

St. Mary's County Public Schools

Bridge to Excellence Master Plan 2013 Annual Update

Part I



**ST. MARY'S COUNTY PUBLIC SCHOOLS
2013-2014**

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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.

2013 Master Plan Annual Update

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

Master Plan Annual Update Part I

Due: October 15, 2013

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

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Local Point of Contact: Mr. J. Scott Smith, Assistant Superintendent of Instruction

Telephone: 301-475-5511 ext. 32139

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2013 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.

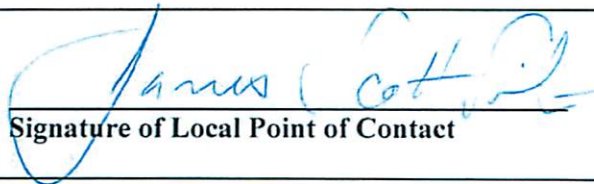
***Only participating LEAs need to complete the Race to the Top Scopes of Work documents that will now be a part of the Master Plan.**



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

11/19/13

Date



Signature of Local Point of Contact

11/19/13

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	Acting Assistant Superintendent of Instruction, BTE Point of Contact
Mr. Gregory V. Nourse	Assistant Superintendent of Fiscal Services and Human Resources
Dr. Charna L. Lacey	Diversity/Equity Specialist
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Mr. James C. Corns, Jr.	Director of Informational Technology
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Dr. Charles E. Ridgell, III	Director of Student Services
Mrs. Rhonda K. Meleen	Coordinator of Fiscal Services
Mr. Robert H. Springer	Coordinator of Accounting

Section A: Executive Summary

I.A

INTRODUCTION

In the 2012-2103 school year, St. Mary's County Public Schools (SMCPS) fully embraced the Maryland 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 lessons 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 Common Core State Standards, we have aligned our current work at the secondary level promoting college and career readiness, as more SMCPS graduates than ever took the SAT and 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 continued its march toward the national goal of 90% of students graduating from high school in four years or less. The first year the Maryland State Department of Education (MSDE) calculated this new measure, SMCPS posting a percentage of 82.8%. In the past three years, we have made this statistic our North Star – with all our efforts directed to achieving the ultimate goal of 90% by 2016. It is with great fanfare that we will post the achievement of this milestone ahead of schedule - with the highest ever projected on-time graduation rate of 90 percent for the graduating class of 2013.

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 sixth 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 302 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 contract 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 354 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 200 students. During the 2009–2010 school year, CPCS officially renewed the charter for another four-year term that continues until June 30, 2014. The school now has a full complement of programmatic options including algebra, geometry, and foreign language for the middle school students. CPCS has had consistently 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 diplomas and began the next phase of their lives. This graduation rate will rise to over 90% when the students needing an additional year graduate. In all levels, the 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, we reallocated staff from the high schools and assigned math, English, social studies, and science teachers to the facility full time. Juniors and seniors taking all their classes at the JAFCTC will meet all graduation requirements while also completing one of the 24 different Career and Technology Education pathways offered at the school. There are 223 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. 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) were able to transfer to Chopticon High School for enrollment in the academy. Working with the Program Advisory Council to guide the program, we have increased the rigor of the program for 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) were able to transfer to Leonardtown High School for enrollment in the 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. We currently have a 9th, 10th, 11th and 12th grade cohort serving 137 students and we graduated our first cohort of students from the program in 2013. Ninth grade students are enrolled in English Honors and Advanced Placement World History as part of the program. Tenth grade 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.

System Priorities—Other Initiatives

Technology Enhancements: For staff, we continued 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. As a system focus, we have moved to the Google web-based suite of products – including Gmail, Google Docs, and Google Chat for staff to communicate, manage documentation, and provide a collaborative platform for information sharing via the intranet.

Maintain Our Board of Education Class Size Goals: Maintaining classes within our goal structure is a priority. The Board of Education has established class size goals and caps:

Kindergarten	20/23
Grades 1 to 2	21/24
Grades 3–5	23/29
Grades 6–8	25
Grades 7–9	25

In 2013, our average class size was 20 in pre-kindergarten; 22 in kindergarten; 23.5 in grades 1 and 2; 23.8 in grades 3–5; 21 in middle schools, and 23 in high schools. Our projected 4-Year Adjusted Cohort graduation rate will exceed 89 percent.

Fiscal Outlook

For FY 2013, SMCPS realized a net position decrease of \$28 million in the government wide statements. The major components of which were an increase in our net OPEB obligation of \$6

million, new computer/copier lease payables of \$2.4 million, and an accrued outstanding claims liability for our new pay-go health insurance process of \$1.925 million. Our unassigned fund balance fell by \$2.7 million and our OPEB obligation increased to \$31 million. We have budgeted \$2,525,000 of fund balance in our FY 2014 operating budget to include \$2 million toward our OPEB obligation and \$525,000 in non-recurring negotiation expenses. All state revenues have been adjusted to account for cut backs due to increased wealth in the County. Based on knowledge generated by the new pay-go system, rates for employee health insurance will increase while retiree rates will remain at existing levels for the foreseeable future. ARRA funds were fully expended by FY 2012. The county increased its funding to us by \$4.2 million over FY 2013 with \$325,000 designated for OPEB, an additional \$665,000 designated for the pension shift, and the remainder to be used to balance operating costs.

Climate Changes

With additional direction from MSDE, the transition of the teacher pension costs to the local school system has been established and is working smoothly in our county. However, once the four year transition phase has been completed, this will become a burden as the county student population continues to grow. This transition, coupled with the increased movement of students from the parochial schools to the local school system, places an increased fiscal burden in these tight financial times. Long term issues include increased compensation demands by the unions to make up for past lost wages and the effects of “sequestration”. This county has a large population of federal and military workers that have been impacted by “sequestration”. It remains to be seen how this will impact the wealth and revenues of the county with a subsequent impact on the school system.

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 continue into 2014

Standards and Assessments: Our most concrete work to date was over the summer of 2013 as we had instructional teams from each school, composed of the building principal, a math teacher, a reading/language arts teacher, and a science teacher, attend the summer Educator Effectiveness Academy (EEA) held at North Point High School in Charles County. The three days of professional development and collegial interactions were quite productive and left us eager to start our work. We convened meetings after the academy concluded to debrief participants and explicitly communicate the expectations that each school develop, disseminate, and implement the EEA Transition Plans they created. We integrated the EEA Transition Plans to the annual

School Improvement Plan (SIP) created by each instructional site. Our goal this year is to have all teachers fully implementing as assessing student progress on the Maryland 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 are moving forward with our technology plan by deploying an additional 2,000 laptops across our three high schools. Our goal is to maintain our 3 to 1 ratio of computers to students—with much of this being mobile computing technology. Coupled with this purchase, all our 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 and connected to the internet by fiber, so learning and internet access can follow our students and offer untethered flexibility. All of this 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 will be done as we continue our pilot of a teacher evaluation system and a leadership evaluation system that will ultimately place half of its emphasis on student growth. All schools will be participating in the pilot. All teachers are in their second year of this pilot and began the 2013-2014 school year by setting Student Learning Objectives (SLO) that will guide their work with students. The difficult work now will be to identify data aligned to the new Common Core State Standard so we can look to the future in anticipation of the PARRC assessments.

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 its work to reflect these new targets. Using this measure, we have no schools identified as “Low Achieving.”

Core Content Areas

Reading: Across grades 3-5, SMCPS posted marginally declining results for 2013 as a result of the transition in the curriculum to the Common Core, with 84.1% of students proficient or advanced in grade 3, 89.3 in grade 4, and 89.4% in grade 5. In grade 6, proficient and advanced scores dipped slightly to 84.1% and to 80.3% in grade 8, yet rose in grade 7 to 83.2%..

Mathematics: Across grades 3-5, SMCPS posted similar results for 2013, with 86.7% of students proficient or advanced in grade 3, 93.5% in grade 4, and 86.5% in grade 5. In grade 6, proficient and advanced scores were steady at to 86.5% and dipped slightly to 77.3% and 76.2 % in grades 7 and 8, respectively. In mathematics, curriculum shifts to the Common Core were particularly evident.

Science: The average overall score for student performance on the grade 5 Science MSA declined in 2013 to 74.5% In grade 8, the percentage of students scoring proficient or advanced declined 2% to 79.0%.

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 State Curriculum, the Common Core State Standards (CCSS), Advanced Placement College Board Standards (AP), and National Council for the Social Studies (NCSS) standards.

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

Educational Technology: In FY 2013, SMCPs targeted professional development centered on collaborative planning of curriculum aligned reading and mathematics activities. SMCPs was effective in expanding the use of MOODLE, our learning management system into both the elementary and secondary classrooms. Much of our success in building student and teacher technology literacy is attributed to our first Instructional e-Coach who worked across the school system to provide personalized professional development in both small and large groups. While data driven decision-making is a common focus in SMCPs professional development, interactive technologies and digital resources were a part of 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 2013 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.

Given that cultural and racial differences can negatively impact student achievement, St. Mary’s County Public Schools will continue to institute the Study Circles Program on an as-needed basis. The Study Circles’ process has allowed our school system and community to discuss cultural and social issues that impact student achievement.

For the 2013-2014 school year, SMCPs will continue the work the Diversity Specialist started with a system wide initiative to deliver classroom lessons that emphasize the strength a diverse, inclusive community adds to education. Through a partnership with the College of Southern Maryland, an acting troupe presented excerpts from “A Raisin in the Sun” to all high school students with follow up lessons in students’ English classes.

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 2013–2014 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 2013-2014 school year, SMCPSS has seen a continued increase in the number of students identified as English Language Learners (ELL). Enrollment of ELL students increased 18% in one year, from 165 in 2012-2013 to 193 in the 2013-2014 school year. It is especially important for all classroom teachers to have the requisite skills and strategies to assist students in their classrooms. This year, we will focus on providing professional development for both our ELL and content 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 23 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: The 2012–2013 Maryland Model for School Readiness (MMSR) data shows major progress in the school readiness of St. Mary's County kindergarten students over the past five years. Of the students entering kindergarten, 88 percent were fully ready for school; a significant gain from 70 percent in 2005–2006. Careful monitoring of enrollment indicates the availability of spaces in any program. This facilitates enrolling children in developmentally appropriate, readiness for school experiences on a continuing basis.

Gifted and Talented: SMCPSS 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 the Junior Great Books program, and the William and Mary curriculum units for Reading/Language Arts. The 2013- 2014 school year will continue our 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 of instruction which include the *Project M³*: Mentoring Mathematical Minds series, Interact math simulations, and the *Descartes' Cove* program. 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. Pre-requisites 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 Support (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 SY Four and Five Year Adjusted Cohort Graduation Rate, with FARMS students failing to reach 70 percent. This is mirrored in the dropout rate with FARMS students twice as likely to drop out of school. Our responses later outline our ongoing interventions, which include after-school programs, integration of engaging technology, and mentoring programs.

African American Males: As MSDE set a new baseline for African American academic performance due to the new code of "Two or more races," we enter into our second year tracking trend data. With that being stated, we still have a persistent double-digit gap between the performance of African American students and their white peers. This gap is seen at all grade levels of MSA and all HSA tests. This is also true for the Four and Five Year Adjusted Cohort Graduation Rate, with African American males trailing all other students by more than 10 percent. This is mirrored in the dropout rate with African American students twice as likely to drop out of school. Our responses later outline our ongoing interventions, which include after-school programs, integration of engaging technology, and mentoring programs

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

Special Education: Students with disabilities comprise 9.7 percent of our population and accounted for 18.6 percent of those who were suspended out-of-school. Double digit gaps persist in reading and mathematics. Though this is the area where we have placed the greatest instructional effort, we as yet have seen little progress in student achievement. The greatest success SMCPS has had is with the most profoundly disabled students, as more than 95 percent of all special education students assessed using the ALT MSA have achieved proficiency.

SUMMARY

The 2014 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 new Maryland Common Core State Curriculum (MCCSC). We will continue to refine our assessments and reconsider what we are asking students to learn and demonstrate. New baselines will be set as we tether student achievement to teacher evaluation. And all our efforts will be bound by the Race to the Top Assurances and Scopes of Work we developed in SY 2011.

I.B

Finance Section

Revenue and Expenditure Analysis

1. Did actual FY 2013 revenue meet expectations as anticipated in the Master Plan Update for 2012? If not, identify the changes and the impact any changes had on the FY 2013 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 realized a higher than anticipated revenue for restricted federal revenue, insurance refunds due to the change to a pay-go system for health insurance benefits, and utilization of fund balance for FY2013, which increased our net revenue base by 2.77%.

Please provide a comparison of the planned versus actual expenditures for each local goal provided in the Prior Year Variance Table. Identify changes in expenditures and provide a narrative discussion of the impact of the changes.

Standards and Assessments:

Fairlead Academies, increased spending of \$18,911. This was mainly due to the utilization of a temporary staffing agency to provide support to the program allocated under contracted services.

St. Mary's County Public Schools' STEM program spent \$18,183 less than anticipated. This was due to cost savings in procuring needed supplies and materials, and an increased utilization of technology.

Under this reform area the SMCPs Race to the Top allocation was lower than anticipated by \$52,586 due to the misclassification of Race to the Top grant funding for the Chesapeake Public Charter School which was CFDA 84.282A, not 84.395 as originally listed.

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. The indication of spending less is due to the misclassification of Race to the Top 84.282A on the original submission.

Great Teachers and Leaders:

St. Mary's County Public Schools spent more on unrestricted recruitment, retention, and orientation of professional staff by \$32,295. SMCPs increased efforts to attract highly qualified teachers through varying recruiting initiatives while 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 \$3,326,442 more in mandatory cost of doing business mainly due to the shift to a pay-go system for health care premiums and having to realize the accrual of outstanding claims liability of \$1.925 million.

Title I, PreSchool Passthrough, IDEA Part B, and the restricted funds mandatory costs were lower than anticipated. This was due to lower than anticipated salaries and the shift to utilizing a temporary staffing agency to support these programs under contracted services. Purchases of materials of instruction were also lower than anticipated due to the diligence of SMCPS to secure the best pricing for these items. There was also a shift from standard classroom materials of instruction to the purchase of technology.

Other:

St. Mary's County Public Schools had an increase of \$1,473,865 in contracted services due to the utilization of a temporary staffing agency to place individuals to provide additional support to the sites. Supplies and materials were above budget due the shift from materials of instruction to supplies and materials for the purchase of technology hardware and software. SMCPS also had an increase in transfers due to the reallocation of \$250,000 from the general fund to CIP for the support of enhanced security and emergency initiatives.

2. 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.
3. 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.

Race to the Top Monitoring Questions

1. Is a balance available in any project? If so, please provide, for each project, the balance available, a narrative explanation for the balance, and the LEA's plan to fully expend the balance, include a date by which the funds will be expended.

St. Mary's County Public Schools realized a carryover of \$35,818.93 for RTTT Year 3 funding. The technology portion of this funding was fully expended on the leasing of laptops for classroom support.

2. If the balance available is not obligated, for each project with a balance, please provide a narrative description of the impact on Project Year 4 planning.
3. What programmatic changes or accelerations have been made to ensure that activities and goals are met within the grant period?

4. What will the LEA do differently in Project Year 4 as a result of lessons learned in implementing Project Year 3?
5. Does the LEA anticipate any challenges in implementing Project Year 4? If so, please identify the challenges at the grant and project level, if applicable.

Race to the Top Scopes of Work

Section A: State Success Factors

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 four to achieve the stated goal(s).

Action Plan: directions are included on pages 7-8

Action Plan: Section A

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 aligned our Scopes of Work to the four assurances of the state plan. The goals in each assurance will, in and of themselves, provide opportunities for profound change, but it is the integration of the goals across the assurances that provide a substantive change in the way business is done and, in turn, in the results produced.

St. Mary's County Public Schools (SMCPS) will adopt the Common Core State Standards, Common Core State Curriculum, and assessments; participate in the longitudinal database; adopt the statewide teacher and principal evaluation system; and foster equitable distribution of effective teachers and principals in the lowest-achieving schools.

SMCPS will adhere to all elements of the State Reform Plan contained in the MOU. Those elements are Standards and Assessment; Data Systems to Support Instruction, Great Teachers and Leaders; and Turning Around Our Lowest Achieving Schools.

St. Mary's County Public Schools will participate in the national and statewide evaluation of the Race to the Top program.

Goal(s):

Section A: State Success Factors	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation			As requested by MSDE directors	As requested by MSDE directors	J. Scott Smith, Acting Asst. Superintendent of Instruction	Completed reports	Y
<i>Tasks/Activities:</i>							
1. Participate in webinars for updates on RTTT activities			As scheduled by MSDE	As scheduled by MSDE	J. Scott Smith, Acting Asst. Superintendent of Instruction	MSDE agendas	

2.							
3.							
4.							
5.							

Goals to be sustained after RTTT:

- Institutionalization of curriculum and assessments aligned to Common Core standards
- Enhanced data warehouse and data management systems
- Implementation of Teacher/Principal Evaluation Systems
- Providing ongoing support for struggling schools
- Enhanced educational pathways, such as STEM.

Race to the Top Scopes of Work Section B: Standards and Assessments

Section B: Standards and Assessments

Narrative: the narrative for Section B will describe the LEA's activities, accomplishments, and challenges in Year 3 related to implementing the Common Core Standards and assessments. The narrative should include the specific and measurable goals for Year 4 and describe all planned activities/tasks that will be implemented to achieve the outcomes for Year 4.

Action Plan: directions are included on pages 7-8. The dates in the action plan should fall within the Year 4 timeframe (October 1, 2013 – September 30, 2014)

Common Standards and Common High-Quality Assessment

High quality, consistent standards drive high levels of student achievement. Maryland's transition to the Common Core State Standards (CCSS) sets the bar for student achievement based on a rigorous set of expectations across content areas. Concomitantly, providing high quality formative and summative assessments measuring student proficiency is critical.

Over the past eight years, St. Mary's County Public Schools (SMCPS) has implemented a robust assessment system through which professional learning communities examine student proficiencies to make instructional decisions. This assessment system includes a combination of summative assessments (e.g., state assessments, mid-course, and end-of-course tests) and formative assessments (e.g., local diagnostic and benchmark assessments). This assessment model aligns with the PARCC assessment framework that includes a summative assessment and "through" assessments at intervals throughout the year. Each of these measures of student proficiency is designed in alignment to our curriculum pacing guides, which are in turn fully aligned with Maryland's State Curriculum. Student proficiencies, item analyses, and comparative reports through our systemic data warehouse (*Performance Matters*) are available and used as collaborative instructional teams use this information to determine student interventions, flexible grouping, re-teaching, and redesigning instruction to ensure student mastery.

Transitioning to Enhanced Standards and Assessments

As we are implementing the Common Core State Standards, St. Mary's County Schools committed to the following:

- Aligning curriculum frameworks with the Common Core State Standards (CCSS)
- Implementing CCSS across multiple grades
- Aligning locally-developed assessments with CCSS.
- Implementing state and local assessments and use assessment data to guide instruction through a comprehensive data system.

- Providing 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.
- Providing integrated STEM curriculum across all grade levels and schools (STEM for All)
- Collaborating with local colleges and university partners to align our high school exit criteria and the college entrance requirements
- Participating in MSDE-led Educator Effectiveness Academies.
- Implementing the middle school course sequence for mathematics aligned with the Common Core
- Examining texts and instructional resources to support full implementation.

A curriculum shift of this magnitude has presented challenges, which include the following:

- The Maryland Common Core State Standards require realigned, more rigorous texts – to include a 50% emphasis on informational texts. Our current anthologies are misaligned and require additional resources.
- Local assessments are developed locally based on PARCC models, which are still in development.
- The cost and expertise required to create online assessments outstrips local talent and resources
- Students and staff need professional development to transfer from paper and pencil assessment to online technology

SMCPS continues to translate the standards into challenging and engaging curriculum, lesson plans, classroom projects and homework assignments. As a result of the Educator Effectiveness Academies (EEAs), teacher specialists representing the areas of mathematics, reading/English language arts, STEM, and cross-disciplinary literacy have convened several times to review transitional plans and to develop both curriculum resources and related professional development. Over the last three summers, the staff who attended the EEA developed a focused list that set pedagogical priorities based on the 8 mathematical practices and the 7 capacities for literate individuals. These are:

Students will—

- Demonstrate independence, perseverance
- Make sense of problems, demonstrating precision, stamina
- Construct arguments, comprehend, critique, and support with evidence
- Use structure in responding to audience, purpose, and in problem solving
- Use resources, strategies, and tools to demonstrate strong content knowledge
- Apply analytical thinking

This past summer, the above were connected to the key instructional shifts of the CCSS, and EEA teams developed a set of “look fors” for instructional walkthroughs. Using these look-fors, content supervisors work with the school’s instructional team to provide coaching and support.

Across multiple grades and content areas, the curriculum documents were revised to match the CCSS for full implementation.

STEM

An integral component of SMCPS instructional pathways has been providing an integrated STEM curriculum. The STEM focus is evident in two ways: (1) SMCPS has implemented a STEM Academy, an educational pathway through which a cohort of students can participate in an articulated program of study grades 4–12; and (2) SMCPS has integrated “STEM for All” throughout all schools through the curriculum and instructional programs, as well as numerous co-curricular programs (e.g., robotics teams, Destination Imagination, Maryland Mathematics Engineering and Science Achievement (MESA) programs, and partnerships with the local military and engineering community). These programs and pathways have positioned SMCPS well for expanding career-ready and STEM initiatives.

As a result of the Educator Effectiveness Academies (EEA), and supported by a STEM for All grant, school teams have developed quarterly cross-disciplinary STEM performance tasks. These tasks are shared across the system online via Moodle. Throughout the year, these tasks are implemented and regular meetings with the STEM EEA representatives and instructional resource teachers provide the opportunity to review these tasks for possible revisions based on identified needs.

World Languages

Four years ago, SMCPS began implementing a Chinese world language program. This program now includes Chinese I, II, and III. SMCPS will be implementing a World Language exploratory program at elementary school in collaboration with the local Parent Teacher Association (PTA) chapters.

In Conclusion

At the heart of any reform effort is the vital professional development to ensure staff members are ready and able to make necessary changes. MSDE has led comprehensive efforts to provide high quality professional development through Educator Effectiveness Academies involving teacher leaders and administrators. SMCPS has identified these leaders to participate and lead professional development across the system, prompting a groundswell of professional learning.

Action Plan: Section B

Goal(s): To provide a rigorous instructional program aligned to the Common Core State Standards, and high quality formative and summative assessments measuring student proficiency.

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</i>						
Cooperate with national and statewide evaluation			As required	J. Scott Smith, Acting Asst. Superintendent of Instruction	Agendas	unknown
<i>Tasks/Activities:</i>						
Review and revise local curriculum frameworks in alignment with the Common Core State Standards (CCSS) Implement CCSS across all grades	B (1) B (3)		June– August 2013 Fully Implement 2013-2014 school year	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development; Content Supervisors	Local curriculum aligned with CCSS	N
Align locally- developed assessments with CCSS. Pilot assessment items aligned to CCSS.	B (3)		Quarterly, 2013-2014	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development; Content Supervisors	Local assessments aligned with CCSS Feedback provided related to CCSS assessment items Quarterly benchmarks with additional items as appropriate	N
Implement state and local assessments and use assessment data to guide instruction through a	B (3)		Quarterly, 2013-2014	Regina Greely, Director of Instructional Technology	Match current assessment items to CCSS through longitudinal data system Continued	N

comprehensive data system.					implementation of PMII	
Provide 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.	B (3)		August 2013, September 2013, and quarterly	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development; Content Supervisors	PD Agendas PD Evaluations	N
Provide integrated STEM curriculum across all grade levels and schools (STEM for All)	B (3)		Quarterly, 2012-2013	Jen Consalvo, STEM Coordinator; Content Supervisors	Revised curriculum documents Quarterly STEM performance tasks developed and piloted Evaluation of STEM unit implementation	N
Collaborate with local colleges and university partners to align our high school exit criteria and the college entrance requirements	B (3)		September 2013	Theo Cramer, Exec. Director of College and Career Readiness; J. Scott Smith, Acting Asst. Superintendent of Instruction; Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development	Memorandum of Understanding Partnership meeting agendas	N
Participate in MSDE-led Educator Effectiveness Academies.	(D(5)		Follow up Monthly, 2013-2014	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development	Participation in EEA follow-up sessions Local PD agendas Monthly follow-up with IRTs and EEA specialists (rotating monthly)	Y

Continue Chinese language program	B(3)		2013-2014	Wendy Tarr, Supervisor of World Languages	Course implementation Student enrollment data	N
Implement world language exploratory program in elementary school	B(3)		January 2014	Wendy Tarr, Supervisor of World Languages	Curriculum review Stakeholder input	N

Goals to be sustained after RTTT:

- Full implementation of the Common Core State Standards.
- Review, revision, and analysis of local benchmark assessments aligned to CCSS.
- Ongoing professional development related to CCSS instructional shifts.

2013 Annual Measurable Objectives (AMOs)

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 Waiver, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in the upcoming six years (2017).

LEA Level AMO Analysis for Reading:

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

At the elementary review level, the 2013 scores for all students decreased for all students by 2.8 percentage points (90.4% in 2012 and 87.6% in 2013). Achievement gaps still persist in many subgroups: special education (26.6 point gap), African American (14 point gap), LEP (16.2 point gap) and FARMS students (11.6 point gap). Girls out-performed the boys by 5.5 points (girls: 90.3; boys: 84.8).

At the middle school level, the 2013 scores for all students decreased for all students by .9 percentage points (83.4% in 2012 to 82.5% in 2013). Achievement gaps still persist in many subgroups: special education (42.2 point gap), African American (17.3 point gap), LEP (42.5 point gap) and FARMS students (14.3 point gap). Girls out-performed the boys by 7.9 points (girls: 86.5; boys: 78.6).

We believe our data reflects our transition to the Common Core State Standards beginning in the 2012-2013 school year. Because of this shift, there are many VSC objectives that were not taught at each grade level last year. 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.

2. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. Include a description of corresponding resource allocations.

Curriculum expectations are designed with explicit attention to increasing the rigor and depth of assignments and the inclusion of writing in response to text. This renewed focus will emphasize analytical thinking and higher-level thinking and comprehension. The literacy lab model with increased time allocated for reading will continue to provide students the time daily for intensive reading and writing at their instructional levels. The advantage of this model is that the student spends 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. 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) recognized a lack of specific interventions to address decoding gaps between The Wilson Reading System and REWARDS. As a result, Just Words, published by Wilson, was placed in all elementary and middle schools. This intervention addresses the six syllable types, and provides an excellent bridge from Foundations, which is used in elementary school, to REWARDS. It was determined that all levels of students can benefit from this targeted instruction in order to correct misconceptions, prepare students for the increase in multi-syllabic vocabulary found in higher level texts, and to also serve as a screening for students who need the new intervention. Additional research-based interventions will continue to be used in our elementary and middle schools and include Read Naturally, Six Minute Solution to Fluency, Road to the Code, and Soar to Success. The Leveled Literacy Intervention Program, by Fountas and Pinnell, was purchased for second grade as an additional intervention for students in need at the end of the primary developmental years.

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. The Comprehension Toolkit, by Stephanie Harvey and Anne Goudvis, has been added 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.

The 135-minute reading/language arts block at the elementary level and the 90 minute block at middle school was audited to ensure high levels of aligned instruction are taking place throughout the instructional block. Schedules were examined to ensure the time allocated is being used for reading and the instruction and assignment selections are at a rigorous level and differentiated for student needs. In order to improve our students reading ability, they must be given time to read! In addition, middle school implemented "rich" writing and close analytical reading assignments at least once per quarter to expand student knowledge on a subject through research projects and to respond analytically to literary and informational sources. 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 this year.

Reading/ Language Arts curriculum maps and assessments in grades 2-8 have been developed, through the use of teacher teams, to align our current resources with the Common Core State Standards (CCSS). All grades (K-8) are fully implementing the CCSS, and there is an emphasis on complex texts and close analytical reading in each

unit. The focus of professional development continues to be on addressing the CCSS instructional shifts and their impact on classroom instruction.

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.

2013 Annual Measurable Objectives (AMOs)

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 trend data, describe the challenges in **Mathematics**. In your response, identify challenges in terms of subgroups.

***Data tables (2.4 – 2.5)**

2. Describe the changes or adjustments that will be made to ensure progress and include timelines 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 3–5 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 3–5, the percentage of Special Education students scoring proficient or advanced dropped from 66.7% to 55.1%. The gap between the general population and this subgroup increased. In 2012, the gap was 25.4 points. In 2013 the gap was 33.8 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 3–5, the percentage of African American students scoring proficient or advanced dropped from 81.5% to 75.3%, and the gap between the general population and this subgroup has increased. In 2012, the gap was 10.6 points; in 2013 it was 13.6 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 3–5, the percentage of FARMS students scoring proficient or advanced dropped from 84.4% to 79.4%. The gap between the

general population and this subgroup has increased. In 2012, the gap was 7.7 points. In 2013 the gap is 9.5 points.

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 two years.

Grades 3–5 Adjustments, Allocations, and Time Lines

Special Education, African American, and FARMS Achievement Gap

assessments was introduced in 2012–2013 to assess student thinking leading to correct or incorrect responses and drive instruction for individual students and groups of students

accordingly. Additional time in 2013 – 2014 will be 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 Common Core State Standards were developed. District wide training took place in September 2012 in which teachers were trained in the use of rubrics. Ongoing collaborative scoring and analysis of student work will continue in 2013-2014. Teachers will give similar assessment items weekly throughout the year, score them using the rubrics, analyze student work, and make decisions regarding individual and group instruction. District assessments will be given mid-year and at the end of the year. Additional training in analysis of student work and the resulting instructional decisions will be delivered to Instructional Resource Teachers throughout the year using a trainer of trainers model. They will then facilitate team analysis and planning meetings in their schools.

In 2013–2014, in addition to interventions on grades 3–5, the further attention will be given to primary grades. Every pre-kindergarten and kindergarten child will be administered the Counting Assessment at the beginning of the year, in addition to at risk grade 1 students. Specific counting profiles will be developed for each child, and individualized instruction will be provided based on a child’s profile. Intervention using the *Do the Math* program will begin as early as grade one. Students will be assessed and placed in modules as soon as they begin to struggle. Past evidence suggests that this will result in a rapid and timely closing of the achievement gap and immediate gaining of fundamental number sense reducing the need for intensive intervention in later grades.

Further, the following actions are in place to address challenges:

- A child in the intermediate grades who is more than one year below grade level will receive a more efficient intervention and re-teaching based on grade level objectives.
- Modules such as early multiplication and early fractions will be used to pre-teach struggling students, allowing them to be more successful during classroom instruction.
- Interventions will continue to be used in Title I schools and expanded to grades 1 through 3.
- A recovery model will continue to be implemented following each county assessment. Teachers will use data from Performance Matters to identify areas in need of review for each student. Differentiated instruction will take place followed by reassessment. Students will have the opportunity to recoup points on the county assessment by successfully completing the review activity. These activities will be designed and implemented by grade level teams at each school.
- Every elementary school has been upgraded to FASTT Math Next Generation allowing whole school access to fact fluency and number sense practice.
- 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.

Many of these changes were begun last year. We were disappointed with our results, especially regarding the widening of the achievement gap for our Special Education students, African American students and students who receive free and reduced lunches. As with any major shift in instruction, change takes time. We believe, though, that the focus on the individual child and their particular learning needs will pay off as we continue in this direction and provide support through professional development, collaboration and resources. These initiatives pay attention each child attaining the foundations of whole number and rational number computation. This dovetails into the Common Core State Standards (CCSS) 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

Special Education, African American, and FARMS Achievement Gap

A completely revamped middle school mathematics curriculum – driven by the Common Core State Standards - was fully implemented in 2012–2013; however, our Common Core transition for grades 6-8 began locally in school year 2011-2012. Given the depth of the Common Core State Standards for Mathematics, ***the compacting of the curriculum*** was a natural occurrence as the local mathematics office moved to develop appropriate resources to support a different looking scope and sequence from years past as many grade level learning expectations of the Common Core necessitated a scaffolding of sorts wherein teachers needed to backfill instruction – sometimes significantly - for students to be somewhat prepared to interface with the depth of the CCSS. This backfilling of instruction proved to be a heavy burden on teachers given their relative lack of exposure to the Common Core heretofore based on longitudinal teaching assignments. Moreover, at this early juncture, it is also very difficult to discern how best to meet the specific learning needs for each of our disaggregated cohorts given the new CCSS curriculum and the upcoming ***PARCC Assessments***, as it seems that not only should teaching practice change to meet the learning objectives of the Common Core but also the way that interventions are delivered will need to be re-examined as well.

Locally, the mathematics office made a conscious decision to dually grow teacher capacity ***and*** meet the expectations of the CCSS by incorporating the following four overarching changes into our delivery of instruction for mathematics:

1. Revamping our local ***“intranet”*** for teachers to virtually communicate and share curricular and formative assessment resources (Summer of 2013).
2. Using locally devised ***“learning progressions”*** of each particular CCSS to build teacher content knowledge. (Summer of 2013; August 2013)
3. Implementing a ***revised local assessment schedule*** that not only supports our revised scope and sequence but also stresses the importance of more timely, shared, and appropriate ***formative assessments*** at each school house to more purposely drive mathematical instruction. (August 2013)
4. Promoting the use of ***instructional short tasks*** (August 2013) as a primary tool for teachers to deliver mathematics content that focus on the following:

- Opportunities to support the development of number sense and facilitate the mathematics to such questions as *How big? How much? How far?*
- Embed the mathematics in realistic problems and real-world contexts.
- Make “*Why?*” “*How do you know?*” and “*Can you explain?*” classroom mantras.

Further, the following actions are in place to address challenges:

- Publish individual ***instructional modules*** for each unit that were constructed to not only address the content of the Common Core but to also stress the following categories:
 - Vocabulary
 - Enduring Understandings
 - Essential Questions
 - Suggested Learning Statements (i.e., “*I can...*”)
 - Anchor Tasks
 - Focused Mathematical Practices for each CCSS
 - Vertical Alignments
 - Common Misconceptions
 - Explanations and Examples of each CCSS
- ***Group tests and retests/recovery modules*** will continue to be integrated into a school’s formative assessment schedule. Teachers will use local data from shared assessments at the school house and uploaded to our data warehouse (i.e., Performance Matters) to identify areas in need of review (by CCSS) for each student. Differentiated instruction will take place followed by reassessment.
- Develop stand-alone ***intervention modules by topic*** to assist in mitigating student misunderstanding.
- Incorporate ***ongoing cumulative, recursive review*** into every day’s lesson.
- Use ***multiple representations of mathematical entities*** that build knowledge from graphs, charts, and tables while creating language-rich classroom routines that support the 8 Mathematical Practices.

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.

Grade 5

In 2013, for Grade 5, the percentage of all students who were proficient on the Science MSA decreased by 19.6 percentage points to 60.4 % (from 80.0%). 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 dropped by 12 percentage points for African American students from 2012 (54.5% in 2012 to 42.5% in 2013). In 2013, African American students scored 17.9 percentage points below the percent of all proficient students for the entire county. In 2013, FARMS students scored 14.1 percentage points lower than 2012 (62.7% in 2012 to 48.6% in 2013). Conversely, FARMS students scored 11.8 percentage points lower than the county average of all students who were proficient. In 2013, Special Education students scored 12.1 percentage points lower than in 2012 (41.1% in 2012 to 29.0% in 2013). In 2013, Special Education students scored 31.4 percentage points lower than the county average of all students who were proficient. The overall drop in performance from 2012 to 2013 is of great concern, especially such a significant drop. Within the subgroups, the greatest discrepancy was with African American and Special Education students. These discrepancies must be addressed.

Grade 8

In 2013, for Grade 8, the percentage of all students who were proficient on the Science MSA decreased by 13.2 percentage points to 68.4% (from 81.6%). 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 increased by 3.8 percentage points for African American students from 2012 (56.7% in 2012 to 60.5% in 2013). African American students scored 7.9 percentage points below the percent of all proficient students for the entire county. In 2013, FARMS students scored 0.1 percentage points lower than 2012 (60.5% in 2012 to 60.4% in 2013). Conversely, FARMS students scored 8 percentage points lower than the county average of all students who were proficient. In 2013, Special Education students scored 22.7 percentage points lower than in 2012 (51.4% in 2012 to 28.7% in 2013). Special Education students scored 39.7 percentage points lower than the county average of all students who were proficient. As with Grade 5, the overall decrease in proficient for Grade 8 is very alarming. The gap has been narrowed for African American and FARMS students. This good work must continue. Special Education students are still lagging behind greatly.

2. Describe the changes or adjustments that will be made to ensure sufficient progress. 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.)*

Grade 5

The refinement of elementary science curriculum is ongoing for the 2013-2014 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) 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. Subsequently, training will be provided for all elementary science teachers in how to conduct labs and how to use lab equipment. Use of the re-teaching/recovery model will continue this year following each county assessment that is graded for correctness. 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.

Grade 8

At the Grade 8 level, after-school programs funded through the 21st Century Workforce grant target reading and mathematics skills. More proficiency in these areas is expected to impact science assessment scores in a positive way. 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. Funding for this resource is becoming increasingly difficult to obtain. This year, at least two STEM performance tasks will be utilized in grade 8 to engage students in hands-on, performance-based learning. In preparation for the Next Generation Science Standards, the sequence of curriculum for Grade 8 (as well as Grades 6 and 7) will be evaluated this school year for its appropriateness in aligning properly with NGSS. This body of work will involve Grade 8 science teachers and the secondary science supervisor.

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.

Social Studies

In the 2012 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.

2012 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. <i>Source: COMAR 13A.04.17.01</i>	Even though PLCs generated instructional seeds that embraced the social studies content standards and the environmental literacy standards, it was challenging to generate sample lesson plans based on the instructional seeds. The contributing factor was competing forces associated with implementing the Common Core State Standards and its instructional shifts.
SMCPS provides an elementary instructional program that integrates the approved Maryland Content Curriculum and the Maryland Common Core State Literacy Standards. <i>Source: COMAR 13A.04.08.01</i>	This past academic year 5 th grade U.S. History teachers developed historical inquiry investigation modules that centered on the American Revolution and Building Nation units. These investigative modules integrated the Maryland State Curriculum and Common Core State Standards, as well as the College, Career, and Civic Life instructional shift expectations. Despite our progression, a prevalent obstacle is the increased demand of using informational text sources and having students critically evaluate informational text. It has been difficult to identify informational text (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. <i>Source: Maryland Common Core Curriculum Framework-COMAR 13A.04.08.01</i>	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, and classroom walkthroughs) 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. <i>Source: COMAR 13A.03.06.05; 13A.03.06.01</i>	During the 2012-2013 academic year, professional development sessions addressed the Universal Design for Learning (UDL) principles within the context of 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. <i>Source: COMAR 13A.04.17.01</i>	Develop high school (9-10) performance-based tasks that align to the Environmental Literacy Standard 1 and Standard 5 – Human and Environmental Interaction theme	<ul style="list-style-type: none"> ■ Cross-curricula job-embedded professional development sessions for social studies and science teachers that focuses on inquiry-based model ■ Job-embedded professional development sessions will center on creating 9th and 10th grade cross-disciplinary performance based inquiry centered on Human and Environmental Interaction theme (i.e., Chesapeake Dead Zones, Fracking, Nuclear Energy, Air Pollution) 	<p>→ September 2013</p> <p>→ June 2014</p>	<ul style="list-style-type: none"> ■ 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
SMCPS provides an elementary instructional program that integrates the approved Maryland Content Curriculum and the Maryland Common Core State Literacy Standards. <i>Source: COMAR 13A.04.08.01</i>	Focus on fifth grade U.S. History curriculum by developing historical investigation tasks that aligned to the Maryland content curriculum , and infuses the Common Core State Literacy Standards and College, Career, and Civic Life (C3) Framework .	<ul style="list-style-type: none"> ■ Job-embedded professional development sessions focused on the historical investigative model ■ Job-embedded professional development sessions will center on creating 5th grade performance based tasks that emphasize historical inquiry-based instructional approach based on colonializing America Units and Building a Nation units. 	<p>→ August 2013</p> <p>→ September 2013</p> <p>→ September 2013</p> <p>→ October 2013</p> <p>→ January 2014</p> <p>→ April 2014</p> <p>→ June 2014</p>	<ul style="list-style-type: none"> ■ Cross-disciplinary performance-based tasks submitted and uploaded to the SMCPS Social Studies and History Google site ■ Teacher feedback and input on cross-disciplinary performance based inquiry task 	Unrestricted

Goals	Objectives	Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives	Funding Source
<p>SMCPS accelerates achievement and improvement for all students with rigorous standards, curriculum, and assessments to ensure all students are college and career ready.</p> <p><i>Source: Maryland Common Core Curriculum Framework-COMAR 13A.04.08.01</i></p>	<ul style="list-style-type: none"> ■ Develop and implement argumentative social studies performance tasks that align to the historical inquiry model as reflected in the C3 and CCSS standards. ■ Create and implement social studies close analytical 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. 	<ul style="list-style-type: none"> ■ 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 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 two simulated research tasks which will be implemented throughout the school year. 	<p>August 2013 September 2013 October 2013 January 2014 April 2013</p> <p>November 2013 March 2014 April 2014</p>	<ul style="list-style-type: none"> ■ 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 work products from the simulated research tasks to identify areas of strengths and areas that need improvement 	Unrestricted

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. <i>Source: COMAR 13A.03.06.05; 13A.03.06.01</i>	<ul style="list-style-type: none"> Develop a platform by using Moodle4 to create a blended learning environment for social studies curriculum and assessments that provide multiple means of representation, expression, and engagement. 	<ul style="list-style-type: none"> Job-embedded professional development that centers on Moodle 4, including developing learning activities, assessment products, and discussion threads 	September 2013 October 2013 January 2014 April 2013	<ul style="list-style-type: none"> Artifacts generated by the social studies professional learning communities and posted on SMCPS History and Social Studies Google site 	Unrestricted

Maryland High School Assessment (HSA)

English High School Assessment

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

Our special education student scores are still lower than we would like to see them. Although this subgroup has demonstrated consistent improvement over the past three years, they did decrease slightly in 2011 (36.1%, down from 37.3 % in 2010); however, this subgroup decreased significantly in 2012 to 19.7%; we would like to see the scores of special education scores be more equitable to our other student subgroups. Another one of our challenges seems to be with our FARMS students, who experienced a slight decrease in their scores in 2011 (58.1%, as compared to a pass rate of 61.3% in 2010). In 2012, their pass rate was 54.4%, which is also a slight decrease from 2011. The gaps between the SPED and FARMS subgroups and the overall student scores remain evident in the scores of both juniors and seniors. All of our other subgroup pass rates, with the exception of Asian students who experienced an increase, decreased slightly between 2011 and 2012.

Our African American subgroup pass rate on the HSA continues to be a challenge. In 2011, 54% of our 10th graders passed, and in 2012, this number decreased to 49.1%. Our pass rates for juniors and seniors also decreased slightly between 2011 and 2012. The achievement gap dropped a few points for sophomores (27.9 points in 2012 as compared to 24.4 points in 2011). The achievement gap is slightly lower for 11th grade students (20.8 points) and even lower for seniors (17 points).

2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

Aside from transitioning to the Common Core State Standards and responding to educational reform, we will be in targeting our efforts with our professional learning communities so that they will directly impact student learning. We have realigned our 6-12 curriculum to directly align with the Common Core State Standards (CCSS). In doing so, we are placing a greater emphasis on rigor and higher-order thinking, both of which would impact HSA scores. To support the implementation of the CCSS curriculum, we purchased 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 there are struggling students predominately enrolled. Additionally, the administration of our assessments has been revised to be more reflective of the PARCC assessments. We will administer a diagnostic, mid, and post assessment, all of which are aligned to the CCSS. In addition, we will administer close reading performance tasks in order to allow students opportunities to demonstrate learning in ways that are alternative to standardized, multiple-choice assessments. ELA teachers will continue to implement integrated student performance tasks with social studies, allowing our students to make stronger connections between the two subjects and to dig deeper into the objectives and content.

We believe our data reflects our transition to the Common Core State Standards beginning in the 2011-2012 school year. Because of this shift, there are many VSC objectives that were not taught in English 10 classrooms last year. This misalignment between the curriculum being taught and the assessment measuring student mastery of the curriculum must be taken into serious consideration when examining HSA data from 2012.

We will continue to look very closely at the HSA performance of eleventh grade students and subsequent subgroups in order to provide support for individual students prior to the 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. Study Island, MSDE on-line course materials, parallel bridge projects) to support eleventh grade teachers by providing individualized support for eleventh grade 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. At the other end of the spectrum, an English 9/90 class continues to be in place at each high school in order to ensure the future success of our 9th grade struggling readers; 45 minutes of the 90 minute class is dedicated to providing individualized reading interventions.

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.

Maryland High School Assessment (HSA)

Algebra/Data Analysis

1. Based on available trend data, describe the challenges in Algebra/Data Analysis. In your response, identify challenges in terms of subgroups.

There continue to be persistent achievement gaps across all subgroups most specifically in our Special Education (SPED) and African American (AA) subgroups, respectively. While our county has made substantial gains in both the aggregate and the aforementioned subgroups over the past 6 years, the gains accrued in our SPED and AA subgroups have been outpaced by the aggregate gain.

What is most challenging is the number of students that populate these subgroups (sometimes more than one) that have taken the HSA multiple times and summarily failed. These results speak to a breakdown in both instruction and student responsibility. Not to mention, the negative association that many students develop and internalize over these multiple failures across different content areas with the assessment.

What has been uplifting as the 2012 Algebra/Data Analysis performance data is analyzed is that the aforementioned achievement gaps in all of our disaggregated cohorts (AA, SPED, and FARMS, respectively) from 10th to 11th/12th grade **have decreased** since 2011. That is, while the 10th grade AA achievement gap on the 2012 HSA Algebra/Data Analysis Assessment widened (rose from 11% in 2011 to 15.1% in 2012), our 11th and 12th grade AA students cut their respective gap on the 2012 Algebra/Data Analysis Assessment (11th grade AA achievement gap decreased from 14% in 2011 to 7.8% in 2012; 12th grade AA achievement gap decreased from 12.9% in 2011 to 11.4% in 2012).

This trend was mirrored on the 2012 Algebra/Data Analysis Assessment as well for both 11th and 12th grade SPED and FARMS students, respectively. For SPED students, our achievement gap also rose in 2012 for 10th grade students (increased from 32.9% in 2011 to 46.7% in 2012) but declined for 11th and 12th grade SPED students, respectively (11th grade SPED achievement gap decreased from 37.1% in 2011 to 31.9% in 2012; 12th grade SPED achievement gap decreased from 34.2% in 2011 to 27.2% in 2012). For FARMS students, our achievement gap rose as well in 2012 for 10th grade students (increased from 10.5% in 2011 to 11.4% in 2012) but declined for 11th and 12th grade FARMS students, respectively (11th grade FARMS achievement gap decreased from 11.2% in 2011 to 7.6% in 2012; 12th grade FARMS achievement gap decreased from 8.9% in 2011 to 8.8% in 2012).

2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of the corresponding resource allocations, and incorporate timelines where appropriate.

While there was disappointment with our results, especially regarding the widening of the achievement gap for our 10th grade AA, SPED and FARMS students, respectively, and their grade level peers, the positive performance of our 11th and 12th disaggregated

cohorts and our joint efforts and interventions with these students to mitigate the aforementioned achievement gap seems to have gained some traction given that our aggregate performance data in the both 11th and 12th grade on the 2012 Algebra/Data Analysis increased from 2011 (aggregate increase was +1.2% for all 11th grade students and +0.7% for all 12th grade students in 2012 compared to aggregate grade-level performance in 2011).

Moreover, at this early juncture, it is also very difficult to discern how best to meet the specific learning needs for each of our disaggregated cohorts given the new CCSS curriculum and the upcoming **PARCC Assessments** as it seems that not only should teaching practice change to meet the learning objectives of the Common Core but also the way that interventions are delivered will need to be re-examined as well.

Locally, the mathematics office made a conscious decision to dually grow teacher capacity **and** meet the dual expectations of the HSA **and** CCSS by incorporating the following overarching changes into our delivery of instruction for mathematics:

1. Revamping our local **“intranet”** for teachers to virtually communicate and share curricular and formative assessment resources (Summer of 2013).
2. Using locally devised **“learning progressions”** of each particular CCSS to build teacher content knowledge. (Summer of 2013; August 2013)
3. Implementing a **revised local assessment schedule** that not only supports our revised scope and sequence but also stresses the importance of more timely, shared, and appropriate **formative assessments** at each school house to more purposely drive mathematical instruction. (August 2013)
4. Promoting the use of **instructional short tasks** (August 2013) as a primary tool for teachers to deliver mathematics content that focus on the following:
 - Opportunities to support the development of number sense and facilitate the mathematics to such questions as *How big? How much? How far?*
 - Embed the mathematics in realistic problems and real-world contexts.
 - Make *“Why?” “How do you know?”* and *“Can you explain?”* classroom mantras.

Further, the following actions are in place to address challenges:

Group tests and retests/recovery modules will continue to be integrated into a school’s formative assessment schedule. Teachers will use local data from shared assessments at the school house and uploaded to our data warehouse (i.e., Performance Matters) to identify areas in need of review (by CCSS) for each student. Differentiated instruction will take place followed by reassessment.

Develop stand-alone **intervention modules by topic** to assist in mitigating student misunderstanding.

Incorporate **ongoing cumulative, recursive review** into every day’s lesson.

Use **multiple representations of mathematical entities** that build knowledge from graphs, charts, and tables while creating language-rich classroom routines that support the 8 Mathematical Practices.

Continue to use **Consumable Resources** such as differentiated Algebra practice workbooks and note-taking guides, will help all students to mitigate learning weaknesses and error patterns. These resources are for the student to permanently keep and use as their own. Additionally, these consumables can also be used as a reference and/or clarification document. These ancillary materials seamlessly connect with our textbook and all of its online resources.

Promote the respective courses of **Algebraic Foundations** and **Intermediate Algebra (HSA Prep)**, respectively that are courses that are very focused on the individual student based on lagging data. *Algebraic Foundations* is a hybrid course of middle school MSA grade-level concepts married with Goal 1 (Algebra) of our State Curriculum Learning Goals in which the aforementioned cohort of students enroll before taking Algebra as a Year 2 Student in SMCPS. Moreover, what we have found was that administering a diagnostic with a detailed item analysis on each of the seven themes help to identify the math content areas that students may need to practice and remediate and to adequately prepare for passing the HSA Algebra/Data Analysis Assessment. The seven are as follow: Whole Numbers; Fractions and Decimals; Integers and Rational Numbers; Ratios, Rates, Proportions, and Percents; Algebraic Thinking; Data Analysis and Geometry; Getting Ready for Algebra. The *Intermediate Algebra (HSA Prep)* class is a course that is for students that have failed the HSA Algebra/Data Analysis and is primarily populated by 10th graders. The curriculum is focused on the Algebra/Data Analysis Core Learning Goals and getting students past the 412 threshold while dually preparing these individuals for Geometry the following year.

Algebra Comprehensive Coursework (90 minute block of Algebra) has now taken on a new scope and sequence for the 2013-2014 school year. Currently, SMCPS and Agile Mind have aligned to address the learning needs of @ 200 9th grade students and will marry the expectations of the Algebra/Data Analysis Assessment with Agile Mind's *Intensified Algebra* course.

We will re-institute an **HSA Summer Prep Course**. The Mathematics office, with assistance from Special Education, collaborated to generate a 6-day HSA Summer Prep Course specifically designed for all individuals that received their algebra credit but failed the 2011 Spring HSA by less than 10 points (that is, a student score between the 402 to 411 range, inclusive). After filtering through the aforementioned requirements for the course to find the targeted population, students were then placed in technology filled classrooms and labs with multiple instructors with intimate knowledge of the Algebra/Data Analysis HSA. Using the 4 disaggregated sub-scores reported from MSDE via the Spring administration of the HSA from each of the four areas as their initial guide for differentiated instruction, the instructors were able to focus on various student performance weaknesses from Goals 1 and 3, respectively, to mitigate mathematical misconceptions and error patterns. This class, which met for 3 hours a day until the July HSA administration, used a variety of online resources such as the www.mdk12.org website and the MVLO online Algebra course to deliver focused instruction. The leading

data results have proved to be especially optimistic – to the point that our system projects each participant to meet or exceed the 412 proficiency threshold. Also included in this summer cohort were IEP carriers who were much further away from the 412 passing threshold than those aforementioned students. We will continue to offer this summer program to students and hope to expand its offering because of the success of such focused instruction with willing participants.

The SMCPs Mathematics office will continue to promote the use of ***Data-Driven Instruction*** in every classroom using our data warehouse. Each subgroup's performance (including the aggregate) on our quarterlies will be quantified aggregately (within the disaggregated population) and individually, using a regression analysis and longitudinal studies to analyze their performance, heretofore, and to summarily predict the likelihood of 2013-14 HSA proficiency. Using lagging data from last year on our local assessments and a student's subsequent performance on the 2012-13 HSA, we can quantify, with a reasonably high degree of accuracy, a student's performance on the 2013-14 HSA since most of our local assessments (summative benchmarks) have only been slightly modified. *This analysis is done in both the aggregate and disaggregate* so that we can monitor the achievement of each of our three large subgroups (African American; FARMS, special education) and compare this to our baseline (aggregate).

Given the onset of the Common Core State Standards and the PARCC Assessments, ***Short, Instructional Task Development and Use*** will continue to be emphasized in all secondary mathematics classrooms. Short instructional tasks will be frequently used to help students develop problem solving strategies in a group setting, using anything between very informal strategies to more formal (and often more efficient) problem solving ones. The process of developing strong conceptual understanding and efficient strategies is a key basis for powerful critical thinking skills. Using these tasks in a group setting will help to frame the mathematics in which students must not only "learn the math", but also "talk about the math" as well. Notwithstanding, these short tasks will also help the teachers to represent the mathematics that they teach in multiple ways, facilitating many paths for student assimilation.

To further support the instructional delivery of the extended time period for Algebra, ***technology*** in the form of SMART boards have been purchased for all middle school mathematics, HSA Algebra/Data Analysis, LAP, and SAIL classrooms for the sole purpose of giving traditionally underperforming students an alternative modality with which to interface. Lastly, to ensure that AMOs is met for all of our disaggregated subgroups, we will continue to focus on using technology as the medium to assist us in our mathematics instruction. Using a full scale implementation of our SharePoint Online technology, this will be the conduit between the Mathematics Office and all teachers and support personnel from around the county to share best practices; instructional documents (such as Scaffolded, Unscaffolded, and Practice Forward tasks); curricular documents; SMART board lessons; and formative assessments drilled down to Core Learning Goals. Notwithstanding, cutting edge SMART Response Systems were purchased for all high schools so that teachers would immediately interface with their students' formative data so that ability groupings could be made and non-performing items were identified.

Lastly, our county will offer ***MobiusMath*** as an intervention and extension to help students visualize, organize, and extend their mathematical thinking. MobiusMath also focuses on utilizing models that extend across the grade levels. Implementing the combination of their interactive web-based modules with hard copy consumable print pages will help students develop strong proportional reasoning skills and is an excellent model for middle school topics such as equivalent rates, ratios and proportions, calculations with percents, and decimals.

Biology

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

Across St. Mary's County Public Schools, at the high school level, challenges that are evident in the 2012 Biology HSA scores are the lagging percentages of proficient for the Special Education, African American and FARMS subgroups, whose proficient percentages are 65.7 percent, 80.8 percent and 81.2 percent respectively. These percentages were compared to the percent of all SMCPS students who were proficient on the Biology HSA in 2012, which was 91.5 percent. 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 will meet this graduation requirement through the Bridge Program.

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.)*

Based on the examination of 2012 High School Assessment Test Participation and Status results for Biology:

1. Identify any additional challenges that are evident.

In 2012, 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. This year, more emphasis will be put on Biology teachers using APEX as a resource to help students review and recover knowledge not mastered in previous units. The only cost to the SMCPS for this program this year is staffing.

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.

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 2012 SPI data to respond to the prompts below.

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. Per MSDE guidance, sample EEA plans were provided to Towson University's CAIRE project team for review, from whom we have received zero feedback or descriptive analysis.

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.

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).*

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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:

1. Please identify the commonalities in Strand 3 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. Therefore, commonalities were not explored specific to this strand designation.

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

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.

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

One middle school in SMCPS was designated as a strand 4 in 2012. This school's challenges include academic challenges and achievement gaps. In addition, the challenges defined above for all schools are also consistent for this school, i.e., the school team 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. This is especially challenging when determining instructional interventions to support instructional goals.

2. Please provide a description of any differentiation of supports to these schools.

This school has lower teacher-student staffing ratios, an academic dean, and an additional instructional resource teacher to provide interventions and supports for students.

3. 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.

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

Examination of AMAO 1, AMAO 2, and AMAO 3 Data:

1. Describe where progress is evident.

Progress was evident with LEP students in AMAO 2 and AMAO 3. In 2010 – 2011, 24.50% of ELL students met requirements to exit the program. In 2011-2012, 15.65% of LEP students met exit requirements. Even with the first administration of the ACCESS for ELLs rigorous summative assessment, LEP students continue to meet the requirements to exit the program. In 2010 – 2011, LEP middle school students did not meet AMAO 3 (AYP) in Reading/Language Arts. However, in 2011-12, LEP students made adequate yearly progress in middle school Reading /Language Arts and Mathematics at all levels.

2. Identify the practices, programs, or strategies to which you attribute the progress of Limited English Proficient students towards attaining English proficiency.

An ESOL teacher has been assigned to work specifically with LEP students in middle school, which makes it possible to implement a more collaborative consultative model between the ESOL teacher and content teacher. The ESOL teacher meets with the Math and Language Arts teacher to plan ways in which LEP students can be supported in a pull- out group. ELL teachers continue to monitor the progress of ELL students in mainstream classes using data from Performance Matters, which makes it possible to identify areas of need and to target those areas when planning instruction. Collaboration between ELL and content teachers is on-going. The ELL program sponsored two activities this year, ELL Parent Conference Night and ELL Parent Breakfast with their child, to discuss and share student achievement data with parents and to offer support where needed.

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

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

4. 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.

For the 2013-2014 school year we will focus on providing professional development for our ELL and content teachers. We will have a presenter visit our county in order to provide WIDA training. The training will focus on planning instruction designed around

the WIDA standards, and to acquire a deeper understanding of performance definitions. Additional follow-up PD will include more in-depth instructional planning training for the ELL teachers and content/mainstream teachers. This training will allow content teachers and ELL teachers to collaborate on designing lessons that best meet the needs of individual ELLs. Funds will be allocated for substitutes for ELL teachers and the content/grade-level teachers they work with. More details are outlined in the corrective action/improvement plan. Title III grant will provide the funding for these activities.

PERKINS IMPROVEMENT PLAN MONITORING

Core Indicator: 2S1

Goal 1: Increase the technical attainment rate among the program completers.

Rationale: SMCPS is currently working on a better tracking system is needed to capture CTE completers and record their technical attainment status.

Growth Targets: Program baselines will be set for the number of students in programs offering a technical attainment for the very first time.

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 the school system’s progress on the implementation and expansion of Maryland CTE Programs of Study within Career Clusters as a strategy to prepare more students who graduate ready for entry into college and careers. Include plans for industry certification and early college credit. Decisions to implement and expand CTE programs to increase the college readiness of students are based on a variety of factors—some of which follow.

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 transcribed credits. CTE markets the programs of study and career pathways and clusters of post-secondary institutions throughout the school system. This marketing effort better prepares our students for a post-secondary education experience.

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in the CTE Program of Study, including students who are members of special populations? CTE promotes, supports, and provides services that ensure all students have full and equitable participation in the CTE programs.

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.

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 FY12 was 632. The number of CTE completers was 621 and the number of Dual Completers was 186. SMCPs engages in a number of strategies to increase enrollment in both CTE and Dual Completer programs. The National Academy of Finance and the National Flight Academy programs were recent additions to the program of studies. In addition, The Dr. James A. Forrest Center held its second 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 school system 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.

CTE FY 12 Technical Skill Attainment was an 80.23% which was not at the 90% level but was an increase from 76.34% the previous year.

6S2 Non- traditional placement for FY 12 was 28.57%, just below the local target of 32.16%.

5S1 Post-Secondary for FY 12 was 76.39% which was short of the 90.39% local target.

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.

In the past, CTE has been challenged by accurate data reporting. Therefore, all students in all concentrator courses were not captured. Many of these students did in fact enter the concentrator course and did sit for a program certification before exiting the program. To date, significant progress has been made towards achieving accurate data reporting. The program manager, data specialist, and CTE supervisor have worked together to identify and flag the appropriate students so that data capture will be accurate.

c.) For FY 12, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described. The following grant worksheets contain activities that are or will be in place for the FY13 school year.

Worksheet A Worksheets B1 – B4

A-3 A-15 B1-1 B2-4

A-4 A-16 B1-2 B2-5

A-5 A-27 B1-4 B3-4

A-8 A-33 B2-2 B3-4

A-9 A-34

A-12 A-35

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

See attached.

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.

N/A

Action Steps	Person Responsible	Expected Outcome	Timeline (Date of Completion)	Evidence/ Measure of Completion	Funding
Improvement Strategy #1. The CTE supervisor, data programmer, and data specialist will work collaboratively to ensure that an accurate and complete data collection process is in place.	CTE Supervisor	The status of all students sitting for a technical attainment will be inputted in the students' database, ESchool Plus.	August 15	Completed Concentrators' File August 2013	Perkins and Local Funds
Improvement Strategy #2. CTE non-concentrators will be identified. These students do not appear in the Concentrators' File. Testing requirements for this group of students will be modified.	CTE Supervisor CTE Staff	Increase Awareness	October, January, April, and July	Four opportunities to test once during the year	Perkins and Local Funds
Improvement Strategy #3. Most of the programs that performed poorly--relative to this target--were the technical studies taught at the Dr. James A. Forrest Career and Technology Center (JAFCTC).	CTE Supervisor & CTE Staff	More programs will offer testing opportunities to students.	More programs will offer testing opportunities to students.	An opportunity to test a minimum of once during the testing window	Perkins And Local Funds
Improvement Strategy #4. At the high schools, there were eligible students who refused to sit for a program certification. As teachers attempted to understand why, teachers found out students were not in favor of taking a field trip to the testing center.	CTE Supervisor & CTE Staff	Each high school site has a testing center (laptop cart).	October	Four opportunities to test, a minimum of once, during the testing window (October through July)	Perkins
Action Steps	Person Responsible	Expected Outcome	Timeline (Date of Completion)	Evidence/ Measure of Completion	Funding
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Early Learning

A. Based on the examination of the 2012-2013 MMSR Kindergarten Assessment Data:

- Consistent performance and high achievement on MMSR with SMCPs composite of 88%
- Maryland state performance on MMSR is 82%
- Outperformed Calvert and Charles County
- The 2011-2012 Maryland Model for School Readiness (MMSR) data shows major progress in the school readiness of St. Mary's County kindergarten students over the past several years. Of the students entering kindergarten, 88% percent were fully ready for school; a significant gain from 69 percent in 2007-2008. Careful monitoring of enrollment indicates the availability of spaces in any program. This facilitates enrolling children in developmentally appropriate opportunities to promote readiness for school experiences on a continuing basis. Working with the Department of Transportation lack of capacity in home schools has been addressed by working in partnership to assess where available spaces could be utilized to address overcrowding in schools that had more families registering for Pre-K than the school could accommodate.

B. Describe how the school system is working in collaboration with other early childhood partners and programs to ensure that children are entering school ready to learn? Impacts 1000 students

- SMCPs has combined early learning to include all programming birth through five and has married general education and special education services to provide opportunities for necessary programming to all children who are enrolled.
- SMCPs has recently applied for and won the Head Start grant and Head Start is now a part of the SMCPs thus opening a new readiness initiative/pathway of services for at risk three and four year olds, High quality teachers and staff, comparable curriculum to pre-k, and a longer instructional day to provide additional support to high risk students and their families.
- Pre-k is offered at each elementary school; with the addition of Head Start, more non-income eligible students are invited to participate in our pre-k program
- Child Find has been reorganized to provide a single point of entry for all children birth to five. One point of contact ensures that concerns of the referring party are quickly and accurately addressed
- Pre-School Special Education (PSSE) continues to build partnerships with general education to provide opportunities for children with disabilities to interact with nondisabled peers for as much time as is deemed appropriate.
- The Judy Center is involved in identifying and supporting at risk students and families. The coordinator of the Judy Center is included on Head Start policy council, works in collaboration with elementary schools in Lexington Park Area and continues to build the strong partnerships with the community through the Judy Center Steering Committee
- The Early Childhood Advisory Council is working collaboratively with partners including those in health care, the department of social services, the library, and the faith

based community to reach out to families who may be in need of services to assist them in working with their children to ensure that they have the experiences that are necessary to ensure school readiness.

- Concerns for the social and emotional development of children entering school ready to learn has guided the training opportunities that will be provided to kindergarten, prekindergarten, and preschool special education staff based on SEFEL—Social and Emotional Foundations for Early Learning.

Early Learning Tables 8.1 and 8.2

B. Based on the examination of the 2011-2012 Public Pre-Kindergarten Enrollment Data (Table 8.3)

1. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2011-2012.

All Pre-K children are entered into the *eSchool+* central database upon registration in St. Mary's County Public Schools (SMCPS). Daily attendance is monitored through electronic entry by each teacher. The 2011-2012 Public Prekindergarten Enrollment Data (Table 8.3) is accurate and reflects enrollment data reported to MSDE.

Gifted and Talented Programs

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

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

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

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

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 2012-2013 objectives and strategies for these three goals along with implementation timelines and assessment of progress

List the local education agency's 2012-2013 initiatives for gifted and talented students which support the three goals in *COMAR 13A.04.07 Gifted and Talented Education*.

<u>Goal 1. Student Identification</u> Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [<i>13A.04.07.02(A)</i>].				
Reference	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.02				
§.02.A	Establish an systematic process of identifying third grade students for gifted programming	January 2013	Completed matrix templates for third grade student identification in the areas of reading and mathematics that include potential, aptitude, and achievement data	Met
§.02.B	Administer the Naglieri Nonverbal Aptitude Test, second edition (NNAT2) and County Assessments to all 3 rd grade students	January 2013	Test results from assessments	Met
§.02.C	Utilize completed matrix templates to collect multiple indicators of potential, aptitude and achievement on third grade students. Indicators include: <ul style="list-style-type: none"> • NNAT2 	March 2013	Completed matrices for each student that includes potential, aptitude and achievement data	Met

	<ul style="list-style-type: none"> • County Assessments • Reading Inventory • Primary Talent Development Data 			
§.02.D	Identify 3 rd grade students for gifted reading and/or math programming using the data collected in the matrices	April 2013	Compile a list of identified third grade students	Met
§.02.E	Review data for identified third grade students to determine effectiveness of the identification process	April 2013	Obtain feedback from individuals, including principals and school instructional leaders involved in the identification process. Review the identification data to look for anomalies and outliers.	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	January 2013	Compiled PTD data	Met
§.02.F(2)	Establish an appeals process that includes the consideration of additional reading and math data	April 2013	Identify and create additional reading and math assessments that can be administered to provide additional information for consideration in the appeals process	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	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met,
COMAR				

13A.04.07.03				Not Met)
§.03.A	Select and purchase program materials needed for third grade gifted programming	January 2013	Identified reading programming: William and Mary “Journeys and Destinations” Identified mathematics programming: Singapore Math	Met
§.03.A	Develop pacing guides, assignments, and assessments for third grade gifted and math programming to be used in conjunction with the identified curriculum	January 2013	County created pacing guides, assignments and assessments referencing identified materials	Met
§.03.A	Pilot a gifted reading program with identified third grade students using established guidelines that include the use of William and Mary reading resources and Singapore Math resources	April 2013	Establish guidelines for the implementation of the gifted program Identify students and provide curriculum resources for the gifted program	Met 101 students began receiving gifted reading programming 207 students began receiving gifted math programming
§.03.B	Review student work samples and data collected from assignments completed in the third grade gifted programming	June 2013	Collect student samples Revise third grade pacing guides and assessments for the 2013-2014 school year based on results of review	Met
§.03.C	Provide a continuum of services for highly able and gifted learners	April 2013	Enrollment data from programs Develop pacing guides and assessments	Met

	<ul style="list-style-type: none"> • Common Core State Standards with higher order questioning (all) • Differentiated instruction for highly able learners (grades K-12) • Gifted Programming (grade 3) • STEM Academies (grades 4-12) • Merit, Honors, Advanced Placement courses (grades 9-12) • Global and International Studies (grades 9-12) • National Academy of Finance (grades 9-12) 		for grade 4 gifted programming to be used during the 2013-2014 school year	
Goal 3 . Professional Development Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.				
Reference	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.04				
§.04.A	Develop a professional development training for staff who will be working with identified third grade gifted students that includes the processes and procedures for the identification process and the foundations of gifted education including key philosophies, theories and characteristics of gifted learners	January 2013	Complete training	Met
§.04.A	Require professional development for third grade teachers regarding the competencies specified by 13A 12.03.12 Gifted and Talented	January 2013	Attendance of 3 rd grade teachers at professional development sessions	Met

	Education Specialist			
§.04.A	Develop and present ongoing professional development sessions for Instructional Resource Teachers that includes the learning differences of gifted students and how to create learning environments that foster their social and emotional well-being	May 2013	Create and implement training	Partially Met
§.04.B	Partner with NDMU to identify a cohort of teachers from southern Maryland who will work to obtain a Gifted and Talented Education Specialist certification	January 2013	<p>Compile a list of teachers interested</p> <p>Host two NDMU information sessions regarding the program</p> <p>Establish a cohort</p>	<p>Not Met</p> <p>Two well attended sessions were offered with NDMU regarding GT certification program but there was not enough interest to establish a cohort at this time</p>

2012- 2013 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.”

The data below includes all students who, at the completion of the identification process, were identified for gifted services in the areas of reading and/or mathematics.

	K	1	2	3	4	5	6	7	8	8	10	11	12
All GT Students				223									
Hispanic/Latino of any race				14									
American Indian or Alaskan Native													
Asian				11									
Black or African American				14									
Native Hawaiian or other Pacific Islander													
White				172									
Two or more races				11									
Special Education													
Limited English Proficient (LEP)													

Free/Reduced Meals FARMS				29									
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The school system may include below additional information on the gifted and talented program that pertains to local education agency requirements.

Notes from Presentation: Lessons Learned from the LSS 2011-2012 Master Plan Updates December 6, 2012 State Briefing on Gifted and Talented Education

1. The Guidance for the Master Plan Update on the Gifted and Talented Program was revised in June 2012 based on the new reporting requirements in COMAR 13A.04.07:

.06. Reporting Requirements

Local school systems 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.

2. The 2012 Master Plan GT Program Updates were approved solely on the criteria that they made use of the new format. However, in most cases, the update that was approved in 2012 will not be sufficient for the 2013 submission. For this reason, the GT briefings will feature presentations that support the development of Master Plan 2013 submissions.

3. The Master Plan GT Program Update is in the form of a goals chart. Completion of this chart requires that LSS have yearly strategic plans for their gifted and talented programs. However, most participants at the briefing said that they do not at this time have written strategic plans.

4. LSS GT program coordinators should begin now to develop written strategic plans for 2012-2013 that include the required components of the Master Plan Update.

5. Most LSS GT Program Coordinators said that they begin working on the Master Plan update in the summer before the October 2013 submission. With the new format, summer will be too late to begin working on the Master Plan GT Program update. This is because the update assesses progress on the 2012-2013 objectives and strategies that have already been developed and implemented.

6. Once the practice of developing annual strategic plans aligned with COMAR is institutionalized, the preparation of the Master Plan Update consists primarily of collecting and reviewing data in order to assess progress made on each local objective/strategy in the strategic plan. The time for this would naturally fall in the summer before the October submission.



7. The Master Plan GT Program Update is not a program description or a narrative progress report. This material should not be placed in the Goals Chart. However, these components may be included as supplemental material.

8. Please refer to the Plus/Delta review charts of the LSS Master Plans for specific ideas and suggestions.



Goal 1. Student Identification and GT Enrollment Chart



Each local school system 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)].

 PLUS Things Done Well	DELTA Ideas for Improvement 
1. Align each system objective/strategy with a specific COMAR objective/strategy.	1. Use the COMAR objectives/strategies to guide your strategic plan. (If it doesn't align, should you be doing it?)
2. Describe the system's identification process as an <u>introduction</u> to the goals chart.	2. Include only objectives and strategies in the goals chart. The goals chart is not the place for a progress report.
3. Begin objective/strategy statements with measurable present tense verbs in the active voice.	3. Consider that an assessment of "met" must be documented by the methods for measuring progress.
4. Include specific timelines.	4. Avoid vague timelines like "ongoing" or "all year" which are not measurable.
5. Include multiple enrollment charts if desired to show levels of services.	5. Report enrollment in the exact format requested (use the chart included in the Master Plan guidance document).
6. Report disaggregated enrollment only for groups larger than 10.	6. Complete the Master Plan disaggregated enrollment chart in 2012-2013.
7. Clarify which programs are included in the grades on the enrollment chart (this can explain why there is such disparity in grades).	7. Consider reporting in the enrollment chart only students who have been identified through the system's ID process (rather than counting all AP students as gifted, for example)
	8. Consider establishing an articulated ID process that follows identified students from ES to MS to HS. (This documents whether or not the identified GT students are participating in the most advanced MS and HS opportunities and also supports the recent re-emphasis on talent development trajectories for gifted students.)



Goal 2. Programs and Services



Each local school system 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)]l.

 PLUS Things Done Well	DELTA Ideas for Improvement 
1. Align each objective/strategy with a specific COMAR objective/strategy.	1. Consider addressing both the COMAR “shalls” as well as the “shall considers” in your strategic plan.
2. Include a description of the services offered at each grade band as an <i>introduction</i> to the goals chart (not <i>in</i> the goals chart).	2. Indicate the targeted grade band/level for each objective/strategy in the goals chart.
3. Focus the goals chart on programs and services offered to identified GT students <i>during the school day</i> . Objectives for extracurricular activities may be included, but are labeled as such.	3. Develop objectives/strategies to expand the quality (consistency) and quantity (availability) of appropriately differentiated GT programs and services during the regular school day.
4. Include objectives/strategies for each service offered to GT students at each grade band/level.	4. Consider how the GT program objectives are moving the system toward an <i>articulated continuum</i> of services. (This is a talent-development trajectory mindset.)
5. Indicate progress on each objective/strategy using the Methods for Measuring Progress which document whether the objective was met, partially met, or not met. <i>Specific data</i> may also be included in the Assessment of Progress column.	5. Consider whether the methods for measuring progress provide documentation that is adequate to assess the objective.



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 [13A.04.07 §.04 (A)].

 PLUS Things Done Well	DELTA Ideas for Improvement 
1. Align each PD objective/strategy/activity with one of the six PD competencies from COMAR13A.12.03.12.	1. Use the COMAR PD competencies to guide your PD plan. (If it doesn't align, you don't need to include it.)
2. Include specific timelines/dates, topics, and targeted audiences for GT PD activities.	2. Avoid timelines like "ongoing" or "all year" which are not measurable.
3. Begin objective/strategy statements with measurable present tense verbs in the active voice.	3. Avoid strategies that "encourage" or "inform" teachers of opportunities without any means of assessing impact.
4. Differentiate PD for central office staff and PD for school staff.	4. Require (as a condition of COMAR) yearly GT PD as a condition for teaching cluster groups of identified students or the advanced courses that serve them (MS, HS).
	5. Plan PD offerings for teachers across different grade levels and subject areas (not just primary grades or ES grades).
	6. Advocate for expanded PD opportunities aligned with the GT PD competencies as supportive of educator effectiveness (student growth model).

MARYLAND LOCAL SCHOOL SYSTEM
COMPLIANCE STATUS REPORT
EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)

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

ETMA Contact Person: Dr. Charna L. Lacey

Title/Position: Diversity/Equity Specialist

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Education that is Multicultural (ETM)

INTRODUCTION

The *Compliance Status Report* on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to 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. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. 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.

GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETM REPORT

REQUIRED COMPONENTS

- The completion of the Maryland Local School System (LSS) *Compliance Status Report* for ETMA is to be coordinated by the LSS ETMA contact person. This person will work with other appropriate LSS individuals to gather the information needed.
- The *Compliance Status Report* form is to be submitted as the ETM component of the LSS Bridge to Excellence Plan.
- The additional materials requested (listed below) should be sent separately by the ETMA contact person and to the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office, MSDE, 200 West Baltimore Street, Maryland 21201
These materials may be submitted as hard copies or digitalized and submitted on a disk.
 - A copy of the Local School System's (LSS) ETM vision and mission statement
 - A list of ETM mandatory and/or ETM voluntary courses offered
 - A list of Professional Development ETMA workshops or seminars provided during the school year

ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

After completion of the Maryland *Local School System Compliance Status Report: Education That Is Multicultural (ETMA)* form, provide the following summary information.

1. List your Local School System's major ETMA strengths identified

St. Mary's County Public Schools (SMCPS) major strengths for the 2013-2014 school year include the diversity/equity specialist's work with expanding 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's 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. List your Local School System's major ETMA areas identified that need improvement
- St. Mary's County Public Schools must confront the following ETMA areas for improvement:
 - Providing Cultural Proficiency professional development training 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. List your three major Local School System ETMA goals for the next school year

- 2013–2014 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 2013-2014 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.
 - **Goal 2** – Further develop the SMCPS Superintendent’s Diversity and Equity Advisory Committee (DEAC): The Superintendent’s DEAC will continue to meet four times a year (quarterly). The focus of this group is to enhance and sustain diversity, equity, and multicultural education efforts that lead to positively shifting the mindset and cultural perspective of all students and staff. 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-long in SMCPS.
 - **Goal 3** – Provide 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 2013-14 school year. These lessons will assist in transforming students into becoming individuals that are capable of thriving in a diverse 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 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 assuring 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

ETMA Professional Development Workshops and Seminars

2012-2013 school year – CRASH Diversity Workshop was provided

2013-2014 – Cultural Proficiency Professional Development Provided for all certificated staff

Cultural Proficiency Summer Institute attended by a team of three central office leaders

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?

- 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?

- Expanding APEX to all high schools.
- Redesigning summer school and evening high school to provide site-based support programs for credit recovery and alternative learning options.
- Expanding recruitments 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.
- Formulate a Summer Gap Work Group that evaluates research and implements program initiatives that work to provide academic enhancement opportunities for students during the summer in an effort to eliminate summer regression.
- Develop 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.

Race to the Top Scopes of Work

Section C: Data Systems to Support Instruction

Section C: Data Systems to Support Instruction

Narrative: the narrative for Section C will describe the LEA's commitment to implementing data systems that support instruction. LEAs must identify all goals and all tasks/activities that will be implemented in year three to achieve the stated goal(s).

Action Plan: directions are included on pages 7-8

Section C: Data Systems to Support Instruction

(C)(1) Fully Implementing a Statewide Longitudinal Data System

St. Mary's County Public Schools (SMCPS) is dedicated to making informed, data-driven, instructional decisions that benefit each student. The SMCPS mission statement reflects the premise of informed decision making in order to *know the learner and the learning expecting excellence in both*. SMCPS utilizes common formative and summative assessments in determining student proficiency. SMCPS teachers and administrators have employed *Performance Matters* to analyze student performance. As we transitioned to the Common Core, the data system became even more invaluable to its users. 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 Core Curriculum.

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.

SMCPS will ensure that all teachers, principals, and administrators have access to the Maryland Longitudinal Data System (MLDS).

(C)(2) Accessing and Using State Data

SMCPS supports the use of real-time information for all key stakeholders (students, teachers, administrators, parents, and policymakers.) We will facilitate the secure access to the data enterprise system. SMCPS will continue with our robust professional development in this area. We will ensure that we integrate the instructional improvement systems to provide effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement.

(C)(3) Making Data Accessible

SMCPS will make data available and accessible to researchers to evaluate the effectiveness of the Instructional Improvement System. We will work with MSDE to support all activities in reviewing student, teacher, and administrator data.

SMCPS will commit to transitioning stakeholders to access and utilize the Maryland Longitudinal Data System by:

- Building the infrastructure at all schools to support high-speed data transfer for the MLDS and the multimedia training platforms;
- Building integrated web based content into the instruction;
- Integrating the unique teacher State IDs in our student information system;
- Developing and implementing a plan for rolling out web-based instruction and assessment to students, Grade 3-12, with special attention to the elementary school implementation; and
- Developing or acquiring and delivering high-quality professional development to support the transition to new Maryland Instructional Improvement System and MLDS

In FY2013, SMCPS made modifications of course alignments and course cross matching. We participate regularly in the MLDS webinars. We completed our crosswalk for course alignments with the state system.

The main focus of FY2013 was on rebuilding our infrastructure to support the data system and online professional development. Information Technology (IT) completed the network upgrade and continued to add additional wireless access points at our elementary schools. Additionally, IT collaborated with *One Maryland Broadband Network* Grant group to complete fiber installation at our elementary schools. The completion of the fiber and the network infrastructure has provided for a successful implementation of the STEM for ALL grant which provided 2480 iPads for science classrooms. Digital content and resources are being managed through Moodle, our content management system. Staff had access to online PD via *Educational Impact*.

SMCPS entered into its second year of leasing new hardware in order to facilitate 21st century teaching and learning. New laptops were leased for three high schools although, due to funding constraints, we could not include laptops for two elementary schools. Staff will have access to ongoing professional development for best practices in the integration of technology into the classroom.

SMCPS participated in the ongoing MSDE meetings regarding the new PARCC assessments. We will participate in the upcoming PARCC pilot in 2014.

Action Plan: Section Goal(s):

1. To create an infrastructure for supporting the MD Longitudinal Data System requirements as outlined in Sections B and C for web-based instruction and assessments, access to the MLDS, and data sharing with researchers.
2. To provide the hardware for supporting digital content and assessment.

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
<i>MOU Requirements: (No) Additional Required Activities</i>							
<i>Tasks/Activities:</i>							
1. Continue installation of fiber and the upgrade of larger schools (>400 students) to 10 gigabit connections.	C(3)		October, 2013	June, 2014	James Corns, Director of Information Technology; Regina Greely, Director of Learning Management Systems; Bob Kelly, St. Mary's County Government Director of Technology	Y-fiber connection at all elementary schools. Implementation at each site broken out over designated timeline as determined by state and completed by outside contractors. Documentation of successful online science assessment at Grade 5	Y- The State of MD has completed the fiber installation. The yearly recurring cost is \$145,000. This includes 200 megabits of internet access.
2. Continue to purchase hardware to support online assessments	C(3)		August 1, 2013	June 30, 2014	James Corns, Director of Information Technology; Regina Greely,	Invoices to reflect purchases for students to integrate into web-based instruction.	Y-ongoing rollout of leased laptop. Funding for this project currently drives the

					Director of Learning Management Systems;		number of schools affected per year
3. Continue to provide staff and students with digital resources related to Section B			October 2013	September 2014	Regina Greely, Director of Learning Management Systems; Dr. Jeff Maher, Ex. Director of Teaching, Learning, and Professional Development	Invoices to reflect resources and content supervisor PD for digital content integration	Y-ongoing cost of digital content and resources
4. Participate in the PARCC pilot	C(3)		Spring 2014	July 2014	Tracy Heible and Susie Fowler, Local Accountability Officers; James Corns, Director of Information Technology;	Score reports from PARCC	N

Goals to be sustained after RTTT:

- **Support of the fiber optic network will continue in SMCPS. The network conductivity it provides is essential for the continued operation of our technology initiatives.**
- **The laptop refresh process will continue to be implemented in order to keep SMCPS students up to date with current technologies.**
- **Funding for digital content and resources.**

Race to the Top Scopes of Work Section D: Great Teachers and Leaders

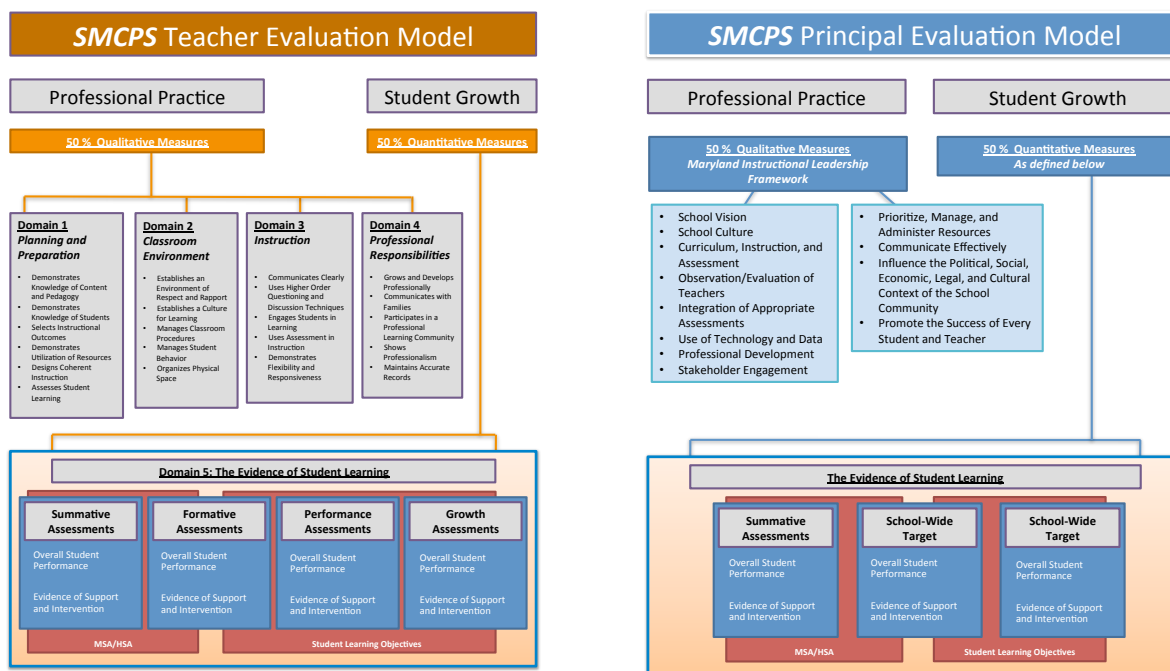
Section D: Great Teachers and Leaders

Narrative: the narrative for Section D will describe the LEA's activities, accomplishments, and challenges in Year 3 related to implementing programs, processes, and procedures that support and develop great teachers and leaders. The narrative should include the specific and measurable goals for Year 4 and describe all planned activities/tasks that will be implemented to achieve the outcomes for Year 4.

Action Plan: directions are included on pages 7-8. The dates in the action plan should fall within the Year 4 timeframe (October 1, 2013 – September 30, 2014).

Teacher and Principal Evaluation Systems

For the past three years, St. Mary's County Public Schools has worked with a leadership committee consisting of teachers, administrators, central office staff, the teacher association and leaders' association presidents, as well as the UniServ director. Through monthly meetings and focus groups sessions at each of the seven pilot schools, the team identified specific elements that comprised the student growth measure responsible for 50 percent of the teacher and principal evaluation. The evaluation models were approved by MSDE in June 2013 as follows:



Teacher Induction

In the summers of 2011, 2012, and 2013, SMCPs participated in the State's Teacher Induction Academies. For each school year, SMCPs has completed review of our induction program for new teachers based on COMAR 13A.07.01 to determine the need for any revisions to our mentor program,

orientation program, and new teacher seminar series. We comply with all requirements of COMAR 13A.07.01 regulation.

We continue to ensure that teachers receive top-notch support throughout their entire three-year probationary status period. Once the new evaluation system is implemented, SMCPS will provide support to any teacher who is rated Ineffective for two years in a row and who has been put on a second-class certificate with a similar program.

Evaluation Informing Decision Regarding Teachers and Principals

St. Mary's County will monitor the ongoing discussions regarding the use of evaluations to inform decisions regarding removing ineffective teachers and principals and will comply with the eventual policy changes. The process for making decisions about individual professional development plans, promotion, and removal will be mutually agreed upon with the Education Associations.

St. Mary's County will report to MSDE annually, as a part of the Master Plan, on the effectiveness of teachers and school leaders. We will also continue to comply with the state board regulations when brought forward, maintain a public website to report aggregated teacher and principal evaluation data, methods, and procedures.

(D)(3) Ensuring equitable distribution of effective teachers and principals:

Once the new evaluation system is in place, we will consider how to use the information to assign principals and teachers to schools. We will develop procedures to address this component of our plan. St. Mary's County has been proactive over several years in assuring that we do not have a teacher quality or principal quality gap among high-poverty and low-poverty schools. As early as 2001, SMCPS strategically began moving highly effective principals to high-poverty low-achieving schools. Since 2006, every school in the district that is Title I (4 elementary schools) and the middle and high school into which they feed have received a new, highly-effective principal and several new staff in key leadership positions that have made a significant impact on student achievement.

(D)(5) Providing effective support to teachers and principals:

SMCPS has participated in the annual MSDE-led Educator Effectiveness Academies and the Induction Program Academies in 2011, 2012, and 2013. We continue to send our newest principals to the Maryland Principals' Academy, and have participated in the Aspiring Leaders Academy sponsored by MSDE. Our Executive Officers will participate in the regional professional development opportunities through the Executive Officers Network.

As educators across the state face the challenges ahead—raising standards and instruction to world-class levels, ensuring principals and teachers are effective at improving student learning each year, and turning around failing schools—on-going and high quality professional development is essential. Maryland has established six principles for providing professional development and the Professional Development plan for SMCPS is being used as a model for the state.

We have very comprehensive Induction and Mentoring programs in SMCPS. The program for St. Mary's County Public Schools is multifaceted, and includes: mentoring; support resources; pre-service

professional development; demonstration classrooms; monthly seminars; online learning support; coaching; and new teacher socials. Throughout the initial phase of a budding teacher's career, the support, guidance, and ongoing professional development is critical to their success. Our three-year induction program, framed around the notion that teachers need to develop essential skills, attitudes, and competencies for success in the classroom, provides the professional development they need to be successful in their first three years of teaching. In addition, recognizing that teachers come with different levels of experience, we have differentiated support for our new teachers in their first three years, as well as for veteran teachers who are new to SMCPS.

Action Plan: Section D

Goal(s):

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(D)(2)(i – iv) (D)(3)(i - ii) (D)(5)(i - ii)					
1. Incorporating the state plan with the local components of both teacher and principal evaluations as part of the State Pilot	(D) (2)		Approved June 2013	J. Scott Smith, Asst. Superintendent for Instruction; Directors in the Division of Instruction; Education Association leadership	Review of plan Pilot of Plan at 5 school SY 12, at all schools SY13. Full implementation SY14 (as appropriate to waiver requirements)	N
2. Develop a pilot evaluation system with multiple rating categories through collaboration with the education association and the pilot schools	(D) (2)		June 2011 Pilot 2012-13 Full implementation SY14 (as appropriate to waiver requirements)	J. Scott Smith, Asst. Superintendent for Instruction	Agendas from bi-monthly meetings with stakeholders; Data from evaluation system	N
3. Continue induction program to a third year • Create a system to link PD plans of veteran teachers to annual evaluations	(D)(2) (D)(2) (D)(2) (D)(2)		Review and refinement summer 2013 Implementation 2013-2014 school year	J. Scott Smith, Asst. Superintendent for Instruction; Greg Nourse, Asst. Supt. for Finance and HR, Directors in the Division of Instruction	TPAS Evaluation model	N

4. Implement an articulated plan to assure equitable distribution of highly effective educators to lowest performing schools	(D) (3)		May-Aug 2013	Dale Farrell, Director Human Resources	Complete and implement plan	N
5. Increase the number of effective teachers assigned in hard-to-staff areas, such as special education, math, and science.	(D) (3)		June 2013	Dale Farrell, Director of Human Resources	Show an increased number of highly effective teachers in these areas	N
6. Yearly program review of induction program	(D) (5)		Each June 2011–2015	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development	Assure continued fidelity to state model	N
<i>Additional Required Activities:</i>						
7. Participate in MSDE-led Educator Effectiveness Academies	(D)(5)		Beginning in the summer of 2011, with following bi-monthly meetings throughout the SY12 and SY 13 school years	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development	Identification of staff for EEA Participation in EEA Local PD agendas	Y
8. Participate in Induction Academies			Beginning in the summer of 2011, with follow up sessions organized by MSDE.	Deborah Faller, Supervisor of Professional Development	Attendance by mentors	N

Goals to be sustained after RTTT:

- Full implementation of evaluation model in SY14 (as appropriate to waiver requirements)
- Full implementation of online system of observation and evaluation, to include student learning components (as appropriate to waiver requirements)
- Continued implementation of high quality professional educator induction program
- Continued priority staffing for highly qualified staff at Title I schools

Highly Qualified 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 on the next page.

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

Instructions:

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

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.1: Percentage of Core Academic Classes (CAS) Taught by Highly Qualified Teachers	The percentage of CAS is 95% HQT or higher. SMCPS is at 96.3% No additional response required.	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <u>HQT</u> in <u>CAS</u>.
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 . SMCPS is at 100% No additional response required.	<ol style="list-style-type: none"> 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 <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason	The <i>combined</i> percentage total of NHQT <i>across all reasons</i> is less than 10%. Two Areas: <ol style="list-style-type: none"> 1. Testing Requirement Not Met 2. Missing Certification Information 	<ol style="list-style-type: none"> 1. Describe where challenges are evident. Testing Requirement: Teachers recruited from states outside Maryland complete different testing requirements than what Maryland requires. These teachers have been notified and are fully reimbursed for passing scores to be fully certified in their CAS. Missing Certification Information: These teachers were either late hires or were long-term substitutes that do not hold Maryland certification. When possible, long-term substitutes are sought out that hold Maryland certification, or a degree in the CAS to be taught. 2. Identify the practices, programs, or strategies and the corresponding resource

		<p>allocations to ensure sufficient progress in targeted areas of <u>NHQT</u>.</p> <p>SMCPS will continue to recruit and hire fully certificated teachers and substitutes. A thorough evaluation of credentials and testing requirements for each candidate will continue to be completed. Teachers that have completed testing requirements other than what is required of Maryland will be encouraged to complete Maryland tests. Reimbursement for passing scores on Praxis tests will continue to be distributed as an incentive for teachers to take additional tests to be highly qualified and/or expand their areas of certification.</p>
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Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.4: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary Schools</i> High Poverty and Low Poverty Schools.</p>	<p>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).</p> <p>SMCPS has 100% HQT in high-poverty schools as related to 98.2% HQT in Elementary low-poverty schools and 94.4% in Secondary low-poverty schools.</p> <p>No additional response required.</p>	<ol style="list-style-type: none"> 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.
<p>6.5: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary</i> High Poverty and Low Poverty Schools By Level and Experience.</p>	<p>The percentage of <i>inexperienced HQT</i> in CAS in high-poverty schools is not greater than the percentage of <i>experienced HQT</i> in CAS in low-poverty schools.</p> <p>SMCPS has 2.4% inexperienced HQT in CAS in high-poverty schools, less than 98.4% experienced HQT in CAS in Elementary low-poverty schools and 98.9% experienced HQT in CAS in Secondary low-poverty schools.</p> <p>No additional response required.</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Identify the changes or adjustments to ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that strategies are in place are having the intended effect?
<p>6.6: Attrition Rates</p>	<p><i>Total overall attrition</i> is less than 10%</p> <p>SMCPS attrition rate is 7.47%.</p> <p>No additional response required.</p>	<ol style="list-style-type: none"> 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	<p>Percentage of <i>qualified</i> paraprofessionals in Title I schools is 100%.</p> <p>SMCPS has 100% qualified paraprofessionals in Title I schools.</p> <p>No additional response required.</p>	<p>1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified.</p>

High Quality Professional Development

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

Please provide your District Professional Development Plan. Be sure to include how your Plan addresses:

1. Underperforming populations;
 - a. 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.
 - b. SMCPS has experienced an increase in the number of students who are designated as economically disadvantaged (FARMS has increase from 27.4% in 2005 to 37.8% in 2012). It is in this area where we see some of our most pronounced achievement gaps. Mirrored in the detailed descriptions of professional development plans articulated in earlier sections of this Master Plan are the details of interventions, supports, recovery options, and professional development. For administrators, monthly data review sessions and administrative and supervisory (A&S) leadership seminars are structured to include professional development associated with the elimination of the achievement gaps. For example, in the fall, the A&S seminars are focused on specific strategies for supporting students in poverty. In addition, system-wide professional development has included tailored sessions designed to address specific needs (e.g., instructional strategies for teaching students on the autism spectrum). Professional development is not designed as a one-size-fits-all event, but rather targeted and individualized opportunities for growth
2. Universal Design for Learning (UDL) Guidelines and Principles for all student populations;
 - a. As part of the MSDE-led Educator Effectiveness Academies each summer, UDL has been introduced to teacher leaders. As follow up, curriculum workshops have integrated UDL principles. Further, system-wide professional development activities have included workshops on UDL. The collaborative processes of our co-taught and inclusion classes provides the structure for ensuring instruction is delivered with attention to different learning styles and modalities.
 - b. The SMCPS RTTT Scope of Work fully outlines our plan for the institutionalization of the CCSS. Each school has developed EEA transition plans that are built upon common expectations for implementation. Professional development includes monthly sessions with teachers who served as school representatives at the summer EEA, as well as Instructional Resource Teachers (IRTs), and led by content supervisors. 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 Maryland Common Core State Curriculum (MD CCSC) and Science, Technology, Engineering and Mathematics (STEM) Education; and
 - a. As we transition to the Maryland Common Core State Curriculum SMCPS supports teachers by sending school teams (five per school) and central office supervisors to the 2nd Educator Effectiveness Academy this past summer. From that experience, each school collaboratively developed transition plans that addressed specific professional development related to the transition to the CCSS. Moreover, these plans were consistently reviewed centrally to ensure consistent support for systemic professional development. Multiple professional days built into the calendar provided the time for the EEA participant and administrator led sessions to share with staff that which was provided. Follow-up was provided monthly to the EEA participants who then are able to support school-level work. At the system-level, content supervisors provided resources and site-based professional development to align with the new standards.
 - b. STEM for All instructional activities are being implemented at all schools. Quarterly cross-disciplinary performance tasks are being implemented with support of a STEM for All grant that integrates the use of iPads to support problem-based learning. Before these tasks are implemented, each grade level and content team engages in related professional development. Concurrently, social studies and English teams have collaborated to create tasks that connect the content through performance based tasks. PD is then related to these tasks, which are in turn aligned to the CCSS, the C3 standards, and the next generation science standards (as appropriate).
4. Implementation of the Teacher and Principal Evaluation (TPE) System.
 - a. The transition to the new teacher and principal evaluation system. While our Teacher Performance Assessment System has been based on the work of Charlotte Danielson and her four domains for the past ten years, 2012-2013 is a no-fault pilot implementation year for Domain 5: Evidence of Student Learning 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.
 - b. SMCPS is in its third year of the TPE system as we were initially a pilot system. Our Teacher Performance Assessment System (TPAS) has been aligned with the Danielson framework since 2000, and professional development is based on a continuum of experiences for both our teachers and administrators. The new TPE components including the evidence of student learning has built upon our data-based learning culture in which teachers and leaders use data from formative and summative assessments to guide instruction. Teachers and leaders set student learning objectives (SLOs) and have collaborative professional conversations about the growth of students. The professional development has been built to prepare educators for setting and monitoring these targets, and for engaging in these dialogue sessions. PD is differentiated and offered through varying modalities, to include live workshop sessions, coaching, and on-demand online videos.

Teacher Induction

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

1. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include are your LEA Action Plans and TELL Survey Data.
 - a. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include are your LEA Action Plans and TELL Survey Data.
 - b. 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 located in our handbooks posted online at: <http://www.smcp.org/tlpd/employee-handbooks>
 - c. New Teacher Handbook
 - d. Instructional Mentor Handbook

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-attended all seminars
 - Teachers new to SMCPs-chose 4 or more seminars to attend

- 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 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)

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 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)

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

3. 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: 137/149 met this requirement
 - Are trained: 127/149 met 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 12, Feb 6, Apr 10)
 - Mentors of teachers in their 2nd or 3rd year with us (Sept 13, Feb 7, Apr 11)
 - **DOCUMENTATION:**
 - Mentor logs submitted twice a year
 - Instructional Mentors self-assess using the Active Mentor Rubric

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.

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, Special Education, African American students. Also, the Limited English Proficient (LEP), Hispanic/Latino of any race, and American Indian or Alaska Native student subgroups must remain in focus.

FARMS: **Middle** school level (92.2percent) and **High** school level (89.0 percent) did not meet the AMO of 94 percent.

Special Education: **Middle** school level (92.5 percent) and **High** school level (91.0 percent) did not meet the AMO of 94 percent rate.

African/American: **High** school level (91.3 percent) and **Middle** (93.9%) did not meet the AMO of 94 percent rate.

American Indian/Alaskan Native: **High** school level (90.9 percent) did not meet the AMO of 94 percent.

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 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.)*

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 2013–2014 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. Our Pupil Personnel Workers (PPWs) coordinate these efforts and assist with the visits.
- In our 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.
- Our 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 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.
- 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 2013-2014 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 2011 Four-Year Cohort Graduation Rate posted a gain of .90 percent reaching 83.66 percent up from 82.76 percent in 2010. The SMCPS 2011 Five-Year Cohort Graduation Rate also posted a gain of .14 percent reaching 86.42 percent up from 86.28 percent in 2010. Mixed results were noted in the persistently challenging student groups. Great gains were obtained in the African American student group while a significant decline in performance results were noted in the Special Education and FARMS student groups.

The 2011 Four-Year Cohort Graduation Rate for African American students moved from 71.37 percent in 2010 to 75.48 percent in 2011. The 2011 Five-Year Cohort Graduation Rate for African American posted a slight gain, rising from 79.84 percent in 2010 to 80.61 percent in 2011.

The 2011 Four-Year Cohort Graduation Rate for Special Education students declined from that of 50.00 percent in 2010 to 46.94 percent in 2011. The 2011 Five-Year Cohort Graduation Rate for Special Education also posted a decline from 60.17 percent in 2010 to 55.91 percent in 2011.

The 2010 Four-Year Cohort Graduation Rate for FARMS students declined from 68.53 percent in 2010 to 67.00 percent in 2011. The 2011 Five-Year Cohort Graduation Rate for FARMS posted a declined from that of 75.69 percent in 2010 to 72.43 percent in 2011.

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 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 following summarizes our focus for the 2012-2013 year and two major initiatives relative to graduation and drop-out rate.

For the 2014 school year, SMCPs continues to refine the department of Career and College Readiness. The 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 now housed on their own campus. Program capacity was increased from 69 to 90 students with an increase of 1 FTE position. These juniors and seniors will receive core class instruction on campus with English, science, and mathematics teaching staff who are also 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 America's Promise Alliance and Apex Learning® to provide comprehensive digital curriculum to students at all of our high schools. This three-year partnership has resulted in the implementation of programs for remediation, credit recovery, unit recovery, supplemental courses, Advanced Placement, and summer school. The program at each of our high schools includes a dedicated teacher running a resource room each period of the day, where students can complete work, receive tutoring, and monitor their graduation plan. We will continue with the extension of the instructional day for students who need additional assistance by running the program four days a week, providing a dedicated computer lab staffed by a certificated math, science, social studies, and English teacher. Transportation is available for students as well.

The two initiatives outlined in response to question 2 were Fairlead II Academy and APEX. Fairlead II Academy includes the increase of 1 school counselor FTE to this facility for the 2013-2014 school year. The salary for this position is from general funds (i.e. unrestricted) and is approximately \$47,000. Materials of instruction were increase by \$2,000 through the general fund (unrestricted) however did not exceed \$20,000.

The second initiative, APEX continues to provide online education without cost to SMCPs through the partnership with SMCPs for the 2013-2014 school year. The current program will conclude at the end of the 2013-2014 academic year. SMCPs will incur a cost of approximately \$90,000 in 2014-2015 to continue the online program.

Race to the Top Scopes of Work
Section E: Turning Around Lowest Performing Schools

Section E: Turning Around Lowest Achieving Schools

(E)(2) St. Mary's County Public Schools (SMCPS) has no school that is defined as a "lowest achieving school" in Maryland. Like all school districts, SMCPS has schools, particularly our Title I elementary schools and the middle and high schools into which they feed, that have more students in poverty and facing challenges that require differentiated staffing and enhanced resources. To that end, we have staffed those schools with our most effective leaders. In selecting teachers for those schools, we give those schools' leaders first priority during the late spring selection period. We provide technical assistance to those schools and assure the enhanced resources needed to implement their School Improvement Plans.

We provide our most intensive support to our lowest achieving schools. St. Mary's County Public Schools will continue to implement our intervention model in all schools with a particular emphasis in our lowest achieving schools. We will adjust our strategies based on analysis of our performance indicators. We will revise our strategies in our district Master Plan and our individual school-improvement plans as necessary as our intervention plan changes based on new data.

Action Plan: Section E

Goal(s): Continue to identify our lowest performing schools (local criterion) and commit to turning them around.

Section E: Turning Around Low Achieving Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements:</i> (No) <i>Additional Required Activities</i>	E2						
<i>Tasks/Activities:</i>							
1. Monthly leadership meetings with all			October 1, 2013	June 30,	Kelly Hall, Exec.	Achievement of targets set	N

schools identified as underperforming to review data including: disaggregated trends for attendance, discipline, academic achievement, and benchmark scores				2014	Director of Elementary Schools; J. Scott Smith, Asst. Superintendent (acting)	for each school with the appropriate director or Assistant Superintendent. These vary from school to school depending on identified needs	
2. Review of teacher observational data collected through our Teacher Performance Assessment System (TPAS), to include direct assistance to any staff member struggling in the classroom			Nov. 1, 2013	May 30, 2014	Kelly Hall, Exec. Director of Elementary Schools; J. Scott Smith, Assistant Superintendent (acting)	Detailed data reports according to Domain/Component/Element from our Teacher Performance Assessment System	N
3. Collaborative creation of Plans of Assistance (POA) for struggling teachers and active monitoring with push in resources as identified.			October 1, 2013	June 30, 2014	Kelly Hall, Exec. Director of Elementary Schools; J. Scott Smith, Asst. Superintendent (acting); Dale Farrell,	Percentage of improvement in observational data from the staff on Plans of Assistance and if not evidenced,	N

					Director of Human Resources; Content Supervisors	appropriate steps taken to non-renew staff	
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Goals to be sustained after RTTT:

- Continue to support schools with the implementation of the Common Core State Standards and the administration of PARCC assessments

Race to the Top Scopes of Work

Section F: General

Section F: General

Narrative: the narrative for Section F will describe the LEA's activities, accomplishments, and challenges in Year 3 related to ensuring successful conditions for high performing charter schools and other innovative schools. The narrative should include the specific and measurable goals for Year 4 and describe all planned activities/tasks that will be implemented to achieve the outcomes for Year 4.

Action Plan: directions are included on pages 7-8. The dates in the action plan should fall within the Year 4 timeframe (October 1, 2013 – September 30, 2014)

Action Plan: Section F

SMCPS developed and implemented its charter school pursuant to the passage of the Maryland Charter School Law and COMAR (Article 9, section 101). Chesapeake Public Charter School's (CPCS) application was approved and the school opened in the fall of 2007. In addition, St. Mary's County Public Schools (SMCPS) has periodically received questions and initial interest about submitting a charter school application but has not received any other official applications.

CPCS currently serves over 350 students in grades K–8. CPCS is fully compliant in all evaluated areas and meets or exceeds each evaluated standard, including Fiscal Management, Facilities, Staffing, and Achievement. SMCPS utilizes the state formula for calculating per pupil allotment (PPA) which is issued quarterly to CPCS.

CPCS has excellent academic achievement. The school has consistently made Adequate Yearly Progress (AYP) and met Annual Measurable Objectives (AMO) for all tested areas and achievement scores are consistent with our highest achieving regular public schools at both the elementary and middle school levels.

SMCPS continues to pursue high-quality, choice-driven educational pathways including public charter schools. SMCPS is committed to ensuring increasing opportunities for choice. SMCPS has consistently improved the transparency, consistency, and clear communication of the charter school approval and renewal process. SMCPS also remains committed to realizing that a high-quality charter school can greatly enhance the innovative, autonomous, and accountable pathways of choice within the school system. Efforts have been made to revise the existing Charter School Policy to strengthen adherence to the revised Maryland Charter School law. The SMCPS revised policy was completed on May 25, 2010. This revised policy has created more transparency in the

application, implementation, renewal, and dismissal process and has provided charter schools with as much operational flexibility as the law allows.

The SMCPS charter school liaison works closely with MSDE staff, contributing to several written publications which currently serve as models for all LEAs to adopt. Additionally these publications have been used to enhance our work and contribute to a strong foundation for charter school authorization, accountability, implementation, and removal for charter schools in St. Mary's County. These publications were particularly helpful during the renewal process for CPCS during the spring of 2010.

To date, SMCPS has provided necessary flexibility with school system procedures, practices, and protocol, while being mindful of the employee's negotiated agreement. The SMCPS charter school liaison participates annually in the statewide training sessions for authorizers and benefits from the charter school quality learning standards training. This training has and will continue to enhance our county's current practice related to charter schools.

SMCPS has a proven record of expanding innovative initiatives and creating choice pathways that promote new and exciting educational options for students and their families. Chesapeake Public Charter School is an example of a high quality and successful choice option in St. Mary's County Public Schools.

Action Plan: Section F

Goal(s): St. Mary's County Public Schools is fully committed to equitably funding programs and schools so as to address the needs of all students and student groups. SMCPS will continue its commitment to charter schools in order to provide a valuable academic alternative and choice educational pathway to students.

Section F: General	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>							
<i>Additional Required Activities</i>							

<i>Tasks/Activities:</i>							
1. Support Charter School Self Assessment	F(2)(v)		2012–2015		Kelly Hall, Exec. Director of Elementary Schools	SMCPS charter school compliance with MSDE self-assessment requirements	N

Continuing Goals:

- Ensuring successful conditions, transparent communication, and explicit expectations with charter school professional staff as results are directly aligned with teacher evaluations given that all charter school professional staff are employees of St. Mary’s County Public Schools
- Continuation of other identified goals, including making funding a priority and ensuring successful conditions for high-performing charter schools

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 – MSDE Race to the Top Scopes of Work Reviewers
- Appendix G – Local BTE Points of Contact

Appendix A: Contact Information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Master Plan Requirements	Portia Bates	410-767-4420	pbates@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	Steve Brooks Donna Gunning	410-767-0011 410-767-0757	steve.brooks@msde.state.md.us dgunning@msde.state.md.us
Title I, Part A Improving the Academic Achievement of the Disadvantaged	Tina McKnight	410-767-0286	tmcknight@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	Tina Mcknight	410-767-0277	tmcknight@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	<p><u>Master Plan Part I</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send 5 hardcopies, double-sided and three-hole-punched: <u>Master Plan Part I, Finance Section, and Data Section</u>. ▪ Avoid sending documents in binders. ▪ All <u>unsigned</u> 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. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. Master Plan Part I should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in Excel format. <p><u>Master Plan Part II: Attachments</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send 2 hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. ▪ Master Plan Part II should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as a separate document in Excel format.
November 19	<p><u>Final Submission: 2013 Master Plan Annual Update</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Submit 2 hardcopies of the entire final 2013 Annual Update, double-sided and three-hole-punched, including Parts I and II to the address below. <u>ONE</u> final hardcopy submitted on this date <u>must contain original signatures in all areas where required. Please label this copy as “Original”.</u> ▪ 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.

Appendix B: Submission Instructions

Date	Submission
	<p>Electronic</p> <ul style="list-style-type: none">▪ Post the 2013 Master Plan Annual Update to DocuShare. This posting should include Part I, Part II, and the Excel workbooks containing the final Finance, Data sections, RTTT Project Budgets and RTTT C-125 workbooks▪ Parts I and II should be submitted in PDF format. The Excel workbooks should be submitted in Excel format.

Send Hard Copy Submission to:

Mr. Walter J. Sallee
Division of Student, Family, and School Support
Maryland State Department of Education
200 West Baltimore Street (4th Floor)
Baltimore, Maryland 21201
Phone: 410-767-0784

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

Race to the Top

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

ESEA Waiver Information	http://www.marylandpublicschools.org/MSDE/programs/esea/ESEA
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Appendix D: Race to the Top Liaisons

Race to the Top Liaisons -2013

First Name	Last Name	LEA	Email Address
John	Logsdon	Allegany County Public Schools	john.logsdonjr@acps.k12.md.us
Andrea	Kane	Anne Arundel County Public Schools	amkane@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
Tina	Brown	Caroline County Public Schools	tina_brown@mail.cl.k12.md.us
Steven	Johnson	Carroll County Public Schools	smjohns@carrollk12.org
Jeffrey	Lawson	Cecil County Public Schools	jalawson@ccps.org
Judy	Estep	Charles County Public Schools	jestep@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
Ed	Silver	Kent County Public Schools	esilver@kent.k12.md.us
Duane	Arbogast	Prince George's County Public Schools	duane.arbogast@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
Shulamit	Finkelstein	Washington County Public Schools	finkeshu@wcboe.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 Chief Finance Officers-2013

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	mccourt@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	brocket@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	Council	Kent County Public Schools	acouncil@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
Greg	Nourse	St. Mary's County Public Schools	gvnourse@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

2013 MSDE Race to the Top Scopes of Work

First Name	Last Name	LEA Assignments	Phone Number	Email Address
	Burke	Queen Anne's County	(410) 767-3765	sburke@msde.state.md.us
Tom	DeHart	Allegany County, Howard County, Talbot County	(410) 767-0232	tdehart@msde.state.md.us
Paul	Dunford	Prince George's County, Garrett County, Worcester County	(410) 767-0793	pdunford@msde.state.md.us
Bob	Glascok	Baltimore County, Dorchester County, Washington County	(410) 767-0322	rglascok@msde.state.md.us
Ann	Glazer	Baltimore City, Caroline County	(410) 767-0321	aglazer@msde.state.md.us
Danielle	Susskind	Anne Arundel County, Cecil County, St. Mary's County	(410) 767-0476	dsusskind@msde.state.md.us
Mary	Minter	Wicomico County	(410) 767-0136	mminter@msde.state.md.us
Ilene	Swirnow	Calvert County, Somerset County, Harford County	(410) 767-5317	iswirnow@msde.state.md.us
Joe	Freed	Carroll County, Charles County, Kent County	(410) 767-0725	jfreed@msde.state.md.us

Appendix G: Local Bridge to Excellence Points of Contact

Local Education Agency	Name	E-mail
Allegany	Karen Bundy Robert McKenzie Kim Greene	Karen.bundy@acps.k12.md.us Robert.mckenzie@acps.k12.md.us Kim.greene@acps.k12.md.us
Anne Arundel	Marti Pogonowski Deanna Natarian	mpogonowski@aacps.org dnatarian@acps.org
Baltimore City	Amreena Hussain	ahussain@bcps.k12.md.us
Baltimore County	Kim Bookhultz	kbookhultz@bcps.org
Calvert	Gail Bennett	bennettg@calvertnet.k12.md.us
Caroline	Tina Brown	tina_brown@mail.cl.k12.md.us
Carroll	Greg Bricca	gjbricc@carrollk12.org
Cecil	Michael Schmook	mschmook@ccps.org
Charles	Joan Withers	jwithers@ccboe.com
Dorchester	Renee Hesson	hessonr@dcpsmd.org
Frederick	Doreen Bass Jeanine Molock	doreen.bass@fcps.org Jeanine.Molock@fcps.org
Garrett	Barbara Baker	bbaker@ga.k12.md.us
Harford	Leeann Schubert Mary Stapleton	leeann.schubert@hcps.org mary.stapleton@hcps.org
Howard	Caryn Lasser	caryn_lasser@hcpss.org
Kent	Gina Jachimowicz	gjachimowicz@kent.k12.md.us
Montgomery	Jody Silvio	jody_silvio@mcpsmd.org
Prince George's	Veronica Harrison Fred Hutchinson	Veronica.harrison@pgcps.org fhutch@pgcps.org
Queen Anne's	Carol Williamson	carol.williamson@qacps.k12.md.us
Somerset	Patricia West-Smith	pwestsmith@somerset.k12.md.us
St. Mary's	Linda Dudderar	ljdudderar@smcps.org
Talbot	Pamela Heaston	pheaston@tcps.k12.md.us
Washington	Shula Finkelstein Michael Markoe	finkeshu@wcboe.k12.md.us markomic@wcps.k12.md.us
Wicomico	Linda Stark	lstark@wcboe.org
Worcester	Stephanie Zanich	szanich@mail.worcester.k12.md.us

Appendix H: Race to the Top (RTTT) Fiscal Controls Updated: 5/9/2013

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 2013, an LEA may have liquidations of FY 13 encumbrances reported in the FY 12 AFR record as well as new FY 13.
 - c. Expenditures reported in the FY 14 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, 2013) and approval of the Master Plans including Scopes of Work (December 2013). 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

Appendix H: Race to the Top (RTTT) Fiscal Controls Updated: 5/9/2013

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

current, approved Scopes of Work and submitted with the Master Plan Annual Update for approval will be at risk of disallowance if not approved.