tasks that include:
    - Developing a system plan for promoting and guiding efforts to conceptualize, assess, nurture and cultivate diversity as an institutional and educational resource;
    - Promoting productive collaboration across multiple groups of stakeholders involved in diversity and equity efforts;
    - Leading professional development associated with cultural proficiency, diversity and equity topics, in collaboration with the Department of Teaching, Learning and Professional Development;
    - Using knowledge of current Equal Opportunity and Affirmative Action regulations, as well as common non-discrimination policies to implement best practices throughout SMCPS;
    - Creating and promote events valuing diversity and equity, as well as inclusion programs and cross-cultural workshops;
    - Developing best practices in promoting inclusiveness and ensuring continued equity assurance in compliance with government regulations;
    - Serving as a member of the Superintendent's Cabinet;

- Maintaining and Developing a Superintendent's Diversity Advisory Committee;
- Establishing a Diversity Representative for every school;
- Reorganizing and redefining the Education that is Multicultural and Achievement (ETMA) Committee comprised of ETMA Coordinators from each SMCPS school.
- Serving as a member of the minority recruitment team in order to support the goal of working toward increasing the number of minority faculty and staff in SMCPS.

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:

- Providing Cultural Proficiency professional development and diversity training (face-to-face and online) each academic year for ALL (new and veteran) employees of the school system
- 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?

2014–2015 school year, St. Mary's County Public Schools will implement the following initiatives to meet the goals of ETMA:

- **Goal 1** – Provide cultural proficiency professional development training during the 2014-2015 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 2014-2015 school year. On August 2014, 300 SMCPS bus drivers received cultural proficiency/diversity training as a means for heightening their awareness and sensitivity for situations pertaining to discrimination complaints and threats amongst students and ways of properly addressing them.

- **Goal 2** – Further develop the St. Mary's County Public Schools SMCPS Diversity and Equity Advisory Committee (DEAC):
  The Superintendent's DEAC will meet twice a year (bi-quarterly). The focus of this group will remain to enhance and sustain diversity, equity, and multicultural education efforts that lead to positively shifting the mindset and cultural perspective of all students and employees. These efforts support the goal of eliminating the achievement gap that exists within SMCPS. This group evaluates the progress SMCPS is making toward eliminating the achievement gap through a variety of teaching and learning initiatives (e.g. reviewing college and career readiness, STEM, and low-achieving students graduation efforts) that lead to a shift in culture in all aspects of the school system. The DEAC decides on methods for ensuring that there are academic growth opportunities for all students system wide. They provide input on ways for improving diversity/equity training for all employees. DEAC examines methods for evaluating and assessing diversity/equity initiatives system wide. They strive to create opportunities for key stakeholders to provide input on the types of diversity events and learning opportunities that are being offered by SMCPS. Finally, the DEAC assists with planning opportunities for multicultural events (e.g. diversity plays, multicultural awareness recognition events, etc.) to occur year-round within SMCPS and the community-at-large.

- **Goal 3** – 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 2014-15 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 4** – Education that is Multicultural and Achievement (ETMA) Committee Consist of ETMA Liaisons from all SMCPS Schools:
  All schools and centers in the SMCPS system will continue to have an Education that is Multicultural and Achievement (ETMA) Liaisons liaise between the school they are representing, the diversity equity specialist, and their community. They provide coordination and support with their school by developing documentation of the evidence and artifacts that demonstrate the school's efforts in ensuring that diversity awareness is integrated into the holistic environment of the school they are representing. They also support school-wide and systemic implementation of multicultural education, diversity awareness, appreciation, and celebrations. Finally, they support the diversity/equity specialist in ongoing efforts to ensure that all SMCPS employees are cultural proficiency.

4. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions

- The compliance report as written only allows answers to reflect ALL. It is recommended that the option of answering "most" or "some" is added to the questions as opposed to only ALL. This option will indicate which schools as system are not in compliance and will prohibit those schools not in compliance from masquerading and receiving an in compliance status under the umbrella of the system as a whole.

Artifacts/Evidence of ETMA Initiatives

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

Vision:
Charting a Course to Excellence
Mission:
Know the learner and the learning, expecting excellence in both. Accept no excuses, educating ALL with rigor, relevance, respect, and positive relationships.

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.

ETM Mandatory and/or ETM Voluntary Course Offerings

- Every year a mandatory online diversity training course provided through Safe Schools Online Training Module must be completed by all SMCPS employees.

- In August 2013 all SMCPS School-based Safety and Security Resource Officers received diversity training at the Division of Supporting Services building.
- In August 2014 all SMCPS bus drivers received diversity training at Great Mills High School at the system-wide professional development day.

ETMA Professional Development Workshops and Seminars

- 2013-2014 – Cultural Proficiency Professional Development Provided for all certificated staff was provided throughout the year and for new staff during the New Teacher Seminars.
- 2013-2014 – Cultural Proficiency Summer Institute was attended by a team of three central office leaders (the diversity/equity specialist, supervisor of professional development, and coordinator of certificated staffing and minority recruitment) and one elementary school assistant principal.
- 2013-2014 – Summer Learning and After-school Learning Conference and Summits were attended by the Diversity/Equity Specialist.

SMCPS EFFORTS TO ELIMINATE THE ACHIEVEMENT GAP AND INCREASE DIVERSITY AWARENESS

Where Have We Been?

- The Superintendent's 15 Point Plan of Priorities makes the elimination of the achievement gap the school system's number one priority/goal.
- Institutionalized data analysis of leading and lagging assessments through a comprehensive data warehouse.
- Institutionalized a comprehensive student information system.
- Two (2) Achievement Gap Task Forces were commissioned to address this concern (2006 and 2010).
- Implemented over 19 recommendations in 2006 and 16 recommendations in 2010, such as:
  - The hiring of a full time minority recruitment specialist
  - Implementing Study Circles and ongoing, high quality professional development
  - Expanding the ETMA efforts
  - Using a data warehouse system to focus on student data—especially struggling learners.
- Integration of multicultural materials, resources, and content into the curriculum, including books and documentaries on the history of African Americans in St. Mary's County and Maryland, such as "With All Deliberate Speed" and the Reginald F. Lewis Museum curriculum resources
- Creation of a Fairlead Academy designed specifically for struggling students and those at risk of failure in traditional academic settings.
- Continuing to expand the Fairlead Academy, putting supports in place for students to continue in the program through grade 12.

- Supporting study circles in the schools and across the system, providing ongoing professional development for the school system's administrators, supervisors, and schools.
- Traveled abroad to Jamaica to recruit minority educators and we have also been in discussion with an organization from the Philippines to begin recruiting there as well.
- Provided Cultural Proficiency professional development to all principals, supervisors, directors, and senior leadership.
- Created and supports of the College Access Program (CAP) that provides a staff member for each high school to provide support for poor and minority children as they prepare to find scholarship money for college.
- Identifying a full-time Diversity and Equity Specialist (to be posted March 14, 2012) whose responsibilities will include:
  - Developing and implementing a long-range plan for equity and excellence.
  - Providing ongoing professional development to staff in the areas of cultural proficiency and equity.
  - Focusing efforts on eliminating achievement gaps.
  - Supporting the minority recruitment specialist in efforts to increase the number and percentage of teachers of color amongst our staff.
  - Collaborating with the county human relations specialist to expand the role of county government (e.g., Choose Civility initiative)
  - Providing cultural proficiency professional development training for all certificated staff during the 2013-2014 school year and beyond.

Where Are We Now?

- In January 2014, a report that documents SMCPS's performance toward eliminating the achievement gap was completed and shared with the community-at-large during the January NAACP St. Mary's County Chapter General meeting held at the Lexington Park Public Library.
- On September 27, 2014, this achievement gap status report will be shared at the Delta Sigma Theta Alumnae Chapter, Tri-County United Community Forum
- 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.
- Making it a priority that a St. Mary's County delegation will attend and support the NAME Conference each year.
- Continuing to meet with leaders of the NAACP St. Mary's County Chapter and presenting at their local general chapter meeting.
- Facilitating quarterly Superintendent's Diversity and Equity Advisory Committee meetings that include SMCPS leaders and community stakeholders.

- 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.

- Meeting with all professional educators of color at an annual reception to listen to their concerns and to discuss possible solutions.
- 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.
- Leading and supporting school-based workshops, student groups, and forums focusing on diversity and cultural proficiency, responding to events.
- In July 2013, the superintendent revised and updated his 15 Point Plan to a 10 Point Plan of Priorities that aligns with the SMCPS Board of Education Goals and the Race to the Top Assurances. This plan condenses the priorities for the school system into four pillars that place great emphasis on improving teaching and learning, improving safe and supportive school environments, improving organizational effectiveness, and improving stakeholder engagement.
- Providing student activities the first quarter of school for the 2013-14 school year and beyond that encourages celebrating diversity and promoting acceptance and valuing others, as well as bullying prevention.

Where Are We Going?

- During the summer of 2014, a Diversity Moodle online course was developed in preparation to be utilized by all SMCPS employees during the 2014-2015 school year in order to enhance all SMCPS employees' knowledge about diversity related content.
- In July and August 2014, a Google Diversity site was developed for internal usage beginning with the 2014-2015 school year by all SMCPS system employees in order for them to access SMCPS diversity related content. Content accessible through the Google site includes each SMCPS school and center's portfolios with samples of diversity initiative artifacts; diversity professional development training materials, and multicultural and diversity awareness resource folders and lists.
- Continuing to expand APEX course offerings for students at all high schools. APEX is also being used by SMCPS teachers in order to supplement missed assignments during In School Intervention (ISI)
- Redesigning summer school and evening high school to provide site-based support programs for credit recovery and alternative learning options.
- Continue expanding recruitment efforts at historically black colleges and universities (HBCUs).
- Increasing the minority representation of certificated staff so that it more proportionately mirrors that of the school's student body being served.
- Contracting consultant services to re-examine our work to date to provide feedback and recommendations for next steps for eliminating achievement gaps and expanding equity opportunities.
- Continuing to implement a graduate certificate program in Equity and Excellence, partnered with McDaniel College.
- Developed strategies that work toward eliminating the achievement gap and provide academic support for students subject to academic disparities in order to prepare them for college and the workforce.

Section C: Data Systems to Support Instruction
Race to the Top Scopes of Work Update
(ONLY for LEAs with an approved no cost extension)

Section C: Data Systems to Support Instruction

Narrative: The narrative should include the specific and measurable goals for **Year 5** and describe all planned activities/tasks that will be implemented to achieve the outcomes for **Year 5.**

Action Plan: Section C

Goal(s):

Section C: Data Systems to Support Instruction	**Correlation to State Plan**	**Project #**	**Start Date**	**End Date**	**Key Personnel**	**Performance Measures**	**Recurring Expense: Y/N**
MOU Requirements: (No) *Additional Required Activities*							
1. Cooperate with national and statewide evaluation							
Tasks/Activities:							
1.							
2.							
3.							
4.							
5.							

Goals to be sustained after RTTT:

-
-

Section D: Great Teachers and Leaders
Race to the Top Scopes of Work Update
(ONLY for LEAs with an approved no cost extension)

Section D: Great Teachers and Leaders

Narrative: The narrative should include the specific and measurable goals for **Year 5** and describe all planned activities/tasks that will be implemented to achieve the outcomes for **Year 5.**

Action Plan: Section D

Goal(s):

Section D: Great Teachers and Leaders	**Correlation to State Plan**	**Project #**	**Start Date**	**End Date**	**Key Personnel**	**Performance Measures**	**Recurring Expense: Y/N**
MOU Requirements: (No) *Additional Required Activities*							
1. Cooperate with national and statewide evaluation							
Tasks/Activities:							
1.							
2.							
3.							
4.							
5.							

Goals to be sustained after RTTT:

-
-

Highly Qualified/Highly Effective Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

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 below.

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	The percentage of CAS	1. Describe where challenges are

Core Academic Classes (CAS) Taught by Highly Qualified Teachers	is **97%** HQT or higher. **SMCPS HQT percentage is 96.3%**	evident. **With reductions in teaching staff, teachers are assigned to teach out of their certification area.** **Critical needs areas of Special Education, Mathematics, and Science are filled with Provisional Certificated teachers due to lack of certified teachers in those areas.** 2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing HQT in CAS. **SMCPS continues to request additional funding to secure additional instructional staff each budget cycle. The same holds true for the next budget cycle.** **Principals have been educated on the crosswalk for certification and highly qualified to minimize the number of classes taught by a not-highly qualified teacher.** **Recruitment efforts continue to identify geographical areas to target to attract teachers from critical shortage areas.**
6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teacher in Title I Schools.	The percentage of CAS in Title I schools is 100% HQT. **All Title I schools are staffed 100% with HQT.** **No additional response is required.**	1. Describe where challenges are evident. 2. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT.
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%.	1. Describe where challenges are evident. 2. Identify the practices, programs, or strategies and the corresponding

	Invalid Grade Level (.2% - 9/3895) **Test Requirements Not Met (1.18% - 46/3895)** **Invalid Subject (1.67% - 65/3895)** **Missing Certification (5.65% - 22/3895)** **Conditional Certificate (.08% - 3/3895)**	resource allocations to ensure sufficient progress in targeted areas of NHQT.

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). **SMCPS has 100% HQT in high-poverty schools, greater than or equal to any of the low-poverty schools. The low-poverty schools HQT percentages range from 91.9% - 100%.**	1. Describe where challenges are evident. 2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools.
6.5: Core Academic Classes taught by Highly Qualified Teachers in both	The percentage of ***inexperienced HQT*** in CAS in **high-poverty** schools is not greater	1. Describe where challenges are evident. 2. Identify the changes or

Elementary and Secondary High Poverty and Low Poverty Schools By Level and Experience.	than the percentage of ***experienced HQT*** in CAS in **low-poverty** schools. **SMCPS has 5.56% inexperienced HQT in CAS in high-poverty schools, less than the range (93.75%-100%) of experienced HQT in CAS in Elementary and Secondary low-poverty schools.**	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% **Attrition Rate for Employees (Teachers) is 6.8%**	1. 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?
6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools.	Percentage of ***qualified*** paraprofessionals in Title I schools is 100% **All Title I Schools have 100% qualified paraprofessionals**	1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified.

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

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 District Professional Learning Plan. Be sure to include how your Plan addresses:

1. Underperforming populations;
    - Ongoing Professional Development support is provided to teachers on interventions designed to eliminate achievement gaps. Twice last year (August and September) teachers engaged in system-wide professional development targeting instructional programs designed to build rigor for all, and intervention support for students with learning gaps. Quarterly the SMCPS calendar included early release days for teacher teams to meet and collaboratively plan interventions based on quarterly performance data. In addition, monthly sessions with Instructional Resource Teachers provide further follow up and support for implementation.

    Specific examples of PD planned for 2014-2015 to help educators eliminate the achievement gap or increase performance by underperforming populations are:

    - New Teacher Seminars:
        - *Grouping Students* (September 10)
        - *Cognitive Engagement Model* and *Questioning Best Practices* (October 8)
        - *Behavior Strategies and Data Collection* (November 12)
        - *Cultural Diversity and Culturally Responsive Teaching* (December 10)
        - *Analyzing Student Work* (February 11)
    - 2nd Year Seminars (September through May) based on *Classroom Instruction that Works* by Robert Marzano
    - Book Studies are occurring at various sites:
        - *Closing the Attitude Gap* (Fairlead I & II)
        - *Grade Smarter, Not Harder* (Esperanza MS)
        - *Late, Lost, and Unprepared: A Parent's Guide to Helping Children with Executive Functioning* (Benjamin Banneker ES)
        - *Multiple Intelligences in the Classroom* (LM Dent ES)
    - School-based Professional Development Day (September 19)
        - *Social Emotional Development, Behavioral Strategies,* and *Second Step* (Head Start), *Beyond Poverty & Looking at Trauma* (The Upside Down organization), and *Independent Reading Level Assessment [IRLA]* (The American Reading Company) [Title I Elementary Schools]
        - *Determining student supports based on student work* (Dynard ES)
        - *Seeing Stars and Visualizing/Verbalizing Strategies* (GW Carver ES & Town Creek ES)

- *Recognizing the need for differentiation* and *What does differentiation look like in the classroom* (Oakville ES)
- *Addressing the needs of Struggling Students* and *Differentiation, Accommodations and Modifications* (White Marsh ES)
- *Introduction to the Online Tools available for the PARCC Assessment* (Esperanza MS)
- *PBA diagnostic review & score analysis for instructional needs* (Leonardtown MS)
- *What is Really Happening in the Moments of Instructional Time?* [Universal Design for Learning] (Margaret Brent MS)
- *Supporting the Diverse Learner* (Spring Ridge MS)
- *The Power of Zero* (Chopticon HS)
- *Cultural Proficiency* (Fairlead II & Leonardtown HS)
- Strategies and resources to address Non-English speaking students (Great Mills HS)

- System Professional Development Day (January 16)
  - Topics and specific sessions are now being planned

2. Universal Design for Learning (UDL) Guidelines and Principles for all student populations;
   - System-wide professional development activities include workshops on UDL and how to incorporate the principles that give all individuals equal opportunities to learn. During September Professional Development Day a session entitled, "UDL" was offered by an elementary special educator to elementary staff and a session entitled, "Impact of the PARCC Accessibility Features and Accommodations Manual" was offered by a special education coordinator for staff. The collaborative processes of our co-taught and inclusion classes provide the structure for ensuring instruction is delivered with attention to different learning styles and modalities. Additionally, information on UDL is posted on our PD site - https://sites.google.com/a/smcps.org/smcpspd/home/professional-development/universal-design-for-learning

   - Professional development includes monthly sessions led by instructional supervisors for Instructional Resource Teachers (IRTs). Through these monthly sessions, professional development modules are reviewed to take back for individualized school implementation. Focus for all content PD is related to the instructional shifts of the CCSS.

3. Implementation of the new Maryland College- and Career-Ready Standards, including those related to English language arts and disciplinary literacy; mathematics; science; and Science, Technology, Engineering and Mathematics (STEM) Education.
   - At the system-level, content supervisors provide resources and site-based professional development to align with the College and Career Ready Standards.

Their information is posted online - https://sites.google.com/a/smcps.org/smcpspd/home/content-sites.

- Each school collaboratively develops plans that address specific professional development related to these standards. Plans are reviewed centrally to ensure consistent support for systemic professional development.
- Multiple professional days are built into the calendar to provide time for administrator and teacher led sessions to support school-level work.
- Four master teacher led 2014 Summer College and Career Ready conference sessions.
- In addition, thirty-six teacher leaders participated in the 2014 Summer College and Career Ready conferences and earned one credit.
- To date one teacher leader has earned an additional credit by presenting information gained during the conference. We anticipate that other teacher leaders will earn their additional credit by presenting at our upcoming system-wide January 16, 2015 Professional Development Day.
- Throughout the summer and continuing through the school year:
  - Moodle 101 (all teachers, administrators (K-12) to help educators implement STEM education.
- August Professional Development Day (August 18) and school-based professional development day (Sept 19, Oct 17, May 1) activities planned to help educators implement STEM education:
  - STEM for ALL tasks grades K-12
  - Using technology (iPads)
  - PD sessions from Apple

4. Implementation of the Teacher and Principal Evaluation (TPE) System.
   - Our Teacher Performance Assessment System has been based on the work of Charlotte Danielson and her four domains for the past twelve years. Domain 5: Evidence of Student Learning has been implemented over the past two years for all teachers in St. Mary's County. To support them through this process, Student Learning Objective workshops presented by a team have been held at each school site. Additionally, resources including video tutorials are posted here - https://sites.google.com/a/smcps.org/tpas/?pli=1

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 the professional development they need to be successful in their first three years

of teaching with us. Therefore, we provide differentiated professional development based on the teacher's level of experience. All teachers new to the profession participate in induction activities until they receive tenure. Veteran teachers, in their first year with SMCPS, participate in induction activities for a minimum of one year. Information regarding our Teacher Induction Program is posted online at: https://sites.google.com/a/smcps.org/smcpspd/home

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: System and Instructional Program Overview
        - Day 2: Evaluation: Professional Expectations and 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 the New Teacher Seminars during
    - **New Teacher Seminars**:
    - Monthly seminars designed to support new teachers' professional development (required) (up to 3 credits)
        - Held 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 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 (required) (3 credits); Held 2nd Wednesday of the month from 4:30 until 7:00 PM. *If teachers are enrolled in a graduate program, this requirement may be waived.*
- **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)
    - Superintendent's 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 nonevaluative 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 2014-2015							
LEA	**1st Year Teachers**	**2nd Year Teachers**	**3rd Year Teachers**	**Newly Hired Experienced Teachers**	**Total # Teachers**	**Total # Mentors**	**Mentor to Teacher Ratio**
St. Mary's County	74	121	109	35	304	#Full-Time Mentors:____	1: _1_ Ratio 1:3 max
						#Part-Time Mentors:____	
						#Retirees:____	
						#Full-Time Teachers:128	
						TOTAL: 128	

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 documents specific requirements:

QUALIFICATIONS:

- Hold APC: 124/128 meet this requirement
- Are trained: 114/128 meet this requirement

TRAINING:

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

- Mentors of teachers in their 1st year with us (Sept 10, Feb 11, Apr 15)
- Mentors of teachers in their 2nd or 3rd year with us (Sept 11, Feb 12, Apr 15)

DOCUMENTATION:

- Mentor logs submitted twice a year; feedback is provided via email.
- Instructional Mentors self-assess using the Active Mentor Rubric.

2. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned (please complete the chart below).

Mentor Ratio 2013-2014							
LEA	**1st Year Teachers**	**2nd Year Teachers**	**3rd Year Teachers**	**Newly Hired Experienced Teachers**	**Total # Teachers**	**Total # Mentors**	**Mentor to Teacher Ratio**
St. Mary's County	**93**	**98**	**43**	**34**	**234**	**151**	**1:1 no> 1:3 Ratio**

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:

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

Challenges continue to exist in the attendance rate for the FARMS and Special Education students of all ethnicities. Also, the students of Two or More Races, Hispanic/Latino of any race must remain in focus.

FARMS: **Middle** school level (93.3%) and **High** school level (91.1%) did not meet the AMO of 94%.

Special Education: **Middle** school level (93.6%) and **High** school level (92.7%) did not meet the AMO of 94%.

LEP: **High** School level (92.3%) did not meet the AMO of 94%.

White: **High** school level (93.9%) did not meet the AMO of 94%.

African/American: **High** school level (93.8%) did not meet the AMO of 94%.

American Indian/Alaskan Native: **High** school level (93.7%) did not meet the AMO of 94%.

Our biggest challenges are at the middle and high school levels. Regular and consistent attendance is the basis for graduation. On the positive side, however, our promotion rate trend and our dropout rate trend are improving.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items fora particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*

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 our PPWs and the School Psychologists is to serve as leaders on the PST committee.

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 specifically addressing attendance for students may include the following:

- Regular school attendance continues to be identified by the Superintendent of School as a major school system initiative for the 2014–2015 SY. Schools continue to implement procedures to address the reoccurring problems of student tardiness, class cutting, and truancy. Student privileges such as parking will also be contingent upon attendance.

- The APEX online learning program, a grant awarded through America's Promise–Graduation Nation, is being implemented at all three high schools. This program provides students with additional support to earn credit toward high school graduation.

- Technology is being used to assist staff in tracking tardiness, class cutting, and truancy. Central Office staff and Principals are regularly monitoring unlawful absences in order to prevent truancy. Parents/legal guardians may document an absence by email through the SMCPS website. High School teachers will receive daily reports to identify students who may have skipped their class(es).

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

- In Title I 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 I funds are used to purchase items that will support student 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 these families regarding attendance.

- Pupil Personnel Workers (PPWs) 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 have attended Fairlead Academy (grades 9 and 10) and the Tech Connect program (grade 9), a component of the program is focused on improving dropout, attendance, and graduation rates.

- Fairlead II has been established at the Dr. James A. Forrest Center to provide additional support to identified grade 11 and 12 students. To ensure that we maintain ongoing support for these students, the school system created a more extensive program to support these students in grades 10, 11, and 12. An academic dean continues to coordinate the program. Students can readily access the Dr. James A. Forrest Center programs to ensure college and career readiness.

- School counselors, who are part of the Pupil Services Team, coordinate the teacher/parent/legal guardian conferences process 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 measurable goals to address specific student needs. A majority of these plans include a home/school communication component and 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. As a result, parents/legal guardians are now much better informed.

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

- Pupil Personnel Workers (PPWs), meet at the end of the school year to discuss those students who need extra support transitioning from one school to the next. The team focuses on students who have attendance and other concerns.

- Students who continue to be truant and parents/legal guardians who are not ensuring that their children attend school regularly, may be referred to the Interagency Committee on School Attendance. In addition, such cases may be referred to the State's Attorney's office if the problem 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 their attendance.

- A more efficient method of monitoring homeless students has been established through eSchool+. PPWs work closely with the student's home school, transportation, and the family to ensure that the students continue in their home school without absences and continue their education without disruption.

- In-School Intervention Centers were developed to replace in-school suspension. Students are able to stay in school and receive instruction for minor offenses while

learning alternatives ways of behaving/responding. Academic instruction is not interrupted.

Although these are overall initiatives that are in place to support all students and student groups, our FARMs, special education, and African American student groups are the focus of such initiatives, given the need for additional support. Therefore, these student groups and students from these student groups become the focus for our school system and individual schools' Pupil Services Team committees.

The adjustments planned for 2014-2015 are intended to provide school staff with a focused approach to address the needs of those student groups whose attendance lags behind their peers. Maintaining and improving upon the model for school improvement plans focuses the work of school staff on strategies that have proven successful in our schools and in other systems.

Professional development has focused on bullying and interventions to stop bullying and intimidation, and student services staff will continue to attend professional development activities that provide strategies for improving attendance, developing behavior intervention strategies, and graduation rate. Those students in the targeted groups will be identified and supported by school-based and central office student services staff, using individual student information from our state attendance reports.

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.

Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*

The SMCPS posted a 2012 Four-Year Cohort Graduation Rate of 87.7%. This was an increase of 4.04% from the 2011 rate of 83.66%. Slight gains were obtained by the African American (1.71%), Hispanic (1.78%), Two or More Races (0.2%) subgroups. FARMS students also posted a gain of 0.64%. More significant gains were obtained by the Asian (5.64%) and White (4.81%) subgroups. Great gains were obtained by the Special Education subgroup whose Four-Year Adjusted Cohort graduation rate increased by 11.04% to 57.98%.

The SMCPS 2012 Five-Year Cohort Graduation Rate was 89.34%. This was an increase of 2.92% from the 2011 rate of 86.42%. Slight gains were obtained for FARMS (0.3%) and White (3.82%) subgroups. More significant gains were obtained by Asian (5.64%) and Hispanic (7.57%) subgroups. Great gains were obtained by the Special Education subgroup whose Five-Year Adjusted Cohort graduation rate increased by 10.19% from 55.91% in 2011 to 66.10% in 2012. A decrease of 1.74% was obtained by the African American subgroup for this measure.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items fora particular program, initiative, or activity. The LEA should explain the source of the funding*

as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

The following summarizes our focus for the 2014-2015 year and two major initiatives relative to graduation and dropout rate.

For the 2015 school year, Fairlead II Academy continues to offer an integrated alternative curriculum where students receive an individualized student learning plan to ensure that the curriculum is delivered at an appropriate pace for their optimal learning. Fairlead Academy students in their junior and senior year are housed on their own campus. Program capacity is 90 students. The juniors and seniors attending Fairlead II Academy receive core class instruction on campus with English, science, and mathematics teaching staff who are housed on the same campus. Students receive CTE Completer program instruction at the Dr. James A. Forrest Career and Technology Center located next to the Fairlead Academy campus. A school counselor was hired to support these students in their post-graduate planning for college admission, trade school admission, and/or job entry.

Additionally, St. Mary's County Public Schools continues in its partnership with 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.

The two initiatives outlined in response to question 2 were Fairlead II Academy and APEX.

The second initiative, APEX continues to provide online education for students in the 2014-15 school year. The cost to SMCPS through for the 2014-2015 school year is $90,000.

Section E: Turning Around Lowest Performing Schools
Race to the Top Scopes of Work Update
(ONLY for LEAs with an approved no cost extension)

Section E: Turning Around Lowest Achieving Schools

Narrative: The narrative should include the specific and measurable goals for **Year 5** and describe all planned activities/tasks that will be implemented to achieve the outcomes for **Year 5**.

Action Plan: Section E

Goal(s):

Section E: Turning Around Low Achieving Schools	**Correlation to State Plan**	**Project #**	**Start Date**	**End Date**	**Key Personnel**	**Performance Measures**	**Recurring Expense: Y/N**
MOU Requirements: (No) *Additional Required Activities*							
1. Cooperate with national and statewide evaluation							
Tasks/Activities:							
1.							
2.							
3.							
4.							
5.							

Goals to be sustained after RTTT:

-
-

Section F: General
Race to the Top Scopes of Work Update
(<u>ONLY</u> for LEAs with an approved no cost extension)

<u>Section F: General</u>
Narrative: The narrative should include the specific and measurable goals for **Year 5** and describe all planned activities/tasks that will be implemented to achieve the outcomes for **Year 5**.
Action Plan: Section F
Goal(s):

Section F: General	**Correlation to State Plan**	**Project #**	**Start Date**	**End Date**	**Key Personnel**	**Performance Measures**	**Recurring Expense: Y/N**
MOU Requirements: (No) *Additional Required Activities*							
1. Cooperate with national and statewide evaluation							
Tasks/Activities:							
1.							
2.							
3.							
4.							
5.							

<u>Goals to be sustained after RTTT:</u>

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Appendices

Appendix A – Contact Information for MSDE Program Managers
Appendix B – General Submission Procedures
Appendix C – Bridge to Excellence Resources
Appendix D – Race to the Top Liaisons
Appendix E – Race to the Top Finance Officers
Appendix F – 2014 MSDE Race to the Top Scopes of Work Reviewers
Appendix G – Local BTE Points of Contact
Appendix H – Race to the Top Fiscal Controls Update

Appendix A: Contact Information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Master Plan Requirements	Michelle Daley	410-767-0359	mdaley@msde.state.md.us
Race to the Top Requirements	Danielle Susskind	410-767-0476	dsusskind@msde.state.md.us
Elementary and Secondary Education Act Flexibility Requirements	Danielle Susskind	410-767-0476	dsusskind@msde.state.md.us
Finance Requirements	Donna Gunning	410-767-0757	dgunning@msde.state.md.us
Title I, Part A Improving the Academic Achievement of the Disadvantaged	Maria Lamb	410-767-0286	mlamb@msde.state.md.us
Title II, Part A Preparing Training, and Recruiting High Quality Teachers	Cecilia Roe Heather Lageman	410-767-0574 410-767-0892	croe@msde.state.md.us hlageman@msde.state.md.us
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon	410-767-6577	iyoon@msde.state.md.us
Title I, Part D Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk	Marie Lamb	410-767-0286	mlamb@msde.state.md.us
Career Technology Programs	Jeanne-Marie Holly	410-767-0182	jmholly@msde.state.md.us
Early Childhood Programs	Judy Walker	410-767-8182	jwalker@msde.state.md.us
Education That Is Multicultural	Henry Johnson	410-767-0428	hrjohnson@msde.state.md.us
Fine Arts Initiative	Jay Tucker	410-767-0352	jtucker@msde.state.md.us
Gifted and Talented Programs	Jeanne Paynter	410-767-0363	jpaynter@msde.state.md.us
Special Education Programs	Karla Marty	410-767-0258	kmarty@msde.state.md.us
Highly Qualified Staff	Liz Neal	410-767-0421	eneal@msde.state.md.us
Social Studies	Marcie Thoma	410-767-0519	mthoma@msde.state.md.us

Appendix B: Submission Instructions

General Submission Procedures

Date	Submission
October 15	**Master Plan Part I** **Hardcopy** ▪ Send 5 hardcopies, double-sided and three-hole-punched: Master Plan Part I, Finance Section, and Data Section. ▪ Avoid sending documents in binders. ▪ **All unsigned C-125s (RTTT, federal, and technical) should be paper clipped together-not integrated into the final draft-and placed in a separate folder upon submission.** **Electronic** ▪ 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**. **Master Plan Part II: Attachments** **Hardcopy** ▪ Send 2 hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders. **Electronic** ▪ 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.
November 18	**Final Submission: 2014 Master Plan Annual Update** **Hardcopy** ▪ Submit 2 hardcopies of the entire final 2014 Annual Update, 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".** ▪ **All signed, original C-125s (RTTT, federal, and technical) should be paper clipped together-not integrated into the final draft-and placed in a separate folder upon final submission.** ▪ Avoid sending documents in binders.

Date	Submission
	Electronic ▪ Post the 2014 Master Plan Annual Update to DocuShare. This posting should include Part I, Part II, and the **Excel workbook**s 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**.

Send Hard Copy Submission to:

Michelle 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 C: 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: *An Evaluation of the effect of Increased State Aid to Local School Systems through the Bridge to Excellence Master Plan*	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

Race to the Top

Maryland's Race to the Top	http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top

ESEA Waiver

ESEA Waiver Information	http://www.marylandpublicschools.org/MSDE/programs/esea/ESEA

Appendix D: Race to the Top Liaisons

Race to the Top Local School System Liaisons -2014

First Name	Last Name	LEA	Email Address
John	Logsdon	Allegany County Public Schools	john.logsdonjr@acps.k12.md.us
Gregory	Pilewski	Anne Arundel County Public Schools	gpilewski@aacps.org
Amreena	Hussein	Baltimore City Public Schools	ahussain@bcps.k12.md.us
William	Burke	Baltimore County Public Schools	wburke@bcps.org
Carrie	Campbell	Calvert County Public Schools	campbellca@calvertnet.k12.md.us
James	Orr	Caroline County Public Schools	james_orr@mail.cl.k12.md.us
Steven	Johnson	Carroll County Public Schools	smjohns@carrollk12.org
Jeffrey	Lawson	Cecil County Public Schools	jalawson@ccps.org
Amy	Hollstein	Charles County Public Schools	ahollstein@ccboe.com
Lorenzo	Hughes	Dorchester County Public Schools	hughesl@dcpsmd.org
Barbara	Baker	Garrett County Public Schools	barbara.baker@garrettcountyschools.org
Susan	Brown	Harford County Public Schools	susan.brown@hcps.org
Linda	Wise	Howard County Public Schools	linda_wise@hcpss.org
Nina	Newlin	Kent County Public Schools	nnewlin@kent.k12.md.us
Damon	Jones	Prince George's County Public Schools	@pgcps.org
Julia	Alley	Queen Anne's County Public Schools	julia.alley@qacps.org
Douglas	Bloodsworth	Somerset County Public Schools	dbloodsworth@somerset.k12.md.us
James	Smith	St. Mary's County Public Schools	jssmith@smcps.org
Pam	Heaston	Talbot County Public Schools	pheaston@tcps.k12.md.us
David	Brandenburg	Washington County Public Schools	branddav@wcps.k12.md.us
Linda	Stark	Wicomico County Public Schools	lstark@wcboe.org
Stephanie	Zanich	Worcester County Public Schools	SAZanich@mail.worcester.k12.md.us

Appendix E: Race to the Top Finance Officers

Race to the Top Local School System Chief Finance Officers-2014

First Name	Last Name	LEA	Email Address
Randall	Bittinger	Allegany County Public Schools	randall.bittinger@acps.k12.md.us
Susan	Bowen	Anne Arundel County Public Schools	sbowen@aacps.org
Victor	De La Paz	Baltimore City Public Schools	vdelapaz@bcps.k12.md.us
Barbara	Burnopp	Baltimore County Public Schools	bburnopp@bcps.org
Tammy	McCourt	Calvert County Public Schools	mccourtt@calvertnet.k12.md.us
Erin	Thornton	Caroline County Public Schools	erin_thornton@mail.cl.k12.md.us
Christopher	Hartlove	Carroll County Public Schools	cjhartl@carrollk12.org
Tom	Kappra	Cecil County Public Schools	tkappra@ccps.org
Randy	Sotomayor	Charles County Public Schools	rsotomayor@ccboe.com
Timothy	Brooke	Dorchester County Public Schools	brooket@dcpsmd.org
Larry	McKenzie	Garrett County Public Schools	lmckenzie@ga.k12.md.us
Jim	Jewell	Harford County Public Schools	james.jewell@hcps.org
Terry	Brukiewa	Howard County Public School System	terry_brukiewa@hcpss.org.
Angela	Councell	Kent County Public Schools	acouncell@kent.k12.md.us
Thomas	Sheeran	Prince George's County Public Schools	Thomas.sheeran@pgcps.org
Robin	Landgraf	Queen Anne's County Public Schools	robin.landgraf@qacps.org
Marvin	Blye	Somerset County Public Schools	mblye@somerset.k12.md.us
Tammy	McCourt	St. Mary's County Public Schools	tsmccourt@smcps.org
Charles	Connolly	Talbot County Public Schools	cconnolly@tcps.k12.md.us
David	Brandenburg	Washington County Public Schools	branddav@wcboe.k12.md.us
Bruce	Ford	Wicomico County Public Schools	bford@wcboe.org
Vincent	Tolbert	Worcester County Public Schools	vetolbert@mail.worcester.k12.md.us

Appendix F: MSDE Race to the Top Scopes of Work Reviewers

2014 MSDE Race to the Top Scopes of Work

First Name	Last Name	LEA Assignments	Phone Number	Email Address
Sterlind	Burke	Queen Anne's County, St. Mary's County	(410) 767-3765	sburke@msde.state.md.us
Tom	DeHart	Allegany County, Howard County, Talbot County	(410) 767-0366	tdehart@msde.state.md.us
Dorian	Barnes	Prince George's County	(410) 767-0793	dbarnes@msde.state.md.us
Joe	Freed	Carroll County, Charles County, Kent County	(410) 767-0725	jfreed@msde.state.md.us
Bob	Glascock	Baltimore County, Dorchester County, Washington County	(410) 767-0322	rglascock@msde.state.md.us
Ann	Glazer	Baltimore City, Caroline County	(410) 767-0321	aglazer@msde.state.md.us
Mary	Minter	Wicomico County, Cecil County	(410) 767-0136	mminter@msde.state.md.us
Danielle	Susskind	Worcester County	(410) 767-0476	dsusskind@msde.state.md.us
Frank	Stetson	Anne Arundel County, Garrett County	(410) 767-0377	fstetson@msde.state.md.us
Ilene	Swirnow	Calvert County, Somerset County, Harford County	(410) 767-5317	iswirnow@msde.state.md.us

Appendix G: Local Bridge to Excellence Points of Contact

Local Education Agency	Name	E-mail
Allegany County	Kim Greene	Kim.greene@acps.k12.md.us
Allegany County	Ellen Sause	Ellen.sause@acps.k12.md.us
Anne Arundel County	Deanna Natarian Sheila Hill	dnatarian@acps.org skhill@aacp.org
Baltimore City	Amreena Hussain	ahussain@bcps.k12.md.us
Baltimore County	Russell Brown	rbrown16@bcps.org
Calvert County	Diane Workman	workmand@calvertnet.k12.md.us
Caroline County	Patricia Saelens	Patricia_saelens@mail.k12.md.us
Carroll County	Greg Bricca	gjbricc@carrollk12.org
Carroll County	Alice Smith	Amsmit3@carrollk12.org
Carroll County	Gail Capers	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 Jeanine Molock	doreen.bass@fcps.org Jeanine.Molock@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	Jody Silvio	jody_silvio@mcpsmd.org
Prince George's County	Veronica Harrison Fred Hutchinson	Veronica.harrison@pgcps.org fhutch@pgcps.org
Queen Anne's County	Carol Williamson	carol.williamson@qacps.k12.md.us
Queen Anne's County	Roberta Leaverton	Roberta.leaverton@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	James Smith	jssmith@smcps.org
Talbot County	Pamela Heaston	pheaston@tcps.k12.md.us
Washington County	Michael Markoe	markomic@wcps.k12.md.us
Wicomico County	Linda Stark	lstark@wcboe.org
Worcester County	Stephanie Zanich	szanich@mail.worcester.k12.md.us

Appendix H: Race to the Top (RTTT) Fiscal Controls Updated:

Note: These controls are specific to the Race to the Top Grant only

Monthly Reporting

Expenditures are reported monthly in the AFR system

Expenditures are submitted monthly for reimbursement through the FSR process

Expenditures

1. Only report RTTT expenditures.
2. Never report encumbrances in the AFR system for this grant.
3. Always report expenditures at the State FY level in the AFR and FSR systems.
    a. In some cases, the LEA may report twice in the AFR system in a given month – July through September – once to report expenditures for liquidated prior year encumbrances and once to report current year expenditures.
    b. For example, in July 2014, an LEA may have liquidations of FY 14 encumbrances reported in the FY 13 AFR record as well as new FY 14.
    c. Expenditures reported in the FY 15 AFR record.
4. When filing the official AFR for the year, mark the appropriate box with an A for Annual.

Transition between Project Years

1. Project Years follow federal fiscal year.
2. Between now and August 15th, as you become aware of any changes that require an amendment, please submit them using the regular RTTT amendment process. This would include any anticipated carry-forward of funding into the next project year or future years.
3. When the Master Plan Annual Update is submitted in October, please incorporate any additional necessary adjustments. Please follow the current RTTT amendment instructions remembering to highlight the changes in yellow and strikethrough any deletions in red from your current, approved Scope of Work so that we know you are submitting alternative language. The corresponding project budgets should be revised per the amendment directions as well. These remaining amendment(s) and the budget(s) will be approved at the same time as the Master Plan.
4. There will be a timing difference between the beginning of Project Year 4 (October 1, 2014) and approval of the Master Plans including Scopes of Work (December 2014). RTTT costs incurred during this period are allowable subject to their approval in the Master Plan. Therefore, any Project Year 4 expenditures associated with changes to the current, approved Scopes of Work and submitted with the Master Plan Annual Update for approval will be at risk of disallowance if not approved.

St. Mary's County Public Schools

Bridge to Excellence Master Plan

2014 Annual Update

Part II

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Additional Federal and State Reporting Requirements 113

Bridge to Excellence Master Plan
2014 Annual Update

(Please include this sheet as a cover to the submission indicated below)

Part 2: Attachments—Due: October 15, 2014

Local School System Submitting This Report: St. Mary's County Public Schools

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Local Point of Contact:

Name: Mr. J. Scott Smith, Interim Superintendent of Schools

Telephone: 301-475-5511, ext. 32139

E-Mail: jssmith@smcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2014 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

Signature (Local Superintendent of Schools)	10/15/14 **Date**
Signature (Local Point of Contact)	10/15/14 **Date**

ATTACHMENT 4-A and B SCHOOL LEVEL BUDGET SUMMARY Fiscal Year 2015	Local School System: St. Mary's County Public Schools

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.
Note: Electronic Versions of these attachments are available at:
http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177/Document-159776

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I School wide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Total ESEA Funding by School
SW-GW Carver Elem	0805	78.10%	433,467.31					
SW-Lexington Park Elem	0804	65.57%	332,407.50					
SW-Green Holly Elem	0803	61.08%	316,554.99					
SW-Park Hall Elem	0808	54.90%	346,278.46					
Spring Ridge MS	0101	46.32%						
Dynard Elem	0702	42.44%						
Ridge Elem	0104	42.41%						
Greenview Knolls Elem	0810	40.65%						
Town Creek Elem	0806	36.59%						
Great Mills HS	0801	36.20%						
Mechanicsville Elem	0504	34.84%						

Benjamin Banneker Elem	**0302**	**33.03%**						
Piney Point Elem	**0201**	**30.83%**						
Oakville Elem	**0602**	**30.31%**						
Esperanza MS	**0807**	**28.61%**						
Hollywood Elem	**0604**	**27.66%**						
Margaret Brent MS	**0404**	**26.53%**						
White Marsh Elem	**0503**	**23.83%**						
Lettie Marshall Dent Elem	**0501**	**23.54%**						
Leonardtown Elem	**0301**	**22.08%**						
Chopticon HS	**0303**	**20.33%**						
Leonardtown MS	**0305**	**19.30%**						
Evergreen Elem	**0606**	**16.53%**						
Leonardtown HS	**0306**	**13.81%**						
Chesapeake Public Charter	**0813**	**10.45%**						
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			**1,428,708.26**					
School System Administration (For Title I, Use Table 7-8 LINE 5)			**208,085.00**					
System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 12)			**742,295.53**					
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			**40,735.21**					
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			**2,419,824.00**					

ATTACHMENT 5-A TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)] Fiscal Year 2015	Local School System: St. Mary's County Public Schools

Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.							
Funds Available for Transfer	**Total FY 2014 Allocation**	**$ Amount to be transferred out of each program**		**$ Amount to be transferred into each of the following programs**			
				Title I-A	**Title II-A**	**Title II-D**	**Title IV-A**
Title II-A Teacher Quality							
Title II-D Ed Tech							
Title IV-A Safe and Drug Free Schools &Communities							

ATTACHMENT 5-B **CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203]** **Fiscal Year 2014**	**Local School System: St. Mary's County Public Schools**

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- **The coordination of the ESEA programs with other federal and non-federal programs;**
- **The establishment and operation of peer-review activities under *No Child Left Behind*;**
- **The dissemination of information regarding model programs and practices;**
- **Technical assistance under any ESEA program;**
- **Training personnel engaged in audit and other monitoring activities;**
- **Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and**
- **Local activities to administer and carry out the consolidation of administrative funds.**

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

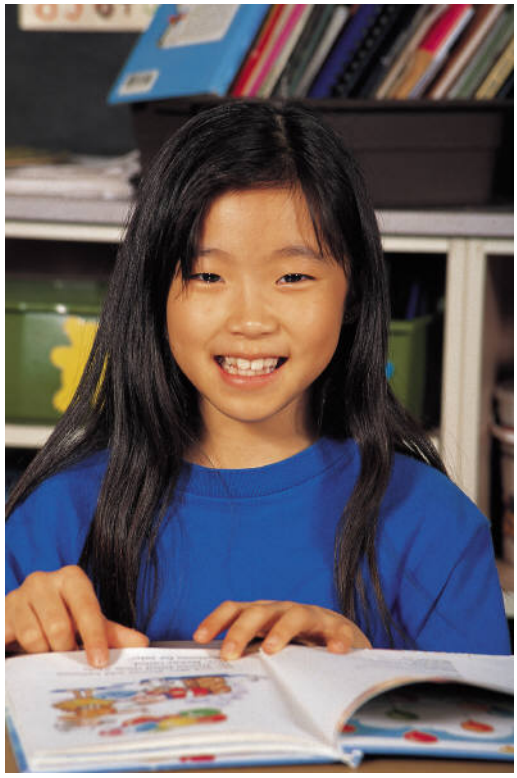
If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.					
Title I-A (Reasonable and Necessary)	**Title II-A (Reasonable and Necessary)**		**Title III-A (Limit: 2 Percent)**		**Total ESEA Consolidation (Reasonable and Necessary)**
$	**$**		**$**		**$**

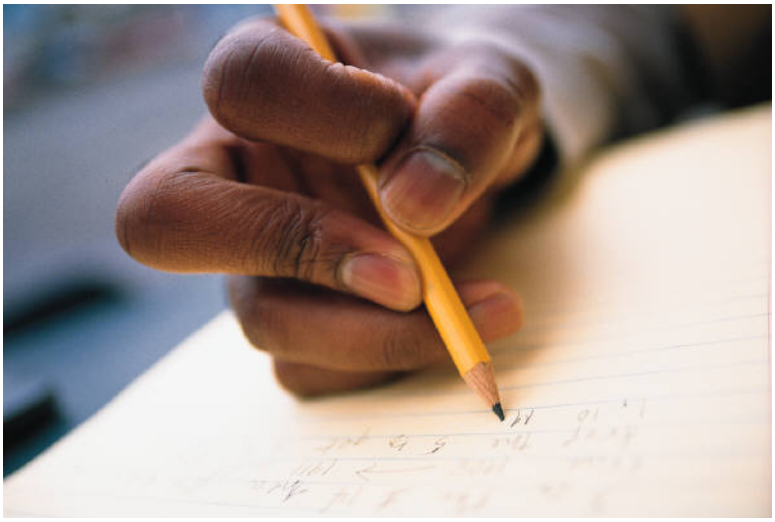
ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2015	Local School System: St. Mary's County Public Schools

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. ***Use separate pages as necessary.***

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A				Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
King's Christian Academy 20738 Point Lookout Road Callaway, MD 20620	Private School	23	23	23				
	Public School							
	Neutral Site							
Little Flower School 20410 Point Lookout Road Great Mills, MD 20634	Private School	7	7	7				
	Public School							
	Neutral Site							
	Private School							
	Public School							
	Neutral Site							

Attachment 7





Title I, Part A
Improving Basic Programs

LEA: SMCPS

Submission Date: 9/16/14

Revised 11/6/14

SY 2014-2015

Please go to www.marylandpublicschools.org. Click on Programs>Title I for the application and required forms.

In the fall of 2012, the U.S. Department of Education offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms already taking place in many States and districts that we believe hold promise for improving outcomes for students. The waivers that comprise ESEA flexibility were granted to Maryland pursuant to Secretary Duncan's authority in section 9401 of the ESEA. On May 29, 2012, the U.S. Department of Education approved Maryland's Flexibility Plan.

Maryland's Flexibility Plan includes a waiver of section 1116(b) (except (b)(13)), that required LEAs to identify schools for improvement, corrective action, and restructuring. As a result, all schools in your district that have not made AYP for two or more consecutive years under NCLB or Maryland's Differentiated Accountability System will no longer carry its school improvement label or be required to implement the requirements associated with its former improvement status which include Public School Choice, SES, 10% reservation for School PD,
10% reservation for LEA PD, and the 85% funding rule for schools in corrective action or restructuring.

Under Maryland's ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a Priority School or focus school by the SEA.

Priority Schools

Priority Schools are five percent of all Title I schools that are the lowest achieving on MSA. . These schools have not reached adequate performance standards in reading and mathematics for the "all students" subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USED approved "turnaround models" or they can develop their own measures to implement to improve the school. If schools choose to use their own model they must address a number of Turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement.

Focus Schools

Focus Schools are ten percent of all Title I schools having the largest gap between the highest performing subgroup and the lowest performing subgroup or a Title I eligible high school with graduation rates 60% or lower. These schools are unique in that they do not require whole school reform measures, rather school interventions will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Maryland's Focus School will implement intervention plans mainly for students with disabilities or students who are second language learners with cultural barriers. Many of these students have unique challenges. Focus School will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address the particular areas through professional development, parental involvement, instructional teams, and the development of other specialized strategies that they deem necessary.

Support for Priority Schools Not Receiving Title I 1003(g) SIG funds

MSDE expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20% of its total allocation) to provide between $50,000 and $2 million per school per year for the next three years in order to implement a model or interventions sufficiently addresses the needs of its Priority Schools and students. [ESEA Flexibility Plan: Principle 2.D.iii] If LEAs with Priority Schools do not use the full 20% reservation for its Priority Schools, MSDE expects the LEA to use the remaining amount to support its Title I Focus School.

Support to Low Performing Title I Schools

Local Discretion: An LEA that does not have Priority Schools, but does have focus and/or approaching target schools is highly encouraged to set aside district level Title I, Part A funds to support those schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland's Flexibility Plan: Section 2.D.iii]

Please be advised, MSDE will continue to provide guidance to LEAs as we begin the implementation of our new Flexibility Plan. If you have any questions, please contact Tina McKnight, Interim Director, Program Improvement and Family Support Branch at tmcknight@msde.state.md.us.

ATTACHMENT 7 NARRATIVE: TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local Educational Agency: St. Mary's County Public Schools Fiscal Year 2015
Title I Coordinator: Kelly Murray Hall
Telephone: 301-475-5511, ext. 32136 E-mail: kmhall@smcps.org

I. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN

Describe the LEA's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to **address each lettered and/or bulleted item separately.** **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION IV.**

A. HIGHLY QUALIFIED:

1. **DESCRIBE** the process **including specific timelines/dates** used to notify parents whose children attend Title I schools about the qualifications of their teachers **by addressing each lettered item separately**. Sec. 1111 (h)(6)(A)

   a. Describe how and when (date) the school or LEA notifies the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

Parents of students in all Title I schools are notified by letter about their right to request information on the qualifications of their child's teachers and paraeducators on the first day of the school year: August 20, 2014.

   b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.

Parents of students who are taught for 4 or more consecutive weeks by a teacher who is not highly qualified are notified by letter from the Title I school's principal at the conclusion of the fourth week.

   c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).

Kelly Hall, Executive Director of Elementary Schools and Title I

   d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration (for a. **and** b. in this section).

The Human Resources Office permits only Highly Qualified teacher candidates to interview for openings in any of the SMCPS schools including Title I schools. Both the Title I principals and Title I Executive Director are provided with copies of the Highly

Qualified certification status of all teachers assigned to Title I schools. SMCPS has a priority hiring procedure in place that allows Title I schools to have successful and desirable candidates offered positions at Title I schools prior to being offered positions elsewhere. In addition, there is new legislation in Maryland that allows teachers who are working in high poverty schools to have student loan debt forgiven in exchange for teaching at a high poverty school. All Title I school teachers have been made aware of that unique opportunity.

e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

The principal of each school electronically submits the school Organizational Plan to the Executive Director of Elementary Schools and Title I a minimum of ten times throughout the school year. This report is cross referenced with the school system's electronic data base. The Organizational Plan report verifies staff assignment and student enrollment in each class. Class Level Membership, which determines and verifies HQ status is captured by the Human Resources Office in December of each year and is submitted to MSDE.

2. DOCUMENTATION: Include sample copies of English and translated letters that will be used to meet the requirements (for **a.** and **b.**) in school year 2014-2015.

Sample copies of the letters are attached (1a. and Attachment 2a). All Title I schools have access to TransAct Communications, which is an online resource that allows the school the capability of translating any school communication into 22 languages. The TransAct Communication translation source provides informational letters concerning the NCLB highly qualified parental communication, free and reduced lunch forms, information, and immunization for school nurses, etc.

3. Are all paraprofessionals in Title I schoolwide schools qualified?
___X__ Yes _____ No _____ Not Applicable

4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? _____Yes _____ No ___X__ Not Applicable

B. SCHOOLWIDE PROGRAMS:

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

Under Maryland's ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a Priority School or focus school by the SEA. *See the end of this application for the list of Maryland's approved Priority and Focus Schools.*

1. For LEAs with Title I schoolwide programs, **DESCRIBE** the steps taken to help the Title I schools make effective use of schoolwide programs **by addressing each lettered item separately.** Reg. 200.25-28 and Sec. 1114.

   a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

Development, implementation, monitoring, and evaluation of the schoolwide plan are components of the SMCPS Bridge to Excellence Master Plan. Each School's Educator Effectiveness Plan (revised School Improvement Plan) incorporates the alignment of federal, state, and local funds. By working with the Grants Accountant, and Title I Executive Director, the Title I principals and stakeholders collaborate to align all available funding sources to best serve the students and the school community. In addition, the Executive Director of Elementary Schools and Title I works collaboratively through the leadership within the Division of Instruction to braid and align programs and funding sources to maximize their effectiveness. Persons responsible: Kelly Hall, Executive Director of Elementary Schools and Title I and Leyla Mele, Grants Accountant.

   b. Describe the process to ensure that the *10 Components of a Schoolwide Program* are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

All St. Mary's County schoolwide Title I schools use the schoolwide Title I plan format. This document includes Educator Effectiveness Plan information and the SMCPS School Improvement Plan. The 10 components are reviewed collaboratively by Title I school based staff during the review process. Monitoring of the 10 components is ongoing throughout the year by the Executive Director of Elementary Schools and Title I at Title I staff meetings and also at various school based meetings including the quarterly School Improvement Team meetings.

   c. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

The review process includes identifying any missing or incomplete components. During follow up principal meetings with Title I principals and individual goal setting meetings in September/October, the areas of concern will be addressed, discussed, and resubmitted for posting to the school's website and internal data warehouse by the Executive Director of Elementary Schools and Title I. All Educator Effectiveness and Schoolwide plans are reviewed additionally by the Local Accountability Coordinator for SMCPS and the Interim Superintendent as appropriate for completion.

   d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.

The review and effectiveness of schoolwide programs is conducted quarterly by the Executive Director of Elementary Schools and Title I. Each site-based comprehensive **Needs Assessment** ***assures that instructional decisions are data driven.*** **Schoolwide Reform Strategies** ***are consistent with SMCPS Master Plan and State standards. All Title I schools in St. Mary's County have 100%*** **Highly Qualified** ***teachers*****. High Quality**

& Ongoing Professional Development ***is closely monitored to align with the needs assessment. Professional development activities are approved by the Executive Director of Teaching, Learning, and Professional Development and the Executive Director of Elementary Schools and Title I.*** **Strategies to Attract High-Quality Teachers** ***include maintaining low class sizes at all Title I school, as well as, providing additional funding for MOI supplies.*** **Strategies to increase Parent Involvement** ***include regularly scheduled parent training sessions, monitoring parent needs by means of a parent survey, and assignment of a parent liaison to three Title I schoolwide schools. At the fourth elementary school, the principal serves in the parent liaison capacity. The plans for assisting*** **Children in Transition** ***include the ECE Common Program application and the Head Start program. The SMCPS program provides academic services to at risk and income eligible three and four year old at risk students in a format and structure similar to our Pre-Kindergarten program. The Head Start program is being offered at regional locations throughout the county; however two full day and two and a half day sessions of four year old classes for the most at risk four year olds are offered at Green Holly Elementary School. The Head Start coordinator is included in elementary principal meetings and Title I principal meetings as appropriate to discuss and foster collaboration between the two programs.); fifth grade visits to the feeder pattern middle school, and the Fifth Grade Parent Information Night. All Title I schools have grade level Professional Learning Community (PLC) plans which align with the Educator Effectiveness Plan. All grade levels plan regular PLC meetings to include Teachers in Data Driven Decision Making which in turn drives classroom instruction. Teachers are encouraged to join the School Improvement Team as contributing decision makers. Teacher representatives provide input for development of internal assessments. Timely Additional Assistance is differentiated based upon student need. Small group instruction is provided using one of the approved intervention programs. Small instructional groups are configured with a goal ratio of 8:1.***

e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

The 21st Century Community Learning Center grant will support three Title I elementary schools. Students from Lexington Park, G.W. Carver, and Park Hall Schools have 21st Century Community Learning Center after school programs in place. Green Holly Elementary School received funding from the Local Management Board for an afterschool program. All Title I students were offered the opportunity to attend the summer Lunch and Learn Program at Lexington Park Elementary School and G.W. Carver Elementary School. After school tutoring for identified Homeless Students was provided at Lexington Park Elementary, G.W. Carver Elementary, Park Hall Elementary, and Spring Ridge Middle Schools during the 2014-2015 school year and will continue at the four schools during the coming school year and Green Holly will also offer a homeless tutoring program. Persons Responsible: 21st Century Community Learning Center after school programs: Coordinator of Special Programs, Mark Smith; Supervisor of Food and Nutrition, Louis Jones; Judy Center Coordinator Wendy Binkley; Executive Director of Elementary Schools and Title I, Kelly Hall; principals or designee at each tutoring site.

f. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

In addition to the Executive Director of Elementary Schools and Title I, the following central office staff shares responsibility for monitoring the ten components, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness:

- ***Components 1, Comprehensive Needs Assessment; Component 2, Schoolwide Reform Strategies; Component 8, Teachers as Decision Makers; and Component 9, Timely Additional Assistance: Scott Smith, Interim Superintendent; Jeff Maher, Executive Director of Teaching, Learning, and Professional Development.***
- ***Component 3, Highly Qualified Teachers; Component 5, Strategies to Attract Highly Qualified Teachers: Dale Farrell, Director of Human Resources.***
- ***Component 4, High Quality Ongoing Professional Development: Jeff Maher, Executive Director of Teaching, Learning, and Professional Development.***
- ***Component 7, Transitioning: Cindy Kilcoyne, Coordinating Supervisor of Early Childhood Programs & Special Education; Tracey Heibel, School Accountability Officer; Regina Greely, Director of Learning Management Systems; Leyla Mele, Grants Accountant; Tammy McCourt, Assistant Superintendent of Fiscal Services and Human Resources.***
- ***Component 6, Parent Involvement: Karyn Timmons, Sonya Mitchell-Bailey, Lisa McCoy, Parent Liaisons; Wauchilue Adams, Kathy Norton, Annette Wood, Curtis Alston, Title I School Principals.***
- ***Component 10, Component 10, Coordination and integration of federal, state and local services: Leyla Mele, Grants Accountant; Wauchilue Adams, Kathy Norton, Annette Wood, Curtis Alston, Title I School Principals.***

2. **For LEAs with Priority Schools (which includes 1003g SIG funded schools) and/or Focus Schools:** Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

SMCPS has two schools (G.W. Carver and Park Hall Elementary Schools) that have been identified as Focus Schools due to the achievement gap that persists between special education and the other subgroups' population.

SMCPS will continue to follow the Title I schoolwide plan at each site to ensure compliance of the 10 components. In addition, a dual certified, highly qualified Lead Teacher (paid with Focus funds) has been hired to work collaboratively with staff and parents to ensure that a co-teaching model is in place, the required infrastructure is intact to support collaboration between general education and regular education teachers. This Lead Teacher is also responsible for organizing PD, planning parent involvement workshops for identified special education parents, and assisting teachers at both sites in co-teaching, co-planning, and coordination of efforts.

Monies reserved to include all Title I at risk grades 2-5 students in summer school 2015 specifically targeting special education students.

C. TARGETED ASSISTANCE SCHOOLS:

If the LEA does not have any Title I targeted assistance programs, proceed to Section E - Parent Involvement.

1. **DESCRIBE the step-by-step process including timelines/dates used to** identify eligible children most in need of services. Include in the description how students are **ranked using multiple selection (academic)** criteria. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students.** ***(In Maryland, small group constitutes no more than 8 students to one teacher.)*** These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).
   a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.

   b. Helping provide an accelerated, high-quality curriculum, including applied learning.

   c. Minimizing the removal of children from regular classroom instruction for additional services.

3. **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.

4. **DESCRIBE** the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.

5. **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.

6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

7. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2014-2015 to a schoolwide program in 2015-2016, the LEA must submit a formal letter to Tina McKnight, Interim Director, Program and Family Support Director, informing MSDE of its intent.

List the Title I school(s) by name and assigned MSDE ID number below.

D. PARENT INVOLVEMENT:

To encourage parent involvement, LEAs **and** schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

1. **Local Educational Agency** Parent Involvement Policy/Plan Review

   a. Date the current LEA Parent Involvement Policy/Plan was reviewed:
   June 12, 2014, Again at Back to School Events in August/September 2014

   b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

Each Title I school invites all parents to an annual meeting to seek input to revise and update the LSS Parent Involvement Plan and that school's Parent Involvement Plan. The review of the SMCPS Title I Parent Involvement Plan took place on or before June 12, 2014 for the 2014-2015 school year which was the student's last day. Parent involvement surveys are also conducted at each Title I school. Title I school principals are then able to adjust the parental involvement activities based upon the needs of their parents. After review/revision, copies of the Parent Involvement Plan are distributed to all school families within the first week of school each year. The Parent Involvement Plan is posted to the Title I schools' websites.

   c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

Copies of the system-level Parent Involvement Plan are available and provided by the Executive Director of Elementary Schools and Title I for every Title I school family. They are distributed to students during the first week of the school year. The system-level Parent Involvement Plan is discussed at all Title I schools during the back to school Title I parent information night. Parents are offered the opportunity to again provide input and feedback. The plan is also posted on the SMCPS Title I web site.

2. **DOCUMENTATION:** Attach a copy of the LEA's most current distributed Parent Involvement Policy/Plan. Discuss and explain any changes that have been made since the last Master Plan submission.

Attachment 3: St. Mary's County Public Schools Title I Parent Involvement Policy. The SMCPS Parent Involvement Plan has been revised to become a more meaningful and coherent document based on the guidance and directives of MSDE.

3. **School Level** Parent Involvement Plan Review

   a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.

All Title I schools are required to submit their current school Parent Involvement Plan with their Educator Effectiveness Plan. All schools are required to complete the Title I School Level Parent Involvement Plan Checklist which was provided by MSDE Title I specialists. The Title I Executive Director has the responsibility of ensuring that the school Parent Involvement Policy is aligned with the system-level Parent Involvement Policy.

   b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

All Title I schools provide a Title I program information meeting at the beginning of each school year. This informational meeting includes review of the school's Parent Involvement Plan and activities. Results of the previous end-of-year Parent Involvement Survey are shared to identify parent priorities. Each Title I school has a designated Parent Involvement Liaison or staff who assists with this process and conducts workshops for parents and facilitates the school level parent involvement plan. Development and review of parent involvement plans at the school level by Title I parents are verified by the meeting agenda and sign-in sheets. These are submitted to the Executive Director of Elementary Schools and Title I as documentation for the annual Title I Program Review.

4. **School-Parent Compact**

   a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

All Title I school Parent Liaisons/or designees schedule annual meetings for school teams to work with parents to review and revise their compacts. Each Title I school is required to submit a copy of the School/Parent Compact to the Executive Director of Elementary Schools and Title I prior to the first day of school each year. Parent liaisons/or designees also keep copies of all documents on file.

   b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

At the beginning of each school year, all Title I schools provide a Title I program information meeting. This informational meeting includes review of the school's parent involvement plan, School/Parent Compact, and activities. Results of the previous end-of-year Parent Involvement Survey are shared to identify parent priorities and any necessary revisions to the Parent Involvement Plan and School/Parent Compact. Each Title I school has a designated Parent Involvement Liaison or principal designee who assists with this process and conducts workshops for parents throughout the year to assist them with helping their children at home.

5. Monitoring Parent Involvement

a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools.

Title I Principal meetings, held in six week intervals, provide an opportunity for regular review and monitoring of all NCLB requirements, including parent involvement. All Title I schools maintain a Parent Involvement binder which includes documentation (sign-ins, agendas, notes, and evaluations) of all parent involvement training sessions, School Improvement Team meeting, and Parent Student Teacher Association meetings. At the end of each school year, a Parent Involvement Survey is conducted at each Title I school. Data provided by the survey is used to evaluate and improve parent involvement opportunities at the school and district levels.

b. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring parent involvement.**

The following persons, in addition to the Director of Elementary Schools and Title I, monitor parent involvement:

- ***Curtis Alston: Principal and Karyn Timmons: Parent Liaison, Lexington Park Elementary School***
- ***Annette Wood: Principal and Lisa McCoy: Parent Liaison, G.W. Carver Elementary School***
- ***Kathy Norton: Principal and Sonya Mitchell-Bailey: Parent Liaison, Park Hall Elementary School***
- ***Wauchilue Adams: Principal, Green Holly Elementary School***

6. Distribution of Parent Involvement Funds

a. Describe *how* the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

The required reservation of 1% of the SMCPS Title I, Part A grant is set aside for Parent Involvement. (SMCPS determines 1% required reservation, which is then divided by the total number of children from low-income families in all Title I schools to determine the Parent Involvement per pupil allocation (PPA).) The Parent Involvement allocation for each Title I school is then determined by multiplying the PPA by the total number of low-income students in each Title I school.

b. Describe *how* the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

Input for budget development at the Title I school level is accomplished at School Improvement Team, community meetings, and Open House events and meetings during the school year. Sign-ins and agendas are maintained at the school for each of the meetings. Budget input for the new fiscal year is collected at each Title I school during the spring of each year. The proposed budget from each school was submitted to the Title I office on July 29, 2014. All documentation is maintained at each school in the Title I Program notebook which is reviewed during the annual Title I Program Review.

c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

Parents at Title I schools have access to the funds immediately at the beginning of the school year. Funds are available at the school level. After a summer meeting with the principals to finalize the budget, schools can begin spending with preliminary approval. All parent involvement funds are distributed directly to the schools. No parent involvement funds remain at the district level.

d. Does the LEA reserve more than 1% of its total allocation for parent involvement? _____ Yes __X__ No

e. If yes, describe *how* these additional funds are used.

7. DOCUMENTATION: Attach a list of all Title I schools' individual parent involvement allocations.

Attachment 8

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS [SECTION 1120]:

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.

2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

All St. Mary's County private school administrators are invited to biannual meetings (late Summer/early Fall, and late Winter/early Spring) hosted by St. Mary's County Public School System federal grant administrators. At the Winter/Spring meeting planning begins for the next school year. At that time Title I "Intent to Participate" notices are distributed. The notices are also mailed to all SMC private schools and are to be returned to the Title I office in late March/early April of each year indicating the private school's intent to participate in the Title I program for the following school year. Follow-up appointments to address individual questions are scheduled as needed.

3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.

- ***How attendance areas and students eligible for services will be determined***
- ***How SMCPS will identify student academic needs in collaboration with private school officials***
- ***What services will be offered, including the option of a third party provider***
- ***How and when decisions will be made about delivery of services***
- ***The size and scope of services and the proportion of funds allocated for those services***
- ***The professional development for teachers and parent involvement offered for teachers and families of participating students.***
- ***The Non-Public program will be evaluated for effectiveness by a comprehensive review of achievement data including national and local assessments, student grades, and class work during the consultation process to ensure that identified students are maintaining good progress or increasing their academic achievement. Parent satisfaction surveys will also be reviewed.***

The consultation agreement was signed in August 2014. In August, 2014, the Executive Director of Elementary Schools and Title I met with each participating private school principal and the Title I non-public teacher tutor to review services for the 2014-2015 school year. Additional quarterly meetings will be scheduled for November, 2014; February, 2015; and May, 2015, with each principal. The Executive Director of Elementary Schools and Title I meets with each principal at the end of the school year to review/evaluate the program.

Services begin for private schools at the beginning of the year as a result of consultation with the Title I Executive Director, the participating non-public school principal and the Title I teacher/tutor.

4. **DOCUMENTATION**: Attach a timeline for consultation and affirmation meetings with private school officials.

All private school principals, or their designees, are invited to the Non-Public Federal Grants Information Meeting in February/March of each year to review options for participation in Title I and all federal programs. At that time, the private schools indicate their intent to participate for the following school year. Timeline: In February 2014, the SMCPS Non-Public Schools Informational Meeting for Federal Grants was held. Intent to participate for the 2014-2015 school year was reviewed. Intent forms were due to the Title I Office by April 2014. The consultation agreement was reviewed and signed in August 2014 at each of the two participating schools. In August 2014, the Executive Director of Elementary Schools and Title I met with each participating private school principal to review services for the 2014-2015 school year. Additional quarterly meetings will be scheduled for November, 2014; February, 2015; and May, 2015, with each principal. The Executive Director of Elementary Schools and

Title I has a meeting with each principal at the end of the school year to review/evaluate the program.

5. DELIVERY OF SERVICES

a. Will LEA staff provide the services directly to the eligible private school students?
X Yes _____ No
If yes, when will services begin? August 2014

b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? _____ Yes X No
If yes, identify the LEA(s) involved and the **date the services** will begin.
_____

c. Will the LEA enter into a third party contract to provide services to eligible private school students? _____ Yes X No
If yes, when will services begin? _____

6. DOCUMENTATION: Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]
Attachment 4: ***SMCPS Non-Public Procedures 204-2015***
Attachment 5: ***Timeline for Consultation with Private Schools***
Attachment 6*: Memorandum of Understanding – Kings Christian Academy*
Attachment 7: ***Memorandum of Understanding – Little Flower School***

7. DESCRIBE the LEA**'s** process to supervise and evaluate the Title I program serving private school students.
The SMCPS Executive Director of Elementary Schools and Title I has a quarterly meeting with the participating private school administrators to monitor the ongoing effectiveness and private school satisfaction with the program. The Executive Director of Elementary Schools and Title I conducts a formal observation of the highly qualified teacher providing tutoring services. At the end of each school year, the Executive Director of Elementary Schools and Title I has a meeting with the private school principal and Title I teacher at each site to review student assessment data. If satisfied with the results of the Title I program, the private school administrator signs a document which indicates that "St. Mary's County Public School System has satisfied its equitable service requirements for the 2014-2015 school year."

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools' Addendum document for additional directions.

II. TABLES AND WORKSHEETS

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Educational Agency must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. **The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. Public School System must only check one.**

	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. **According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply)** the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

	A.	Use FARMS to identify low-income students**;**
	B.	Use the same poverty data the LEA uses to count public school children;
X	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify; **LFS – Archdiocese Form**
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
X	E.	Use comparable poverty data from a different source, such as scholarship applications; **KCA Scholarship Form**

	F.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality) or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.

2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.

3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.

4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

CHECK the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

☐ **Percentages --** schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**

☒ **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**

☐ **35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above 35%. **Complete Tables 7-3.**

☐ **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

☐ **Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average

poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 4.**

NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

Baltimore City Schools and/or Prince George's County Public Schools: The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.) MSDE requested and was approved for a waiver in order to permit its LEAs to serve a Title I eligible middle school that has been identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule).

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2013 to complete this table along with the September 30, 2013 enrollment data.** *Beginning in SY 2007-2008 Pre-K should be included in these numbers***.**

5869 **Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2013)**	**÷**	**17,841** **Total LEA Student Enrollment (September 30, 2013)**	**=**	**32.89%** **District-Wide Average (percentage) of Low-Income Children**

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)

A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades
9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span (Write Grade Spans in Spaces Below.)	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (PK-5)	**3481**	÷	**8971**	**38.80%**
Middle (6-8)	**1135**	÷	**3795**	**29.91%**
High (9-12)	**1253**	÷	**5075**	**24.68%**

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)

Local Educational Agency Title I-A Allocation (Taken from Table 7-10; Should match # on C-1-25)	**÷**	**Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)**	**=**	**$_____ Per Pupil Amount**

Per-Pupil Amount $___ X 1.25 = Minimum Per Pupil Allocation $ _____

MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-6.1 CONTINUED ELIGIBILITY

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. **LIST** below any school(s) that the school system will serve for one additional year.

To qualify for continued eligibility, a school must have a lower poverty level than the district wide poverty average or fall below 35% poverty, per the LEA's selection in Table 7-2.

Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

Table 7-6.2 ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS
Pending: ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS

The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served. **Pending:** MSDE also requested a waiver in order to permit its LEAs to serve a Title I eligible middle school that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served.

Name of Priority High School	MSDE ID Number
Name of Priority Middle School	**MSDE ID Number**

Table 7-7 TITLE I SKIPPED SCHOOLS

LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Attachment 7.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools :		**Note:** The completed 2014-2015 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet **must** be submitted with the Attachment 7.

B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION
Before allocating funds to schools, a school system **MUST reserve** funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary. **LIST** (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.**

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION[1]

Total Title I 2013-2014 Allocation			**$ 2,419,824.00 (Taken from the C-1-25)**	
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	**ACTIVITY**		**RESERVATION**	**DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)**
	1 a	**District-wide Title I Instructional Program(s)** Reservation, 34CFR Sec. 200.64	**100,000.00** **448,273.00** **80,505.00** **34,463.00**	Summer school, 4 Title I /non-public Fixed charges, FTEs at schools FTE Salary Literacy Lead Fixed charges Literacy Lead
	1 b	**District-wide Professional Development** 34 CFR Sec.200.60, Sec. 9101(34) of ESEA		
	2	**Parent Involvement** (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditures).	**24,234.98**	1% reservation

[1] **References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, and Maryland's 2012 ESEA Flexibility Plan.**

	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) **If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and** Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	**No Longer Applicable, due to NCLB Highly Qualified Deadline.**	
	4	**TOTAL** reservations requiring equitable services. Lines1a, 1b & 2 **(Present this number in Table 7-10 LINE 2.)**	**687,475.98**	

Reservations Not Requiring Equitable Services	5	**Administration** (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)	**208,085.00**	90,663.00 Salaries .5 FTE Ex. Director .5 FTE Secretary 51,858.00 Indirect costs 36,564.00 Fixed charges 9,259.00 Salaries overtime/hourly 741.00 Fixed charges 7,500.00 Conferences 4,000.00 Mileage 7,500.00 Office supplies

	6	**Support for Title I Priority Schools** (Baltimore City Public Schools and Prince George's County Public Schools only) MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between $50,000 and $2 million per school per year to implement a SIG intervention model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its Priority Schools and students. [ESEA Flexibility Plan: Principle 2.D.iii] **Include the intervention plans with budget narratives for each Priority School as an appendix.** If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]		20% of LEA allocation = _____ List each Priority School served with these funds, the amount of funds each school will receive and the intervention model the school will implement.
	7	**Support for Focus Schools in LEAs Serving Priority Schools** (Baltimore City Public Schools and Prince George's County Public Schools only) Note: This line item will only be completed by LEAs that meet the requirement of line item #6. List any Focus School served with these funds, the amount of funds each school will receive. **Include a separate budget narrative for each Focus School as an appendix.**		. List any Focus School served with these funds, the amount of funds each school will receive, and the instructional strategies/interventions that will be implemented to address the achievement gap.

	8	**Support to Low Performing Title I Schools** (All LEAs with approaching target schools.) (Any LEA with Focus Schools with the exception of Baltimore City Public Schools and Prince George's County Public Schools.) a. **Optional:** LEAs with Focus or approaching target Title I schools are highly encouraged to set aside district level Title I, Part A funds to support those schools through interventions such as locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland's Flexibility Plan: Section 2.D.iii] b. **Optional:** Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.		**Option a:** Identify additional Focus School and approaching target schools that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented. **Option b:** List the amount reserved for Choice transportation.
	9	**Services to Neglected Children** Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.		
	10a	**Required : Services for Homeless Children** Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. **Note:** Include a description of how the funds and service plan is coordinated with the McKinney-Vento Homeless Education Act funds.	**30,360.00**	2.3% aggregate: Tutoring programs Supplies/materials Conferences/PD

		Optional: reservation for Services for Homeless Children in 10b and 10c (allowable use of Title I funds were only approved in the appropriation bill for FY15 funds and FY14 carryover. If carryover funds are used, report cost in the carryover report		
	10b	**Optional:** Cost associated with Homeless Liaison position **(funded portion of the position can only be for duties related to homeless education as outlined in McKinney Vento).**		(Report FTE, salary and fringe attach a job description for this position)
	10c	**Optional**: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).	**24,459.55**	(See attachment 9) **Attach:** 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.
	11	**Total** Reservations **Not requiring Equitable Services,** lines 5-10 **(Use this number in Table 7-10 LINE 4.)**	**262,904.55**	
	12	**Total of Equitable and Non-Equitable Reservations minus Administration.** **(Present this number in Attachment 4-A System-wide Program and School System Support to Schools.)**		Total Non-Equitable LINE 11 $__ 262,904.55 __ **Plus** Equitable Reservations LINE 4 $ _ 687,475.98 **Equals** $ _ 950,380.53 **Minus** Administration – LINE 5 $ _ 208,085.00 **Equal**: $ __ 742,295.53 _

B. BUDGET INFORMATION

Table 7-9

COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.

1a. District-wide Instructional Program(s) Reservation

30 Total # of private school children from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) **(Use the total number reported in the Title I Allocation Worksheet Column K.)**	**÷**	**1557 + 30 = 1587** Total # of public school children from low-income families (in Title I public schools) **plus** private school children from low-income families **(Use the total number reported in the Title I Allocation Worksheet Columns I + K.)**	**=**	**0.0189** Proportion of reservation
0.0189 Proportion of reservation	**x**	**663,241** Reservation **(Use # from Table 7-8, Line 1a)**	=	**12,535.26** Proportional monies available for equitable services to private school participants

1b. District Professional Development Reservation

30 Total # of private school children from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) **(Use the total number reported in the Title I Allocation Worksheet Column K.)**		**1587** Total # of public school children from low-income families (in Title I public schools) **plus** private school children from low-income families **(Use the total number reported in the Title I Allocation Worksheet Columns I + K.)**		**0.0189** Proportion of reservation

0.0189 Proportion of reservation		**0** Reservation **(Use # from Table 7-8, Line 1b)**		**0** Proportional monies available for equitable services to private school participants
Parental Involvement Reservation				
30 Total # of private school children from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) **(Use the total number reported in the Title I Allocation Worksheet Column K.)**	÷	**1587** Total # of public school children from low-income families (in Title I public schools) **plus** private school children from low-income families **(Use the total number reported in the Title I Allocation Worksheet Columns I + K.)**	=	**0.0189** Proportion of reservation
0.0189 Proportion of reservation	x	**24,234.98** Reservation **(Use # from Table 7-8, Line 2)**	=	**458.04** Proportional monies available for equitable services to parents of private school participants
TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement **(Total from Table 7-9 report on Table 7-10 LINE 3)** **Total $ 12,993.30**				

B. Budget Information

Table 7-10

BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)

1	Total Title I Allocation **(Use amount shown on C-1-25)**	-----	**2,419,824.00**
2	Total reservations **requiring** equitable services. **(Use the number presented in Table 7-8, LINE 4)**	minus	**687,475.98**
3.	Equitable share **Total** reported in **Table 7-9**	minus	**12,993.30**
4.	Total Reservations **not requiring** Equitable Services **(Use the number presented in Table 7-8, LINE 11.)**	minus	**262,904.55**
5.	**Total Title I LEA allocation minus all reservations**: Title I allocation **(LINE 1 above) minus** all Reservations **(LINES 2, 3 &4 above)**. (LEAs, serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA) **This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for private and public school students must equal this amount.**	equals	**1,456,450.17**
6.	Total **PPA** Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet Column O.	----	**27,741.91**
7.	**Total Nonpublic Cost** equals line 6 plus line 3 (**Present this number in Attachment 4-A Nonpublic Cost.)**	----	**40,735.21**

C. PROJECTED CARRYOVER INFORMATION

Table 7-11 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2013 – September 30, 2014) **LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8.)**

1. Total amount of Title I 2013-2014 allocation: $ **2,301,122.00**

2. The estimated amount of Title I funds the school system will carryover: **$ 302,759.91**

3. The estimated percentage of carryover Title I funds as of **September 30, 2014** 13% **(THIS IS A PROJECTION.)**

4. Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? _____Yes __X__ No

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2014-2015

1. **COMPLETE** a detailed BUDGET on the MSDE Title I, PART A proposed budget form ***(C-1-25)*.** The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the *MSDE BRIDGE TO EXCELLENCE MASTER PLAN* web site at**:** WWW.MARYLANDPUBLICSCHOOLS.ORG.

2. **Provide** a **detailed budget narrative**. The budget narrative should:
   a. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.

      i. Include a separate and complete justification for each line item.
      ii. Identify each activity.
      iii. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.
      iv. Show alignment between the project activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.

b. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.

c. Sample budget template for the detailed narrative is available on the Title I web page on www.marylandpublicschools.org

3. **Attach** the signed required assurance page with the final submission.

4. **Attach** the allocation worksheets

IV. REQUIRED DOCUMENTATION

Attach ALL required documentation after Section III. Please number each page and include a Table of Contents for this section of this submission.

Title I Excel Worksheet
Title I Schools in SY 2013-2014 removed from Title I in SY 2014-2015
Highly Qualified Notifications
Parent Involvement: District Plan and list of schools' parent involvement allocations
Targeted Assistance Selection Criteria
Equitable Services to Private School Documentation
Skipped Schools Addendum and Allocation Worksheet
Signed Assurance Page
Signed C-1-25
Detailed Budget Narrative

For Baltimore City Public Schools and Prince Georges County Public Schools:
Each Priority School's intervention plans with budget narrative
Each Focus School's budget narrative

V. MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A &B, and 6-A & B

Be certain to complete all appropriate templates in Part I. The following information will stay embedded in Part I of the Master Plan Update:

Attachment 4A & B: School Level "Spreadsheet" Budget Summary
Attachment 5A & B: Transferability of ESEA Funds & Consolidation of ESEA Funds for Local Administration
Attachment 6A & B: Nonpublic School Information for ESEA Programs
SY 2014-2015

2014-2015 Focus and Priority, Schools

LEA Name	School Name	School NCES ID #	Notation	Priority School	Focus School
Anne	Georgetown East ES	240006000073			Focus

Arundel					
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		SIG I	
	Baltimore Civitas	240009001666		ESEA Priority	
	Baltimore Freedom Academy	240009001560	Closed July 1, 2013	ESEA Priority	
	Baltimore IT Academy	240009000174		SIG I	
	Baltimore Rising Star Academy	240009001664	Closed July 1, 2013	ESEA Priority	
	Booker T. Washington MS	240009000160		SIG I	
	Calverton Elem/ MS	240009000164		SIG I	
	Cherry Hill ES/MS	240009000171		SIG II	
	Commodore John Rogers	240009000180		SIG I	
	Dallas F. Nicholas Sr. Elementary				Focus
	Francis Scott Key ES/MS	240009000205			Focus
	Frederick Douglass High	240009000209		SIG II	
	Garrison MS	240009000228	Closed July 1, 2013	SIG I	
	Glenmount ES/MS	240009000222			Focus
	Graceland Park/O'Donnell Heights ES	240009000224			Focus
	Hampstead Hill Academy	240009000234			Focus
	Hazelwood ES/MS	240009000241			Focus
	Highlandtown ES #215	240009000243			Focus
	Langston Hughes ES	240009000266			Focus
	Margaret Brent ES	240009000276			Focus
	Benjamin Franklin High School @ Masonville Cove	240009000157		SIG II	
	Moravia Park	240009000282			Focus
	Northeast MS	240009000289			Focus
	Patapsco ES/MS	240009000296	Closed July 1, 2013		
	Robert W. Coleman	240009000303			Focus
	Southwest Baltimore Charter School	240009001527			Focus
	Steuart Hill Academic Academy	240009000319		ESEA Priority	

	William C. March MS	240051001568	Closed July 1, 2013	SIG I	
Baltimore County	Featherbed Lane ES	240012000385			Focus
	Riverview Elementary	240012000464			Focus
	Sandy Plains ES	240012000470			Focus
	Winfield ES	240012000498			Focus
Carroll	Robert Moton ES	240021000544			Focus
Charles	C. Paul Barnhart ES	240027000380			Focus
	Dr. Samuel A. Mudd ES	240027000585			Focus
	Mt Hope/Nanjemoy ES	240027001492			Focus
Dorchester	Choptank ES	240030000841			Focus
Harford	William Paca/Old Post Road ES	240039000716			Focus
Howard	Bryant Woods ES	240042000720			Focus
	Guilford ES	240042000733			Focus
	Laurel Woods ES	240042000761			Focus
	Swansfield ES	240042000755			Focus
Kent	Kent County MS	240045000766			Focus
Montgomery	Brookhaven ES	240048000789			Focus
	Kemp Mill ES	240048000858			Focus
Prince George's	Andrew Jackson Academy	240051001683			Focus
	Benjamin Stoddert MS	240051001464		SIG I	
	Carrollton ES	240051001000			Focus
	Charles Carroll MS	240051001004			Focus
	Drew Freeman MS	240051001034		SIG I	
	G. James Gholson MS	240051001211		SIG I	
	Gaywood ES	240051001041			Focus
	Oxon Hill MS	240051001471		SIG II	
	Thomas Johnson MS	240051001175		SIG II	
	Thurgood Marshall MS	240051001465		SIG I	
	William Wirt MS	240051001186			Focus
St. Mary's	George Washington Carver ES	240060001483			Focus
	Park Hall ES	240060001234			Focus
Talbot	Easton ES	240063001244			Focus
Washington	Eastern ES	240066000418			Focus
Wicomico	Prince Street School	240069001314			Focus

Key

Priority School Criteria:

Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group

Title I-participating high school with graduation rate less than 60% over a number of years

Title I-eligible high school with graduation rate less than 60% over a number of years

Tier I or Tier II SIG school implementing a school intervention model

Focus School Criteria:

Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate

Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate

A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	2,419,814	AMENDED BUDGET #		REQUEST DATE	11/03/14
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-15		
REVENUE SOURCE	Title I Part A	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	FROM 7/1/2014	TO 6/30/2015	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						51,858.00	51,858.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	104,422.00		7,500.00	11,500.00			123,422.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,124,054.00	198,314.00	173,005.76	8,750.00			1,504,123.76
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						40,735.21	40,735.21
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	14,530.00	55,500.00	2,950.00	6,200.00			79,180.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.	17,000.00		8,000.00	4,000.00			29,000.00
208 Student Health Services	2,990.00						2,990.00
209 Student Transportation				58,118.55			58,118.55
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				530,396.48			530,396.48
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,262,996.00	253,814.00	191,455.76	618,965.03	0.00	92,593.21	2,419,824.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Leyla Mele	Leyla Mele	11/03/2014	301-475-5511 X32186
Supt./Agency Head Approval	J. Scott Smith	J. Scott Smith	11/7/14	301-475-5511 x 32139
MSDE Grant Manager Approval				

Grant Budget C-1-25 Rev: 11/29/07

Title I, Part A

ASSURANCES (revised August 2011)

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §123g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

	9/15/14
Superintendent of Schools/Head of Grantee Agency	Date

Title I, Part A Budget Narrative
2015

parent reservation - public & private
instruction reservation
homeless education reservation
total non-public
admin reservation

Category / Object	Line Item	Calculation	Amount	In-Kind	Total	C-125	
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	3 Teachers	150,603	0	150,603.00	01-01	
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	8 Instructional Resource Teachers	600,819	0	600,819.00	01-01	
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	4 Paraeducators	96,081	0	96,081.00	01-01	
Parent Liaison	Family Involvement Goal 1.21.1.3	3 Parent Liaisons	105,624	0	105,624.00	01-01	
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Teacher extra pay/extra duty $23/hr	12,500	0	12,500.00	01-01	
Community Services Salaries - Stipends	Family event expenses Goal 1.21.1.3	Stipends $23/hr	6,326	0	6,326.00	01-01	
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	1 Literacy Lead Teacher	80,505	0	80,505.00	01-01	
Regular Programs Wages Hourly	Instructional School Staff summer program Goal 1.21.1.1	Stipends $23/hr	29,900	0	29,900.00	01-01	
Regular Programs Wages Hourly	Instructional School Staff summer program Goal 1.21.1.1	Hourly Paras and 1 secretary $16/hr	23,296	0	23,296.00	01-01	
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Instruction Substitutes range $60 - $90/day	18,400	0	18,400.00	01-01	1,124,054.00
Regular Programs Contracted Services	Instructional School Staff Goal 1.21.1.1	Hourly Paras through temp agency - estimated $15.70/hr	188,414	0	188,414.00	01-02	
Regular Programs Contracted Services	summer program Contracted educational enrichment Goal 1.21.1.4	avg 1 event per week	1,500	0	1,500.00	01-02	
Regular Programs Contracted Services	Contracted educational enrichment programs for students Goal 1.21.1.4	avg 3 schools x 1,633	4,900	0	4,900.00	01-02	
Community Services Contracted services	Family Programs 1.21.1.3	avg 3 schools x 1,167	3,500	0	3,500.00	01-02	198,314.00

Title I, Part A Budget Narrative
2015

Regular Programs Supplies and Materials, Software, Hardware	Research based instructional materials Goal 1.21.1.4	avg 4 schools x 38,526	154,103	0	154,102.87	01-03	
Regular Programs Supplies and Materials	summer program	snacks and other supplies	5,600	0	5,600.00	01-03	
Community Services Supplies & Materials	Family Literacy Program, math & science, parent communication materials Goal 1.21.1.3	avg 4 schools x 3,326	13,303	0	13,302.89	01-03	173,005.76
Regular Program Other Charges	Educational enrichment programs for students Goal 1.21.1.4	avg 4 schools x1,037	4,150	0	4,150.00	01-04	
Regular Program Other Charges	Student incentives, PBIS Goal 1.21.8	avg 4 schools x $1,000	4,000	0	4,000.00	01-04	
Community Services Other Charges	Family event expenses Goal 1.21.1.3	avg 3 schools x 200	600	0	600.00	01-04	8,750.00
Regular Program Non-Public Tutor wages	1 Non-Public Tutor 1.21.1.7	1,549 hrs x $23/hr	35,627	0	35,627.00	07-08	
Non-Public Fixed Charges	FICA & Worker's Comp	8%	2,850	0	2,850.17	07-08	
Non-Public Supplies & Materials	Non-Public materials	2 schools x 250	500	0	500.00	07-08	
Non-Public PD Training	Non-Public Professional Dev	2 schools x 650	1,300	0	1,300.00	07-08	
Required Reservation for Non-public parent involvement	Family involvement Non-public Goal 1.21.1.3	2 schools x 114.83	458	0	458.04	07-08	40,735.21
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for teacher $23/hr x 298.7 hrs	6,870	0	6,870.00	09-01	
Instructional Staff Development Salaries & Wages	Instructional Staff Development Salaries & Wages	substitutes: range $60-80 per day	7,660	0	7,660.00	09-01	14,530.00
Instructional Staff Development Contracted Services	Consultants to provide training in school imp., literacy, math, instructional best practices, Goal 1.21.1 2	based on a combination of consultants with varying rates per day	55,500	0	55,500.00	09-02	55,500.00

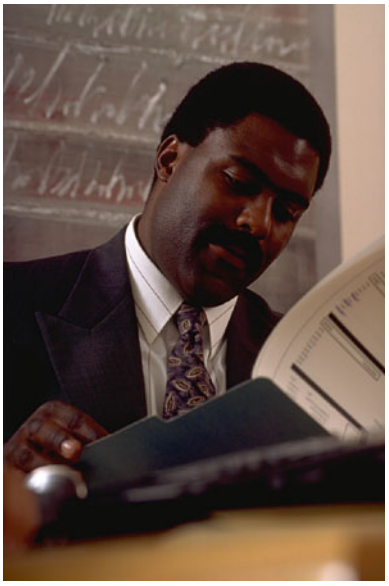
Title I, Part A Budget Narrative
2015

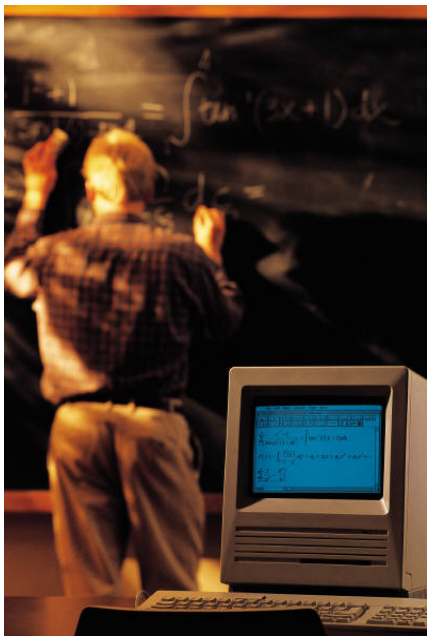
Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	material to support Reading, Mathematics, & STEM, improve instructional practices	2,950	0	2,950.00	09-03	2,950.00
Instructional Staff Development other charges	Conferences Goal 1.21.1.2	attend Title I conference, local / regional conferences for staff	6,200	0	6,200.00	09-04	6,200.00
Instructional Administration & Supervision Salaries & Wages	Administrative Staff Goal 1.21.1.1	(.5) 70,739+ (.5) 26,605	90,663	0	90,663.00	16-01	
Instructional Administration & Supervision - Hourly	Administrative Staff summer program Goal 1.21.1.1	Lead on-site staff member $25/hr stipend	4,500	0	4,500.00	16-01	
Instructional Administration & Supervision - Hourly	Administrative Staff Goal 1.21.1.1	Clerical & Admin Hourly Assistance including OT	9,259	0	9,259.00	16-01	104,422.00
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials Goal 1.21.1.1	Postage, office and administrative supplies	7,500	0	7,500.00	16-03	7,500.00
Instructional Admin & Supervision Travel	Administrative Staff Goal 1.21.1.1	Various Trips Per Month	4,000	0	4,000.00	16-04	
Instructional Administration & Supervision - Staff Development other charges	Conferences Goal 1.21.1.2	various, including National Title I, Title I administrative meetings	7,500	0	7,500.00	16-04	11,500.00
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1 3	Tutoring Stipends $23/hr	17,000.00	0	17,000.00	207-01	17,000.00
Community Services (Homeless educational support) Supplies & Materials	Educational Support to Homeless Students Goal 1.21.1 3	clothing, back packs, coats, shoes, and other items as needed	8,000.00	0	8,000.00	207-03	8,000.00
Community Services (Homeless educational support) Other Charges	Educational Support to Homeless Students Goal 1.21.1 3	2 individuals to attend the Fall Homeless Conference	4,000.00	0	4,000.00	207-04	4,000.00
Student Health wages - Hourly	summer program	nurse stipend $23/hr	2,990.00	0	2,990.00	208-01	2,990.00
Regular Programs Field Trips	Research based instructional support Trips Goal 1.21.1.4	avg 4 schools x 1,575	6,300	0	6,300.00	209-04	

Title I, Part A Budget Narrative
2015

Regular Programs Student Transportation	summer program	Student Transportation for summer program 4 schools located at 1 shared site	27,359	0	27,359.00	209-04	
Community Services (Homeless educational support) Student Transportation	Educational Support to Homeless Students Goal 1.21.1 3	Transportation costs to and from school of origin	24,459.55	0	24,459.55	209-04	58,118.55
Fixed Charges for Administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	36,564	0	36,564.00	212-04	
Fixed Charges for Administration clerical hourly and OT	FICA & Worker's Comp	8%	741	0	741.00	212-04	
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	448,273	0	448,273.00	212-04	
Fixed Charges Staff Development	FICA & Worker's Comp	8%	1,162	0	1,162.39	212-04	
Fixed Charges for Regular Instructioal Program Hourly	FICA & Worker's Comp	8%	2,472	0	2,472.00	212-04	
Fixed Charges - Instruction Literacy Lead	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	34,463	0	34,463.00	212-04	
Fixed Charges - summer program Hourly	FICA & Worker's Comp	8%	4,855	0	4,855.00	212-04	
Community Services Family Event Stipends	FICA & Worker's Comp	8%	506	0	506.09	212-04	
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1 3	Fixed Charges	1,360.00	0	1,360.00	212-04	530,396.48
Administration Business Support Services/Transfers	Indirect Costs	projected indirect rate 2.19%	51,858	0	51,858.00	22-08	51,858.00
	TOTAL		2,419,824	0	2,419,824.00		2,419,824.00

Attachment 8





Title II, Part A
Preparing, Training and Recruiting
High-Quality Teachers and Principals

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: St. Mary's County Public Schools Fiscal Year 2015
Title II-A Coordinator: Dr. Jeffrey A. Maher
Telephone: 301-475-5511, ext. 32133 E-mail: jamaher@smcps.org

A. PERFORMANCE GOALS, INDICATORS, AND TARGETS. In the October 1, 2003 submission of the five-year comprehensive Master Plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

Table 8-1	**IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS**	
Performance Goal	**Performance Indicators**	**Performance Targets**
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100 Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100
	3.2 The percentage of teachers receiving "high-quality	

	professional development" (as the term "professional development" is defined in section 9101(34). 3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).	Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100 Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100

***Note: MSDE will collect data. The local school system does not have to respond.**

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: __St. Mary's County Public Schools_____ Fiscal Year 2015

B. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented,
(a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. ***Use separate pages as necessary for descriptions.***

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	**Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.**	**Public School Costs**	**Non-public Costs**
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			X

1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	Recruitment incentives and critical shortage stipends. To be paid by October 1, 2014 to all hired by September 1, 2014, and within 2 months of hiring any additional critical shortage hires throughout the school year. Professional learning groups for educator evaluation system Goal 3.2.1.1	$46,008	
1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].	Salaries for teachers to reduce class size. Five schools will receive an FTE to help with class size reduction (5 FTEs) Goal 3.2.7.1	$398,118	

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: St. Mary's County Public Schools Fiscal Year 2015

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	**Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.**	**Public School Costs**	**Non-public Costs**
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: ***(a) Content knowledge***. Providing training in one or more of the core academic subjects that the teachers teach; ***(b) Classroom practices***. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section	Provide professional development activities in the areas of literacy, mathematics, and STEM to teachers and principals addressing the CCSS, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction for rigor and relevance. On-going throughout 2012-13 school year	$14,050	$6,500

2123(a)(3)(A)].	Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the school year Goal 1.1.1.1; Goal 1.1.3.6; Goal 1.1.4.1; Goal 1.6.11; Goal 1.6.1.5: Goal 1.8.1.2; Goal 3.7.1.3; Goal 3.7.1.1; Goal 1.11.2.3; Goal 1.4.1.3; Goal 1.4.1.4		
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].	As a component of our Teacher Performance Assessment System (TPAS), support collaborative teams (formative and summative) at each school, elementary, middle and high, to promote effective instructional practices, share student work, redesign instruction based on that work and the analysis of the formative assessments. Particular attention will be focused on students in the subgroups and in the content areas where students did not meet proficiency. On-going throughout 2012-13. Goal 3.5.1.5	$49,680	$6,000

ATTACHMENT 8 **TITLE II, PART A**
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: __St. Mary's County Public Schools_____ Fiscal Year 2015

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	**Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.**	**Public School Costs**	**Non-public Costs**
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	Provide professional development for aspiring leaders, current assistant principals and principals as well as supervisors, coordinators and directors. Implement the Leadership Development Plan. Goal 3.4.1.1; Goal 3.6.1.2; Goal 3.6.1.1	$9,407	$2,000

3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	Promote the retention of highly qualified teachers through mentoring and coaching initiatives and programs. Goal 3.3.3.2; Goal3.3.3.3; Goal 3.4.2.3 Goal3.3.3.1; Goal 3.4.2.1	$19,308	
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	Improve the quality of the teaching force through payment of test fees to teachers who take and pass the appropriate content area tests required to become highly qualified. Goal 3.5.1.3	$10,674	
3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].	Offer MSDE-approved course work in reading (and other areas) that promotes completion of certification and highly qualified requirements. Goal 3.5.1.1	$25,529	
TOTAL TITLE II-A FUNDING AMOUNTS		**$574,524** **$11,309 indirect**	**$14,500**

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: St. Mary's County Public Schools Fiscal Year 2015

C. HIGHLY QUALIFIED TEACHERS

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.

St. Mary's County Public Schools is proud of its percentage of teachers that meet the highly qualified rating (96.3% of classes are taught by teachers who are highly qualified) but realize there is still work to be done. The Department of Teaching, Learning, and Professional Development works closely with the Department of Human Resources to ensure that courses are provided to teachers to advance their highly qualified status, to ensure certification goals are met, and to ensure a high quality new teacher induction program. Content-specific professional development, offered as both in-service and credit-bearing coursework advances teachers' knowledge and skill level for their area. This ensures they maintain their certification, and that their content expertise increases relative to the Common Core State Standards, thereby having a positive impact on student achievement, and advances teachers skills to be highly effective. Critical shortage stipends are offered for teachers in hard-to-staff areas, including mathematics, science, and special education. Further, funding is provided to reimburse staff for taking PRAXIS examinations for certification.

2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

3. The Department of Human Resources works closely with Title I schools and principals to ensure priority hiring of highly qualified teachers at Title I and high-need schools.

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.

Provided in attachment 6.

2. Describe the school system's process for providing equitable participation to students in private schools:

    a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;

All non-public schools are invited to participate in collaborative meetings at semester meetings to offer technical assistance, funding information, and to dialogue about professional development needs. A follow-up letter indicating their level of funding is provided, and sent certified mail to those schools not in attendance. Each semester, an update of their expenses is provided with a reminder to non-public schools of the procedures for expending funds, and deadlines. Email reminders are also sent, and we are in phone contact throughout the year. Again, certified mail is sent to those who are not at these meetings.

    b) The basis for determining the professional development needs of private school teachers and other staff;

Non-public schools are invited to attend and participate in all professional development activities. Many non-public teachers participate in our continuing professional development courses for credit. When credit is issued, we provide a copy to the individuals at their school or home address.

    c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Non-public schools are invited to attend and participate in all professional development activities. Many non-public teachers participate in our continuing professional development courses for credit. When credit is issued, we provide a copy to the individuals at their school or home address.

    d) The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. <u>The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)</u>

Non-public school teachers may participate in any of our professional development courses. For those that are specific to our curriculum, we notify the individual of the content. Funding for

activities in which non-public schools are allocated, the funding is provided on an equitable and per pupil basis.

E. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.

2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 10-12 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Budget Narrative
Title II, Part A
PLEASE NOTE: MP Goal references may change based on update revisions.

The Title II, Part A Grant addresses preparing, training and recruiting high-quality teachers and principals. There are nine (9) potential allowable activities associated with this grant. St. Mary's County Public Schools will use the funding to implement eight (8) of the allowable activities.

Activity 1 **Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals**

Allowable Activity 1.1

Not implemented

Allowable Activity 1.2

In order to recruit highly qualified teachers, St. Mary's County Public Schools will pay a recruitment incentive/critical shortage stipend to new hires in areas of critical need (30 new hires at $500 + FICA = $16,200). The stipends will be paid by October 1, 2014 to those hired prior to September 1, 2012. Teachers hired later than September 1, 2014, will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1)

In addition, in the implementation of the new Maryland Teacher Evaluation framework, teachers will be part of regular professional learning/focus groups and professional development activities to elicit feedback and to discuss implications for planning and implementation. 80 teachers will participate in quarterly meetings (i.e., four [4] meetings x 2.5 hrs. each x 80 teachers = $18,400 +$ 1,472 FICA)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Salaries and Wages (G) Grant Title II, Part A	Recruitment stipends for critical shortage areas Allowable Activity 1.2 Goal 3.2.1.1	30 stipends x $500.00	$15,000		$15,000
Fixed Charges (H) Grant Title II, Part A	Fringes	8% x $15,000	$1,200		$1,200

Salaries and Wages (G)	Site-based professional development and professional development for school focus groups on teacher effecttiveness and SLOs Allowable Activity 1.2	100 teachers x $23/hr x 3 hrs x 4 meetings	$27,600		$27,600
Fixed Charges (H)	Fringes	8% x $27,600	$2,208		$2,208
1.2	**TOTAL**		**$46,008**		**$46,008**

Allowable Activity 1.3

In order to bring down our class size, particularly in the early grades, we have included 5 FTE positions in the grant. These positions will benefit 6 schools for 2014-2015. This is addressed in our Master Plan, Goal 3. A list of schools follows, each with one FTE (full time employee, teacher) provided for class-size reduction. (Goal 3.2.8.1) ($443,000 includes fringes)

Location	Teacher	Annl Sal
White Marsh Elementary	1	64,470
Ridge Elementary	2	70,613
Leonardtown Elementary	3	46,941
Mechanicsville Elementary	4	54,616
Greenview Knolls Elementary	5	44,678
	Total Salary	**$281,318**
	Total Benefits	**$116,800**

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Regular Programs Salaries and	Highly Qualified Teachers to reduce class size Allowable Activity 1.3	5 FTE positions @ actual	$281,318		$281,318

Wages (A) Grant Title II, Part A	Goal 3.2.8.1				
Fixed Charges	Total fringe benefits	actual	$116,800		$116,800
1.3	**TOTAL**		**$398,118**		**$398,118**

Activity 2 **Strategies and Activities to Improve the Quality of the Teaching Force**

Allowable Activity 2.1

We have targeted grant funding to providing professional development activities that improve the knowledge of teachers and principals in the content areas of literacy, math, STEM, and cross-disciplinary literacy. Professional development includes the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas, particularly in alignment with the Maryland College and Career Ready Standards. These professional development activities are designed to help teachers to enhance proficiencies related to student achievement, thereby improving teacher effectiveness. Activities in 2.1 are ongoing throughout the 2014-2015 school year. Activities include both job-embedded professional development at the school site, as well as learning activities facilitated at the system level.

The focus for teachers will be in designing and delivering instruction aligned to the Common Core shifts and cross-disciplinary literacy, as well as: assessing students; analyzing data in teaching teams to identify root cause of the delay for each student; completing item analyses to determine alignment of formative and summative assessment measures; attending professional development in specific interventions identified to address specific student needs; and working to improve content knowledge in both core and non-core academic subject areas.

Professional Development will have a continued focus on the implementation of the Common Core State Standards strategies for implementation of, designing and administering of and analyzing the results of formative assessments, then redesigning instruction for students who are not proficient. There is a critical emphasis on eliminating the achievement gap for students who are underperforming in the core academic areas.

Professional development activities are scheduled on system-wide professional development days, as well as in the summer and for evening sessions. There is $9,600 in funding available to send 8 staff members to professional conferences to build their capacity to lead others in this training. Specifically, in preparation for the Common Core, teacher attendance at content conferences such as Maryland's Common Ground Conference, the Maryland Assessment Group (MAG) conference, or NCTM and NCTE will provide substantial information in support of system-wide professional development. There is a conference approval process to be followed, and decisions will be based on needs determined by (a) school improvement goals and priorities, (b) curriculum implementation needs (e.g., to assist teachers and staff in the utilization of appropriate materials and resources in teaching the state

curriculum); and (c) content-based professional development related to increasing teachers' knowledge and expertise for their content and maintaining high quality status. There is also $4,000 available for system-wide professional development to provide materials such as chart paper, professional texts, printing, etc.

We have also included for the continued professional development of our Lead Teachers (Instructional Resource Teachers) who act as coaches in our elementary and middle schools. They have a day of professional development each month to build their capacity to lead the way in professional development at their schools. Materials for IRTs will include a study group book related to the role of IRT as coach, and materials for professional development at $10 each (total $450).
(Goal1.1.1.1;G1.1.3.6;G1.1.4.1;G1.6.1.1;G1.6.1.5;G1.8.1.2;G3.7.1.3;G3.7.1.1;G1.11.2.3; G1.4.1.3;G1.4.1.4)

The total allotment for allowable activity 2.1 for St. Mary's County Public Schools is $14,050 to provide professional development to teachers, principals, and paraeducators.

We have allotted $6,500 for our non-public schools in this category.

Non-public Schools include the following:

- The King's Christian Academy
- Little Flower School
- St. Michael's School
- St. John's School
- Father Andrew White SJ School
- St. Mary's Ryken High School
- Leonard Hall Jr. Naval Academy
- Mother Catherine Spalding School
- Starmaker Learning Center
- Victory Baptist

They identify their needs, target their dollars to activities similar to ours, and submit the bills through our department. They also are invited to attend our professional development, as appropriate.

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Other Grant Title II, Part A	Conference Registration Fees and Travel Allowable Activity 2.1	8 teachers x $1200	$9,600		$9,600

Instructional Staff Development Supplies and Materials Grant Title II, Part A	materials for Professional Days Allowable Activity 2.1	$5 x 800 teachers	$4,000		$4,000
2.1	**Enhance Content TOTAL**		**$13,600**	**$5,000**	**$18,600**
Supplies and Materials Grant Title II, Part A	materials for IRT Leadership Training Allowable Activity 2.1	45 IRTs x 10	$450		$450
2.1	**Lead Teacher Dev TOTAL**		**$450**	**$1,500**	**$1,950**
	2.1 TOTAL		**$14,050**	**$6,500**	**$20,550**

Allowable Activity 2.2

We have focused the funding for this activity for job-embedded professional development and collaborative teams at each school. As a component of our Teacher Performance Assessment System (TPAS), including $49,680inclusive of salaries and fringes, in stipends to fund 2 hours for 800 participating teachers, which will be provided to schools based on their size, to promote effective collaborative teaming and to support the teams in working to improve instruction, share effective instructional practices, share student work, analyze data and work products, redesign the instruction based on that analysis and review all formative assessments and do the same. This year, teams at each school will create team action plans, quarterly, that reflect data discussions and target instruction to identified student need. These assessments also are included as part of our pilot evaluation system including the evidence of student learning as a major component. As an in-kind cost, the master calendar for the school system includes four (4) early release days specifically for staff collaborative planning. (Goal 3.5.1.5) ($49,680 including fringes)

We have allotted $6,000 to the non-public schools in this component

(Total $45,744 for 2.2)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
A. Salaries and Wages Grant Title II, Part A	Collaborative Planning for TPAS Allowable Activity 2.2	Collaborative funding 800 teachers x $23 x 2.5 hrs	$46,000		$46,000

Fixed Charges Grant Title II, Part A	Fringes	8% x $46,000	$3,680		$3,680
2.2	**Job Embedded TOTAL**		**$49,680**	**$6,000**	**$55,680**

Allowable Activity 2.3

We have designed a professional development program for current administrators as well as aspiring leaders, current assistant principals, supervisors, coordinators and directors. We have focused $9,407 ($6,707 in stipends and fringes for teacher leaders, and $2,700 in materials) to implement the Leadership Development Plan which includes training in looking at student work and analyzing data and making new instructional decisions based on the new knowledge. (Goal 3.4.1.1; G3.6.1.2; G3.6.1.1)

We have allotted the non-public schools $2,000 in this component.

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages Grant Title II, Part A	Stipends for Professional Development - Teacher Leaders Allowable Activity 2.3	45 teachers x $23/hr x 6 hrs	$6,210		$6,210
Fixed Charges Grant Title II, Part A	Fringes	8% x $6,210	$497		$497
Supplies and Materials Grant Title II, Part A	Leadership Development Allowable Activity 2.3	90 administrators x $30.00 study group book	$2,700		$1,980
2.3	**TOTAL**		**$9,407**	**$2,000**	**$11,407**

Activity 3 **Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals**

Allowable Activity 3.1

We have targeted this funding to the promotion of highly-qualified teachers through mentoring and coaching initiatives and programs. These funds will also support the orientation activities for our newly hired teachers which take place in mid-August. There will be follow-up

sessions throughout the year to support new teachers as well as activities to provide support to teachers in their second year as a part of the ongoing program. In addition, our high quality induction program, aligned with new COMAR regulations for new teacher induction, includes the implementation of model demonstration classrooms at each grade level and in each content area. Demonstration teachers provide assistance in lesson design, the first three weeks of lesson plans, and coaching throughout the year. This allowable activity also provides for the professional development of administrators as well as the capacity building opportunities for aspiring leaders. $7,560 is provided (inclusive of stipends and fringes) to pay teachers for attending professional development seminars; an additional $10,368 (salaries and fringes) is included for demonstration classrooms; and $1,380 is allotted for professional development materials
(Goal 3.3.3.2; G3.3.3.3; G3.4.2.3; G3.3.3.1; G3.4.2.1)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages Grant Title II, Part A	Stipends for Professional Development New Teacher Seminars Allowable activity 3.1	70 teachers x 2 session x $50	$7,000		$7,000
Fixed Charges Grant Title II, Part A	Fringes	8% x $7,000	$560		$560
Instructional Staff Development Salaries and Wages Grant Title II, Part A	Stipends for Professional Development - Demo Teachers Allowable activity 3.1	16 teachers x $600	$9,600		$9,600
Fixed Charges Grant Title II, Part A	Fringes	8% x $9,600	$768		$768
Materials Grant Title II, Part A	Allowable activity 3.1 Goal 3.4.2.1	60 administrators x $23	$1,380		$1,380
3.1		**TOTAL**	**$19,308**		**$19,308**

Allowable Activity 3.2

Each year, the Maryland State Department of Education (MSDE) will complete a report documenting the percentage of classes taught by teachers who have been identified as "highly qualified" as defined by NCLB. An additional yearly report will include the number of classes taught by "highly qualified" teachers in Title I schools. Non-certificated paraeducators will also need to meet the standards identified by MSDE to be highly qualified. MSDE identified the *PRAXIS* tests (Educational Testing Service) that when successfully completed will complete the certification requirements for teachers and/or add an endorsement in an area that will enable them to be identified as highly qualified. Also, instructional paraeducators may pass the *ParaPro* test rather than complete the educational requirements of at least 2 years (or 48 credit hours) of undergraduate credit. In addition, for administrators to meet credentialing requirements and be considered highly qualified, they must pass the School Leaders Licensure Assessment (SLLA). We are providing reimbursement for required assessments for staff members who successfully pass the assessments to for certification and to be considered highly qualified. (Goal 3.5.1.3) ($10674)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev Other Grant Title II, Part A	PRAXIS and test Reimbursement Allowable Activity 3.2	$355.8 x 30 teachers	$10,674.00		$10,674.00
3.2		**TOTAL**	**$10,674**		**$10,674**

Allowable Activity 3.3

We address this activity by offering the MSDE-approved coursework in reading (and other areas) that promotes completion of certification and highly-qualified requirements. In meeting the certification and professional development needs of staff, state and local requirements, system and school goals, and the teacher evaluation system (aligned with the Maryland Teacher Evaluation Framework), courses will be provided for teachers and administrators. Instructors will be paid ($19,440, including fringes) and materials and supplies ($3,497) will be purchased to support the courses. In addition, $4,000 in online professional development support will be provided. (Goal 3.5.11)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev	Materials for PD - Coursework texts	60 participants	$3,497		$3,497

Supplies and Materials Grant Title II, Part A	Allowable activity 3.3 Goal 3.5.1.3	x $58.28			
Instructional Staff Dev - Salaries and Wages Grant Title II, Part A	Stipends to teach Reading Courses for certification and HQ status Allowable activity 3.3	6 instructors x $1,800	$10,800		$10,800
Fixed Charges Grant Title II, Part A	Fringes	8% x $10,800	$864		$864
Instructional Staff Development Salaries and Wages Grant Title II, Part A	Stipends to teach other courses Allowable activity 3.3 Goal 3.3.3.2	4 instructors x $1,800	$7,200		$7,200
Fixed Charges Grant Title II, Part A	Fringes	8% x $7,200	$576		$576
Contracted services Grant Title II, Part A	Online and PD course support Allowable activity 3.3	$2592 contracted services	$2,592		$2,592
3.3		**TOTAL**	**$25,529**		**$25,529**

Throughout the Master Plan, each activity that has a budget requirement has a narrative page that is detailed. By referencing the goal, objective, strategy and activity number in the brief description box, you can find more detail regarding each allowable activity.

Total Above	**$572,774**
Indirect Cost	**$12,865**
Non-public Cost	**$14,500**
Total Grant	**$600,139**

The total allotment for non-public schools is $14,500.
The total Indirect Cost is $12,865.

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	600,139.00	AMENDED BUDGET #		REQUEST DATE	10/22/14
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-15		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2014 FROM	6/30/2016 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						12,865.00	12,865.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	281,318.00						281,318.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						14,500.00	14,500.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	129,410.00	2,592.00	12,027.00	20,274.00			164,303.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				127,153.00			127,153.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	410,728.00	2,592.00	12,027.00	147,427.00	0.00	27,365.00	600,139.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Leyla Mele	Leyla Mele	10/22/2014	301-475-5511 X32186
Supt./Agency Head Approval	J. Scott Smith	J. Scott Smith	10/23/14	301-475-5511 x 32139
MSDE Grant Manager Approval				

Grant Budget C-1-25 Rev: 11/29/07

Attachment 10

Title III, Part A

English Language Acquisition, Language Enhancement, and Academic Achievement

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: St. Mary's County Public Schools Fiscal Year 2015

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Section 3115(c)]: For all required activities that will be implemented,

(a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 2014 Bridge to Excellence Master Plan, (d) the amount of funding for services to nonpublic students and teachers. ***Use separate pages as necessary for descriptions.***

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115(c)(1)]			
Authorized Activities	**Descriptions** **Please address each item (a-d) in your activity descriptions.** **a) brief description of the services** **b) timelines or target dates** **c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan** **d) services to nonpublic schools**	**Public School Costs**	**Nonpublic Costs**
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	Purchase the 3 WIDA Resource Guides for each school: one set per grade level. Books contain WIDA standards, Can-Do Descriptors and a Handbook for implementing the ELDS. These standards will provide ELL and content	585	195

	teachers with a tool to help aid in curriculum design, instruction and assessment and to make the WIDA standards framework more meaningful to those that support ELLs. **This supports the NCLB goal number 2.** Timeline: September 2014 **NCLB goal number 2.** Timeline: on-going for school year 2014-2015		
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].			
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].	An ESOL certified tutor will provide supplemental instructional support for ELL students who are at an entering or beginning proficiency level, and are identified as needing additional assistance in a pull-out model and/or push-in under direct supervision of a certified teacher. **Goal: To increase the English proficiency of our ELLs in our school system.** Timeline: on-going 2014 - 2015	18, 249	N/A

ATTACHMENT 10 **TITLE III, PART A**
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: St. Mary's County Public Schools Fiscal Year 2015

A. REQUIRED ACTIVITIES [Section 3115(c)] continued

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities **Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. High quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].**	**Descriptions** **Please address each item (a-d) in your activity descriptions.** **a) brief description of the services** **b) timelines or target dates** **c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan.** **d) services to nonpublic schools**	**Public School Costs**	**Nonpublic Costs**
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].	Membership/registration fees for conferences such as MDTESOL and TESOL relating to teaching ELLs. ELL teachers will be expected to share information with grade level/content teachers. Timeline: School year 2014-2015 Supports NCLB goal 2.	1500	N/A
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment	Provide professional development by having a presenter visit our county in order to provide WIDA Training for	7500 (+8% FICA =	N/A

measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].	ELL and mainstream teachers. Training would focus on planning instruction designed around the WIDA standards, and to acquire a deeper understanding of performance definitions. Title III funds will be used to cover the presenter fee and training materials. ***Private schools will be invited to attend PD sessions.*** (Cost includes having presenter come once in fall and again in spring. Cost also includes substitute pay.) This activity supports NCLB goal 2. Timeline: School Year: 2014-2015	$240) 7740 Total	N/A
2.3 Providing for scientifically-based professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].			

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: St. Mary's County Public Schools Fiscal Year 2015

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve one or more of the allowable activities. ***(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Allowable Activities.*****)**

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	**Descriptions** **Please address each item (a-d) in your activity descriptions.** **a) brief description of the services** **b) timelines or target dates** **c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan** **d) services to nonpublic schools**	**Public School Costs**	**Nonpublic Costs**
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	Funds are used to pay face to face interpreters: Language Line interpreting service, Schreiber Translation service, and to renew contract with TransAct online communication resources. These resources provide interpreting services to help schools support their ELL students and families. **This supports NCLB goal 2.** Timeline: School year 2014 - 2015	2500	N/A

3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	ELL Parent Conference and ELL Back to School Night (translated documents, refreshments). Opportunities provided for parent / teacher conferences and to meet with reps from various agencies that support family needs. **This activity supports our Master Plan objective of providing an opportunity to have ELL parents together with teachers and administrators in order to discuss and share their students' achievement data.** Timeline: Fall 2014 and Spring 2015	180	N/A
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(3)(4)(7)]			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d)(3)(A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			
5. To carry out other activities that are consistent with the purpose of Title III, Part A, *No Child Left Behind*. (Specify and describe below.) [section 3115(d)(8)]:			
5.1 Carrying out other activities that are consistent with the purposed			

of this section [section 3115(d)(8)].			

C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's approved indirect cost rate for administering this subpart.

6. Administrative Expenses		Public School Costs	Nonpublic Costs
6.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's **approved** indirect cost rate for administering this subpart [section 3115(b)].		678	N/A
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		$31, 627	$195

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: St. Mary's County Public Schools Fiscal Year 2015

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.

1. An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section 3115(e)(1)]			
Authorized Activities	**Descriptions** **Please address each item (a-d) in your activity descriptions.** **a) brief description of the services** **b) timelines or target dates**	**Public School Costs**	**Nonpublic Costs**

	c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan **d) services to nonpublic schools**		
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e)(1)(A)].			
1.2 Support personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e)(1)(B)].			
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e)(1)(C)].			
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e)(1)(D)].	Purchase electronic hand-held translators for our ELLs Timeline: Fall 2014 This activity supports NCLB goal 2.	4954	N/A
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e)(1)(E)].			
1.6 Providing other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics education [section 3115(e)(1)(F)].			
1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with			

expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(e)(1)(G)].			

E. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's approved indirect cost rate for administering this subpart.

2. Administrative Expenses		Public School Costs	Nonpublic Costs
2.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's **approved** indirect cost rate for administering this subpart [section 3115(b)].		108	N/A
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		$5, 062	N/A

F. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 10 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.

2. Describe the school system's process for providing equitable participation to students in private schools:
   a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;
   The ESOL Supervisor for St. Mary's County Public Schools contacts the principals of non-public schools via email and letter at the beginning of the school year to determine the level of Title III services needed for their students, if any, for the current school year.

   b) The basis for determining the needs of private school children and teachers;
   Upon receiving request from the private schools, we send the teachers out to pre-assess the children in order to determine level of service to those students.

   c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
   If students qualify for Title III services, we meet with a representative from the non-public school to discuss available resources to them (from us) and we will discuss yearly PD opportunities, which they are invited to attend throughout the school year.

   d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)
   We are not financially in a position to offer direct services this year to non-public schools. However, a representative from each of the qualifying non-publics is invited to meet one-on-one with the supervisor of ESOL to discuss available student/teacher resources (ex. ELD Standards manuals and Can-Do Descriptor books). In addition, each of the non-public schools is invited to send a representative to our PD workshops and training opportunities.

3 ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2014 – 2015 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

G. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Attachment 10*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-9662 .

2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants" (pp. 12-16 of this guidance document). For Title III, use the sample narrative on page 16. An Excel version of this budget narrative is available at: http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177 The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

H. ATTACHMENTS 4-A & B, 5-A &B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary
Attachment 5: Transfer of ESEA Funds
Attachment 6: Consolidation of ESEA Funds for Local Administration
Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

FY 2015 Title III Budget Narrative (049)

Category/Object	Line Item	Calculation	Amount	InKind	Total
Activity 1.2 Instructional Supplies and Materials	WIDA The English Language Development Standards K-12 book ***and*** WIDA English Language Proficiency Standards Resource Guide Pre-K through Grade 12	20 of each book set (20 X $39)	$585 (public schools) $195 (non-public cost)		$585 $195
			Total:		**$780**
Activity 1.4 Instructional Tutor	Hourly Pay for hourly tutor (Abacus-contracted agency hourly tutor) Mileage	$29 / hour x 570 hours Approximately 102 miles/week X .56/mile (30 weeks)	$16,530 $1,719		$16,530 $1,719
			Total:		**$18,249**
Activity 2.1 Professional Development	Membership / registration fees for conferences & professional development workshops (TESOL conferences)	6 ESOL teachers and supervisor x $250	$1,500		$1,500
			Total:		**$1,500**
Activity 2.2 Contracted Services **Activity 2.2** Salaries and Wages	PD for ESOL teachers and content teachers-WIDA Training and follow-up WIDA training (Lesson Planning for ELLs) Substitute or stipend pay for content/grade-level teachers so that they can participate in PD	$2,500 $2,000 3,000	$7,500		$7,500

Fixed Charges	FICA	8% x $3,000	$240		$240
			Total:		**$7,740**
Activity 3.1 Community Services	Interpreter and translation services: (Language Line interpreting service, Schreiber Translation, and TransAct online communication services)	Interpreter $1,000 Translations $1,500	$2,500		$2,500
			Total:		**$2,500**
Activity 3.2 Community Services	ELLs Parent Conference and ELL Back to School Night	Food $93 Translators (contracted agency) $29/hour x 3 hrs. = $87	$93 $87		$93 $87
			Total:		**$180**
			Total before Admin charges		**$30,949**
Administration			2.19%		**$678.00**
			Grand Total:		**$31,627.00**

FY 2015 Title III Budget Narrative (041)

D. Immigrant Activities

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.4 Educational software and technologies Curricular materials	Electronic hand-held translators	33 X $150.12 each = $4,954	$4954		$4954
			Total:		**$4954**
Activity 2.1 Administrative expenses	Allowable expenses 2.19%		$108		$108
			Total:		**$5062**

Affirmation of Consultation

Documentation (with nonpublic schools)

Planning Meeting for Federally Funded Programs
BOE Room
September 8, 2014, 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
[signature]	King's Christian	301-994-3080
[signature]	St. Mary's Ryken	301-475-2814
Kelly Rodriguez	Mother Catherine Spalding	301-884-3165
Wendy Tarr	SMCPS - Supervisor	29
[signature] Meher	SMCPS - TLPD	x32133
Caitlin Keeton	Little Flower	301-994-0404
Susan McDonough	SJS	301-373-2142
[signature]	SMCPS	—
[signature]	St. Michael's	3018725454

Planning Meeting for Federally Funded Programs
BOE Room
September 8, 2014, 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Maggie Hubbard	CSO - ADW Director for Special Ed	301-853-4566
Brian Radziwill	CSO - ADW	301-853-5357
Linda Maloney	Father Andrew White Leonardtown	301-475-9795

St. Mary's County Public Schools
Division of Instruction

DR. MICHAEL J. MARTIRANO
Superintendent of Schools

Mrs. Kelly M. Hall
Executive Director of Elementary Schools & Title I
23160 Moakley Street
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 32136
Fax: 301-475-4254

Board of Education
Dr. Salvatore L. Raspa, Chairman
Mr. William Brooke Matthews, Vice Chairman
Ms. Cathy Allen
Ms. Marilyn A. Crosby
Ms. Mary M. Washington
Ms. Sarita Lee, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

Annual Planning Meeting for Federally Funded Programs

Monday, September 8, 2014
2:00 – 3:30 p.m.

BOE Conference Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Agenda

For more information on the listed topics, please call 301- 475-5511 and the extension listed below:

• Welcome and Introductions	Kelly Hall, Executive *Director of Elementary Schools & Title I* kmhall@smcps.org	Ext. 32136
• Title I, Part A	Kelly Hall, *Executive Director of Elementary Schools & Title I* kmhall@smcps.org	Ext. 32136
• Title II, Part A	Jeffrey Maher, Executive *Director of Teaching, Learning and Professional Development* jamaher@smcps.org	Ext. 32133
• Title III/LEP	Wendy Tarr, Supervisor World Languages and ESOL wmtarr@smcps.org	Ext. 32118
• 21st Century Community	Mark Smith, *Coordinator of Special Programs* mgsmith@smcps.org	301-475-0242 Ext. 28125
• Special Education	Melissa Charbonnet, *Executive Director of Special Education/Student Services* mbcharbonnet@smcps.org	Ext. 32220

St. Mary's County Public Schools

Title I Part A: Equitable Services for Private Students, Parents and Teachers

FACT SHEET

What is Title I?

Title I is part of the Elementary and Secondary Education Act, and is authorized under the ***No Child Left Behind Act of 2001***. It provides federal funds to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on academic achievement standards and academic assessments.

In addition to serving public schools, Local School Systems offer Title I services to private school students living in Title I public school attendance areas that have significant needs for extra academic services. The amount of funding a Local School System may use to offer services is based on the proportion of school-aged children from low income families that live in the district's Title I public school attendance areas. However, poverty is not a criterion for receiving services.

Local School Systems provide services, but are not permitted to transfer money, supplies, or equipment to private schools.

Who Receives Title I Services?

To receive Title I services from St. Mary's County Public Schools, a private school student must:

- live in a St. Mary's County Title I Public School attendance area and,
- be in grades Prekindergarten through Grade 5 and,
- be failing, or be at risk of failing to meet the academic achievement standards of the private school they attend.

For the 2014-2015 school year, the following St. Mary's County Public Schools are designated as Title I Schools:

- **George Washington Carver Elementary**
- **Green Holly Elementary**
- **Lexington Park Elementary**
- **Park Hall Elementary**

Students that would have attended one of these schools could be eligible to receive services.

Services are also available to the parents and non-public/private school teachers of children who participate in the Title I program.

What Types of Services Can Title I Provide?

For Participating Private School Students: Title I provides an instructional program that supplements and is coordinated with the instruction that the private school children are receiving in their regular classrooms. The Title I non-public teacher works with the school to coordinate the schedule.

For Parents of Participating Private School Students: Title I provides opportunities for parent involvement and parent education that will ultimately help children achieve high academic standards. Parents help decide what kinds of activities will be offered.

For Teachers of Participating Private School Students: Title I provides professional development opportunities on research-based reading and mathematics strategies to enhance instruction for Title I students.

How are Decisions Made?

- Each year, St. Mary's County Public Schools issues an invitation to State-approved private schools so their officials can learn about the Title I program. With the schools interested in participating, we begin an ongoing consultation process to plan and deliver services to students who qualify to receive services. The first step in consultation is determining if the private school has students enrolled that may be eligible for services.
- After eligible private school children are identified and the services determined, parents are notified and decide if they want their child(ren) to participate in the Title I program

What is Consultation?

Consultation is a meaningful, ongoing discussion between St. Mary's County Public Schools and private school officials to identify eligible private school students and to develop, review, and evaluate the Title I services provided to eligible private school students, parents and teachers. Consultation meetings are scheduled throughout the school year. Feedback from parents and teachers of participating children is also encouraged.

ESOL Program
SY 2014-2015

Professional Development opportunities:

**ELD (English Language Development) Standards in Action*
Two-Day Lesson Planning Workshop (see attached sheet for workshop description)

-Dates: October 7 & 8, 2014 8:30- 3:00
-Location: Loveville Training Room, behind Banneker Elementary

**Spring PD for ESOL and regular content teachers*

-Date to be determined

Resources for teachers:

*www.wida.us
*WIDA English Language Proficiency Standards and Resource Guide
-will be ordering more sets for distribution in the next week
*Various textbooks/workbooks

Contact info:

Wendy Tarr
Supervisor of Instruction, World Languages/ESOL
wmtarr@smcps.org
301.475.5511, ext. 32118

WIDA™ World-Class Instructional Design and Assessment

ELD Standards in Action: Lesson Planning Workshop

Audience: Educators, Administrators
Maximum Number of Participants: 30*
Duration: one to two days**

This workshop provides an in-depth opportunity to apply the ELD Standards to classroom instruction. Participants will explore the purpose and process of transforming the model performance indicators (MPIs) and apply these ideas to their specific educational settings.

Participants will be able to:

- Discuss the importance of lesson planning for content and language development
- Create effective student profiles for language instruction
- Transform MPIs to reflect specific instructional settings
- Identify language goals for instruction and assessment

**We have found this audience size to be the most effective for facilitator-participant interaction. If you are considering additional participants, this must be discussed and approved with WIDA in advance as it may change the number of facilitators required for the event.*

***Length of session is determined by audience knowledge and the depth and breadth of information covered.*

Pricing

$4500 for the first day and $2000 for additional consecutive days
Price includes facilitator time, travel expenses, lodging, and meals

Hosting Requirements

- Secure meeting space, including A/V equipment
- Provide handouts
- Communicate logistics with participants
- Ensure a minimum of 10 participants

Questions?

For more information, please contact pdinfo@wida.us.

Request a **WORKSHOP**

NEED HELP? Contact the WIDA Client Services Center at help@wida.us or call us toll free 1-866-276-7735
WIDA is housed within the Wisconsin Center for Education Research at the School of Education, University of Wisconsin-Madison
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21st Century Community Learning Centers
Federal Programs Meeting
September 8, 2014

The 21st Century Community Learning Center is an afterschool program funded by grants of federal funds administered by the Maryland State Department of Education.

Students from non-public schools in the attendance area of a 21st Century site are eligible to attend. The cost to parents is $20 per year. The fee is waived for families unable to pay. To enroll, contact Mark Smith, Coordinator of Special Programs, St. Mary's County Public Schools, 301-475-0242, ext. 28125. Email mgsmith@smcps.org

The program, serving students who are not proficient in math or reading, focuses on closing the achievement gap by small group instruction, plus daily enrichment activities in these areas:

- Character and Leadership
- Health and Life Skills
- The Arts
- Sports and Fitness
- STEM

The program operates for 2.5 hours, five days per week, after school, serving 60 students per site, with transportation home, at four *Dream Team* sites:

- George Washington Carver Elementary School
- Lexington Park Elementary School
- Spring Ridge Middle School
- Carver Recreation Center (operated by St. Mary's County Recreation and Parks) Students walk home from this site.

- NEW GRANT THIS YEAR: the *B.E.S.T* After School Program at Park Hall Elementary School

The 21st Century Grant competition is open to public schools, private schools, and non-profit organizations who partner with a school that serves at least 40% economically disadvantaged students. The next request for proposals should be issued by March 15, 2015 and is typically due in 60 days.

For more information, see the MSDE website: www.marylandpublicschools.org

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	5,062.00	AMENDED BUDGET #		REQUEST DATE	09/25/14
GRANT NAME	Title III, English Language Acquisition, Immigrant	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	041-15		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	FROM 7/1/2014	TO 9/30/2016	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						108.00	108.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.			4,954.00				4,954.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	0.00	4,954.00	0.00	0.00	108.00	5,062.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Leyla Mele		9/25/2014	301-475-5511 X32186
Supt./Agency Head Approval	J. Scott Smith		9/25/14	301-475-5511 x 32139
MSDE Grant Manager Approval				

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	31,627.00	AMENDED BUDGET #		REQUEST DATE	09/25/14
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	049-15		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2014 FROM	9/30/2016 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						678.00	678.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		18,249.00	585.00				18,834.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						195.00	195.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,000.00	4,500.00		1,500.00			9,000.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				240.00			240.00
214 Community Services		2,587.00	93.00				2,680.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	3,000.00	25,336.00	678.00	1,740.00	0.00	873.00	31,627.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Leyla Mele		9/25/2014	301-475-5511 X32186
Supt./Agency Head Approval	J. Scott Smith		9/25/14	301-475-5511 x 32139
MSDE Grant Manager Approval				

Attachment 13

Fine Arts

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan "shall include goals, objectives, and strategies" for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #1: Continue to provide and strengthen an instructional program in grades PreK-12 in the fine arts that meets the Maryland fine arts graduation requirements and which is aligned with the Maryland State Department of Education Essential Learner Outcomes and Maryland State Curriculum for fine arts.

Activity #1: Provide additional staffing for the fine arts program: (2005-2006: 2 middle school orchestra, 2 elementary school music, 2 elementary school visual arts, 2 middle school dance - Local Fund) (2005-2006: 4 middle school visual arts, 2 high school theatre - Local Fund) (2007-2008: to be determined by student enrollment) (2008-2009: 1 elementary music - Local Fund) (2009-2010: 1 elementary music, 1 elementary school visual arts - Local Fund) (2010-2011: No additional staffing. Realignment of the elementary staffing to accommodate student growth.) (2011-2012: realignment of middle school fine arts to accommodate visual arts and middle school orchestra, no additional staffing) (2012-2013: Additional staffing of 1.6 for elementary to accommodate general music) (2013-2014: No additional staffing.) (2014-2015: No additional staffing.)

Activity #2: 2005-2006: Provide fine arts resource staff position to supplement the completion of nonsupervisory tasks. 2009-2014: Provide hourly fine arts assistance to supplement nonsupervisory tasks. 2014-2015: No assistant.

Activity #3: **Provide additional course offerings that meet the Maryland fine arts credit requirement for graduation (2004-2005: Chamber Orchestra and Recreational Arts). (2012-2013: Music Appreciation and Art Appreciation at the high school level) No additional staff required.**

Activity #4: **Review existing middle school and high school course offerings and explore new courses that include dance, guitar, and piano for revisions in the Program of Studies.**

Activity #5: **Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format; for students with special needs; and for gifted and talented students (within the county and out-of-county conferences and conventions within the state).**

Activity #6: **Provide supplemental funds for high school uniforms on a three-year/four-year rotating cycle (marching band, concert band, chorus, and orchestra). 2013-2014: No funds allocated. 2014-2015: No funds allocated.**

Activity #7: **Provide supplemental funds for middle and high school music (band, chorus, and orchestra) in each school.**

Activity #8: **Purchase additional band and string instruments, guitars, piano labs, and general music instruments and materials to meet the needs of the music program.**

Activity #9: **Repair existing band and string instruments, guitars, piano labs, and general music equipment as needed and professionally tune school pianos two times per year.**

Activity #10: **Institute a series of theatre safety units taught by highly qualified theatre teachers and purchase construction tools to accommodate the safety units.**

Activity #11: **Purchase visual arts supplies and equipment**

to accommodate additional kiln usage and increased student enrollment.

Goal #1: **By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

Objective #13: **Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.**

Strategy #2: **Strengthen the enrichment programs and offer additional opportunities for interested students and gifted and talented students, grades 3-12, to explore and develop expertise in one or more aspects of the fine arts during the school day, extended day, and extended school year.**

Activity #1: **Provide expanded All-County Honor Music Groups to include 3 choral groups, 6 band groups, and 3 orchestra groups. (2010-2011: Add the All-County High School Men's Choral Workshop) (2011-2012: Add the All-County Middle School Men's Choral Workshop) (2013-2014: Add the All-County Honor Full Orchestra for middle and high school)**

Activity #2: **Provide Tri-County and District IV performance and assessment opportunities for qualifying students and groups.**

Activity #3: **Provide Preadjudication Clinics for each band, chorus, and orchestra participating in the District IV assessment process.**

Activity #4: **Provide financial registration support for those students who qualify for All-State and All-Eastern performing groups at the county and school level.**

Activity #5: **Provide registration fees and financial support for marching band competitions; and music, theatre, and visual arts activities.**

Activity #6: **Provide theatre and auditorium usage with financial support to accommodate the needs**

of the program.

Activity #7: **Expand the content area offerings in the Summer Fine Arts Enrichment Camp to accommodate the needs of the student population.**

Activity #8: **Provide increased visual arts exhibit opportunities within the community, such as Youth Art Month, Chesapeake Bay Blue Heron Project, rotating exhibits, and the biannual Superintendent's Art Gallery, and resident artist programs.**

Activity #9: **Provide increased performance opportunities for fine arts and non-fine arts students within the community, such as Rotary Clubs, County Commissioners' Meetings, Board of Education Meetings, River Concert Series Festival Choir, and other civic and business groups.**

Activity #10: **Expand the opportunities for high school music, theatre, and visual arts students to form a partnership with higher institutions of learning, such as St. Mary's College of Maryland, the College of Southern Maryland, Towson University, and the University of Maryland.**

Activity #11: **Expand scholarship opportunities for students seeking careers related to the fine arts, such as the GFWC Women's Club of St. Mary's County; and St. Mary's Arts Council.**

Activity #12: **Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format; for students with special needs; and gifted and talented (within the county and out-of-county conferences and conventions within the state).**

Activity #13: **Identify activities for the extended day/extended year in the fine arts.**

Activity #14: **Review the criteria for gifted and talented**

students in the area of fine arts. 2014-2015: Innagural year for the Academy of Visual and Performing Arts located at Chopticon High School (9th grade students)

Activity #15: **Explore the use of technology in the fine arts and identify innovative technology to support enrichment opportunities for students, PreK-12.**

Activity #16: **Provide transportation for students participating in county activities, such as: All-County, Tri-County, County Commissioners' Meetings, Board of Education Meetings, and other music, theatre, and visual arts events.**

Goal #1: **By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

Objective #13: **Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.**

Strategy #3: **Align fine arts curricula in grades PreK-8 with the Maryland State Curriculum (MSC) for Fine Arts and in grades 9-12 with the Maryland State Essential Learner Outcomes (ELO) and Content Standards.**

Activity #1: **Align fine arts curricula to reflect the Maryland State Curriculum for Fine Arts in grades PreK-8 and Maryland State Department of Education terminology in grades 9-12.**

Activity #2: **Create curriculum maps (where appropriate) and lesson and unit plans in all fine arts curricula areas.**

Activity #3: **Explore fine arts assessment tools and those being created by Maryland State Department of Education.**

Activity #4: **Adopt music, visual arts, and theatre textbooks that align with the MSC and ELOs.**

Goal #1: **By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

Objective #13: **Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.**

Strategy #4: **Provide comprehensive support for students with special needs to enable them to achieve in fine arts.**

Activity #1: **Provide course offerings to meet the graduation requirement for students with special needs.**

Activity #2: **Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format that address students with special needs.**

Activity #3: **Explore the use of assistive and adaptive technology to support students with special needs to further their literacy development within the fine arts.**

1. Describe the **progress** that was made in 2013-2014 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

   During the 2013-2014 cycle of the St. Mary's County Public Schools' Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraints. Strategies #1, #2, #3, and #4 and related activities (see above) were implemented, continued, and completed, due largely to the Fine Arts Initiative Grant, additional General Funding, and several small grants. There were several minor modifications to the activities within the strategies, due to the continuation phase of an activity. However, the modifications only enhanced the completion of the strategy.

   There were several program strides that were approved by The Board of Education of St. Mary's County during the 2013-2014 cycle. The most significant stride was the continuation of the Professional Learning Community (PLC). Since the fine arts staff is spread over twenty-eight (28) schools, it is very difficult to have a PLC of four visual arts teachers within one building. Through the countywide PLCs the music, theatre, and visual arts staff was divided into nine PLCs: two elementary school music, one elementary school visual arts, one middle school music, one middle school visual arts, two high school music, one high school theatre, and one high school visual arts. Each PLC set their own norms and followed the county's guidelines for a PLC. The overall goal of the fine arts PLC was to complete the task of aligning curriculum with identified Exit Expectations, as well as identifying "Revolving Indicators" in order to better prepare our curricular infrastructure for the new National Core Arts Standards. PLCs were also instrumental in creating authentic performance tasks for teachers to use the data from in their instructional planning.

PLCs were also asked to track student data on selected response assessments in order to identify basic areas of need in our students' artistic literacy. Common county-wide classroom resources to aid in the development of basic artistic literacy were identified and purchased for use in professional development and classroom instruction for the 2013-2014 school year. In preparation for the 2014-2015 school year, an "MCCRS (ELA) and the Fine Arts Crosswalk" was created. Its purpose is to link the MCCRS ELA Standards from the general classroom to the Fine Arts classroom and vice versa in grades K-12. It is an evolving document to be shared among teachers, instructional resource teachers, and administrators. Also, in preparation for the 2014-2015 school year, exemplar lesson plans were created and posted to the "Professional Development" section of the SMCPS Fine Arts Google Website. These exemplar lessons were created to continue the growing use of the Fine Arts Lesson Planner that is aligned with the National Core Art Standards Framework, as well as the teacher performance assessment system.

The second major stride for this year was the use of Google Drive, Google Sites and Performance Matters (data warehouse) by all staff members. Throughout the school year, teachers posted their items and were able to review, edit, and discuss their work. Google Drive and Google Sites and Performance Matters were invaluable resources to the success of the countywide fine arts PLC.

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

During the 2013-2014 cycle of the St. Mary's County Public Schools' Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.

The Fine Arts Initiative and the system annual budget have allowed activities and strategies to progress as indicated in the Fine Arts goals. With the growing elementary school population, elementary school music positions were reallocated to accommodate student needs and growth.

Adequate funding for all categories for fine arts was maintained in the 2013-2014 budget cycle. Several small grants were written to supplement the growing enrichment programs.

(Please refer to the beginning of this document for the complete description of Goal #1, Objective #13, Strategies #1, #2, #3, #4 and all activities.)

Goal #1, Objective #13, Strategy #1, Activity #1:
No additional staffing for the fine arts programs was added.
At the elementary school level, music positions were shifted to accommodate the growth of several school populations and the increase in instrumental music.

Goal #1, Objective #13, Strategy #1, Activity #2:
The fine arts resource position allowed the archives library and the tri-county library to be completely inventoried and missing parts/scores to be ordered.

Goal #1, Objective #13, Strategy #1, Activities #3, 4, 5, 6, 7, 8, 9, 10, and 11;
Goal #1, Objective #13, Strategy #3, Activities #1, 2, 3, and 4;
Goal #1, Objective #13, Strategy #4, Activities # 1, 2, 3 and 4:
All strategies were implemented for the programs in Fine Arts. No additional funding was needed for Goal #1, Objective #13, Strategy #1, Activities #3, 4, 6, 8, 10; Goal #1, Objective #13, Strategy #3, Activity #3; or Goal #1, Objective #13, Strategy #4, Activity #1, or #3. Additional funding was provided from the Fine Arts Initiative Grant for activities Goal #1, Objective #13, Strategy #1, Activity #5; Goal #1, Objective #13, Strategy #3, Activities #1and #2; and Goal #1, Objective #13, Strategy #4, Activity #2. Additional funding was also provided from General Funds for Goal #1, Objective #13, Strategy #1, Activities #7, #9, #11; and Goal #1, Objective #13, Strategy #3, Activity #4. Activity Goal #1, Objective #13, Strategy #1, Activity #4 did not include the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.

Goal #1, Objective #13, Strategy #2, Activities #1, 2, 3, and 4:
All-County Honor Music Groups have been expanded to include band, chorus, orchestra, full orchestra, and jazz band at the elementary, middle, and high school levels. Tri-County Honor Music, District IV, and Preadjudication Clinic activities were funded at the same rate. Financial support for students participating in All-State events was funded at the same rate, due to an increase in student participation.

Goal #1, Objective #13, Strategy #2, Activity #5:
All registration fees for marching band competitions were funded at the requested rate. Financial support for student participation in music, theatre, and visual arts were funded at the requested rate.
Goal #1, Objective #13, Strategy #2, Activity #6:
The theatre program was reviewed and appropriate funding was provided to accommodate program needs.
Goal #1, Objective #13, Strategy #2, Activity #7:
The Summer Fine Arts Enrichment Camp had approximately 60 campers at the elementary and middle school levels. Dance was not added, due to facility needs. Student scholarships were available for our FARM population.

Goal #1, Objective #13, Strategy #2, Activities #8, 9, 10, and 11:
Opportunities for students to form a partnership with community, local colleges, and governmental agencies increased, with no additional funding requirements.

Goal #1, Objective #13, Strategy #2, Activity #12:
Additional funding was provided from the Fine Arts Initiative Grant and from General Funds for curriculum mapping , alignment, and assessment development.
Goal #1, Objective #13, Strategy #2, Activities #13 and 14:
Activities for extended day/extended year and gifted and talented students were reviewed, but no additional funding was required. Planning for an Academy of Visual and Performing Arts was completed and the academy is in its inaugural year at Chopticon High School. The format includes extended day enrichment activities once a month, as well as differentiated field trips for academy students. This year's academy is for incoming Freshmen only. Next year's academy will include incoming Freshmen and Sophomores.
Goal #1, Objective #13, Strategy #2, Activity #15:
The textbook adoption cycle was completed in 2007-2008. In 2009-2013, funding was provided from the general fund to accommodate any additional textbooks that were needed.
Goal #1, Objective #13, Strategy #2, Activity #16:

All transportation costs for related curricular activities were funded from the General Fund.

3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where **challenges** in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

   Generally, there were no major challenges for the 2013-2014 programs in Fine Arts goals. Additional grants (St. Mary's Arts Council) were written to enhance activities and strategies. Time for professional development is always a challenge, but with the additional time provided by the PLCs, staff members were given the opportunity to have additional collaborating time to develop performance assessments in each fine arts areas, as well as identify common county-wide resources for classroom use.

4. Describe the goals, objectives, and strategies that will be implemented during 2014-2015 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

   An additional professional development day has been added to the 2014-2015 school year calendar in May, which will help keep the motivation level of our teachers high to the conclusion of the school year. In August, teachers will continued to be inserviced on the transition to the Common Core State Standards and how Fine Arts teachers will support the instructional shifts within arts classrooms. Teachers will be also continued be inserviced on the new unit and lesson planning frames developed to meet the instructional needs of our students and teachers based on observational data from the 2013-2014 school year. The new unit/lesson planning formats will also introduce teachers to ways to support the shift to the Common Core State Standards. Teachers will continued to be inserviced regarding the implementation of "Domain 5", the last component of our teacher evaluation system.

A. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.

2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 10-12 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals, objectives, and strategies identified in Attachment 13 of the BTE Master Plan.**

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	5 participants x $23 per hour x 130 hours	$ 2,990		$ 2,990
Fixed Charges	Fringe Benefits: SS	.08 % x $2,990	$ 239		$ 239
Contracted Instruction	Consultants to provide professional development training and work directly with students. Strategy #2	3 consultants x $600.00 1 consultant x $500.00	$ 2,300		$ 2,300
Fixed Charges	Fringe Benefits: SS	.08 % x $2,300.00	$ 184		$ 184
Instructional Staff Development Supplies	Strategy #1, 2, 3, and 4	Miscellaneous paper supplies	$ 200		$ 200
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy #2	2 bands x $375.00 1 band x $425.00	$ 1,175		$ 1.175
PD Other Charges	Visual Arts Off-Site Professional Development Strategy #1 and 2	1 day x $300	$ 300		$ 300
Materials of Instruction	Fine Arts MOI Strategy #1		$ 7,707		$ 7,707
Administration Business Support Services/Transfers	Indirect Costs	2.19% x direct costs	$ 330		$ 330
	TOTAL		$15,425		$15,425

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	$ 15,425.00	AMENDED BUDGET #		REQUEST DATE	09/25/14
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-15		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	1-Jul-14 FROM	30-Sep-15 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						330.00	330.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.		2,300.00	7,707.00	1,175.00			11,182.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	2,990.00		200.00	300.00			3,490.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				423.00			423.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	2,990.00	2,300.00	7,907.00	1,898.00	0.00	330.00	15,425.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Leyla Mele		9-25-2014	301-475-5511 x32186
Supt./Agency Head Approval	J. Scott Smith		9/25/14	301-475-5511 x 32139
MSDE Grant Manager Approval				

Intentionally left blank

Additional Federal and State Reporting Requirements

Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2013-14

Local School System (LSS: St. Mary's County Public Schools
LSS Point of Contact: Dr. Charles E. Ridgell, III
Telephone: 301-475-5511, 32198 Email: ceridgell@smcps.org

Violent Criminal Offenses	VVCOs (Note 1)	VVCOs Requesting Transfers (Note 2)	VVCOs Transferred Prior to Final Case Disposition (Note 3)	Total # of VVCOs Transferred to Other Schools (Note 4)
Abduction & attempted abduction	0	0	0	0
Arson & attempted arson in the first degree	0	0	0	0
Kidnapping & attempted kidnapping	0	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0	0
Mayhem & attempted mayhem	0	0	0	0
Murder & attempted murder	0	0	0	0
Rape & attempted rape	0	0	0	0
Robbery & attempted robbery	0	0	0	0
Carjacking & attempted carjacking	0	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0	0
Assault in the first degree	0	0	0	0
Assault with intent to murder	0	0	0	0
Assault with intent to rape	0	0	0	0
Assault with intent to rob	0	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0	0
TOTAL	0	0	0	0

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report.

Guidance for Completing the SY 2013-14 Victims of Violent Criminal Offenses (VVCOs) in Schools Report

AUTHORITY:

- **Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and**

- **Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).**
  A. Each local school system shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:
  (1) Attends a persistently dangerous public elementary or secondary school; or
  (2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:
  (a) During the regular school day; or
  (b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.
  B. The local school system shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:
  (1) Designation of a school as persistently dangerous; or
  (2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.
  C. To the extent possible, the local school system shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.

NOTE 1: **Show** the number of offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. (Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense).

NOTE 2: Show the total number of VVCOs who requested a transfer to another school after the perpetrator was convicted or adjudicated.

NOTE 3: Show the total number of VVCOs who did not request a transfer and were transferred prior to the conviction or adjudication of a perpetrator **(i.e. transferred in the interest of safety and/or good order and discipline)**.

NOTE 4: Show the total number of VVCOs who were transferred to other schools.

TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2014 MASTER PLAN UPDATE

Local School System: St. Mary's County Public Schools

Point of Contact: Dr. Charles E. Ridgell, III

Address: 23160 Moakley Street, Leonardtown, MD 20650

Telephone: 301-475-5511, ext. 32198 **FAX:** 301-475-2469

Email: ceridgell@smcps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.

10/15/14

Signature - Local Superintendent of Schools/Chief Executive Officer **Date**

Please complete certification statement and submit as part of your 2014 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email:
jmcginnis@msde.state.md.usmailto:jmcginnis@msde.state.md.us

REVIEW AND UPDATING STUDENT RECORDS
VERIFICATION STATEMENT
2014 Master Plan
Update

Local School System: St. Mary's County Public Schools

Point of Contact: Dr. Charles E. Ridgell, III

Address: 23160 Moakley Street, Leonardtown, MD 20650

Telephone: 301-475-5511, ext. 32198 **FAX:** 301-475-2469

Email: ceridgell@smcps.org

I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:

☒ **Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:**

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

☐ **Are not being implemented. (Please attach an explanation.)**

10/15/14

Signature - Local Superintendent of Schools/Chief Executive Officer **Date**

Please complete certification statement and submit as part of your **2014 Master Plan Annual** update. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us