

St. Mary's County Public Schools

Local Every Student Succeeds Act (ESSA)
Consolidated Strategic Plan

Dr. J. Scott Smith
Superintendent of Schools

December 2022



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Executive Summary

The Executive Summary should serve as a stand-alone document that identifies areas of focus, the rationale for selecting the areas of focus, root cause(s) for the areas of focus, demonstrating equity to address disparities to provide comprehensive supports and improvement for all students. [Refer to the Consolidated Plan Guide for guidance.](#)

For the 2022-2023 school year, the priorities for St. Mary's County Public Schools (SMCPS) are aligned with our work in implementing the *Blueprint for Maryland's Future*. With this in mind, focus areas have been identified in two key areas: Pillar 1/Early Childhood; and Pillar 3/College and Career Readiness. These focus areas also help to bridge the gap in learning that was exacerbated by two years of interrupted "normalcy" of learning with the COVID-19 pandemic.

A key priority of Pillar 1 is the expansion of early childhood programs, with a specific direction to expand full-day pre-K. SMCPS has expanded from half-day sessions to full-day Pre-Kindergarten for all income eligible four-year-old children up to 300% of the Federal Poverty Level. This includes the Pre-Kindergarten Expansion Grant, which allowed SMCPS to offer an additional 140 spaces for children at two Title I schools (George Washington Carver and Green Holly Elementary School) and includes students with IEP's. Further, as the grantee of Head Start, SMCPS offers 80 spaces for full-day four-year-old programming and one Head Start 3 full-day class. Moreover, there are 20 additional students in Pre-School Special Education 4 at Green Holly. When all income-eligible children were offered spaces, over-income children were offered placement in a Pre-Kindergarten 4 class based on risk factors and rank-order of income.

The total official enrollment for Pre-Kindergarten 4, Head Start 3 and 4 full-day classes, and Pre-School special education full-day four years olds is 482. SMCPS also has 68 Pre-K 3 half-day classes in two Title I schools for income-eligible children. In addition, Head Start offers 68 half-day spaces to income-eligible three-year-old children. Children with an identified handicapping condition may be placed through the Individualized Education Program (IEP) in Pre-School Special Education 3 classes that are half day.

Further, SMCPS recently expanded the Judy Center with the addition of a new Early Learning Hub at Lexington Park Elementary. This new Judy Center Early Learning Hub, in addition to the existing hubs at George Washington Carver Elementary and Green Holly Elementary, allow us to provide targeted family support and professional development to childcare partners in the catchment zone.

The goal of full-day Pre-Kindergarten 4 and other early childhood classrooms full-day classes are to provide additional learning time to facilitate social foundation skills, executive function, and to develop strong foundational skills in a developmentally appropriate manner critical for future school success. SMCPS efforts are focused on implementing high-quality full-day programming to ultimately increase school readiness as measured by the state-required Kindergarten Readiness Assessment (KRA), given each Fall to all kindergarten students.

With a focus on College and Career Readiness, the second priority area described in this plan is the institutionalization of a targeted program for 9th-grade students to ensure success. This program is designed to provide scaffolded, individualized, and engaging instruction to students who have

struggled academically and socially as they enter high school to provide a supportive pathway to earning credit and academic success. For students who were in middle school during the pandemic years, the challenge to achieve academically coupled with normal early adolescent developmental socialization challenges was especially formidable. The transition to high school can be challenging for many students, even in non-pandemic times.

The Freshman Academy was initiated in the 2021-2022 school year as students returned to in-person learning. Students identified for the Freshman Academy were those who struggled academically. In SY2021, 11% of ninth-grade students were retained due to course failures. In addition, disaggregated data demonstrated that retention and failure rates for economically disadvantaged, special education, and African American students were disproportionate during this critical time of transition, which intensifies the need for attention to this age group and demographics. The Freshman Academy provided an intervention that addresses personalized learning needs to ensure success. In the initial year of the Freshman Academy pathway (2021-2022) 86% of the freshmen earned five or more credits to advance to their sophomore year. By contrast, 82% of non-Freshman Academy students earned five or more credits. Further, the failure rates decreased for the student groups identified above. Due to the program's success, it will be continued in 2022-2023.

The focus areas for SMCPs for the 2022-2023 school year are

- Focus Area 1: Expanding Full-Day Pre-Kindergarten. With a focus on economically disadvantaged students, full-day pre-K will provide expanded academic and social learning supports to help prepare students for kindergarten.
- Focus Area 2: Providing a 9th Grade Academy with Tailored Academic Programs for Supporting Recovery, Acceleration, and Success for High School. This Freshman Academy is designed to provide scaffolded, individualized, and engaging instruction to students who have struggled academically as they enter high school by providing a supportive pathway to earning credit and academic success.

This focus reflects the components of our overall plan for student success, beginning with our youngest learners and extending to our ultimate goal of ensuring all students graduate college and career ready.

Needs Assessment

The LEA must provide a summary of the needs assessments included within each titled grant application, including how the results contributed to the development of the focus areas identified within this plan. Refer to page 4 of the [Consolidated Plan Guide](#) for guidance.

Focus Area 1: Expansion of Full-Day Pre-K

Maryland's Blueprint for Education requires that school systems begin to expand and improve Pre-Kindergarten spaces to a full-day setting for income-eligible students. SMCPs' had begun this process previously using grant funding through Head Start, the Pre-Kindergarten Expansion Grant, and Supplemental Pre-Kindergarten funding for this purpose. Further, these classes were implemented initially in areas with high concentrations of poverty where families had limited access to reliable and approved childcare. Quantitative and qualitative data from staff and families supported the value and need for full-day opportunities for four-year-olds.

These initial full-day classes provided useful information and keen insights into the potential impact that full-day Pre-Kindergarten could have on school readiness for all students. For the 2022-2023 school year, a decision was made to expand every Pre-Kindergarten 4 class to a full-day experience for income-eligible children. Moreover, as a result of SMCPs' experience, a conscious decision was made to replicate the successful practices for all Pre-K 4 students.

Focus Area 2: Freshman Academy

One of the most important roles public schools play is ensuring students complete a program of study that earns them a high school diploma. According to data released by the U.S. Department of Education's National Center for Education Statistics, American students are graduating at a higher rate than ever before. In 2019 the U.S. Public High School adjusted cohort graduation rate was 86%. In Maryland, that rate was 87% in 2019.

For those who didn't make it to graduation, their troubles most likely began long before senior year. In 2020-2022, the pandemic added to their academic struggles, impacted student success, and negatively affected students' mental health. For students who were in middle school during the pandemic years, the challenge to achieve academically coupled with normal early adolescent developmental socialization challenges was especially formidable. The transition to high school can be challenging for many students, even in non-pandemic times. The data below reflects SMCPs' student performance for SY2021 and SY2022

Year	% of 8th graders who failed at least ONE core content course	% of 8th who failed at least ONE core content course AND FARMs/ED	% of 8th who failed at least ONE core content course AND are SWD	% of 8th who failed at least ONE core content course AND are African-American
2021 (hybrid learning)	6%	57%	14%	30%
2022 (return to in-person)	6%	78%	15%	40%

Year	% of 9th graders retained	% of retained 9th who are FARMs/ED	% of retained 9th who are SWD	% of retained 9th who are African-American
2021 (hybrid learning)	11%	32%	23%	47%
2022 (return to in-person)	7%	46%	16%	38%

Upon further review of these SMCPs retention and failure rates for economically disadvantaged, special education, and African American students we see disproportionate data during this critical time of transition which intensifies the need for attention to this age group and demographics.

Ainsworth and Easton (2012) note that “failures during the first year of high school make a student much less likely to graduate.” Their On-track indicator as a predictor of high school graduation identifies students as on-track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school. “On-track students are more than three and one-half times more likely to graduate from high school in four years than off-track students. The indicator is a more accurate predictor of graduation than students’ previous achievement test scores or their background characteristics.”

Evidence of Impact

Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes. Refer to [page 5](#) of the [Consolidated Plan Guide](#) for guidance.

Focus Area 1: Expansion of Full-Day Pre-K

Pre-Kindergarten has been in place in SMCPs for many years, with half-day sessions prioritizing the inclusion of income-eligible children. During the pandemic, Pre-K enrollment was greatly diminished. This mirrored a state and national trend in early childhood programs. There is limited summative data available for programming. Still, we do have formative data for students who participated in the Pre-Kindergarten program during the past several years that is indicative of foundational skill growth. During the 2022-2023 school year, all Pre-K 4 classrooms have joined with Head Start 4 to offer a full-day learning opportunity.

Professional Development: SMCPs has had success when using evidence-based programs with comprehensive professional development that is meaningful and designed to improve professional practice. This year, there is a purposeful plan for ongoing, authentic professional development with the assignment of an instructional coach who manages the Pre-K Professional Learning Community (PLC). We have also contracted with a very skilled consultant who holds certification as a speech/language pathologist and is a former Title I principal and early childhood supervisor. The consultant works collaboratively with the Instructional coach to provide professional development to teachers and paraeducators, supports the lesson-planning process, and is available for in-classroom coaching. Further, we have established a contract with Conscious Discipline through Loving Guidance, a highly regarded Social Emotional Learning framework. We have provided Conscious Discipline training in the past and have received very favorable staff and parent feedback. Formative data and limited KRA data indicate growth in Social Foundations and the development of executive functioning. Teachers, paraeducators, and other school-based staff working with Pre-K have the opportunity to participate in this professional development.

Parent and Family Engagement: Research and experience indicate that students achieve more when parents are directly involved in their children's education. Pre-Kindergarten teachers are offering classroom workshops in the areas of Social Foundations, Language/Early Literacy, and Mathematics and Transitioning to Kindergarten throughout the year. Additionally, teachers conference with parents multiple times per year as a part of our academic programming. Parents are also offered numerous opportunities to participate in live and virtual Conscious Discipline workshops with a master instructor. These workshops are planned for English and Spanish-speaking families.

Schoolology: With the full-day schedule, there is substantially more time to work with students. With Schoolology, our instructional management platform, a team of teacher leaders along with system leadership have worked to create a developmentally appropriate course build with

guidance documents, lesson structures and frames, vetted materials for read-alouds, fingerplays, and center suggestions, other strategies, and parent and family engagement activities and strategies readily available from which to choose.

Staffing Change: In the past, we have been able to fund a third person to support work in Pre-Kindergarten in Title I schools and Head Start. This additional person provided us with keen insights into the impact of an additional person on student achievement and the development of executive function with impoverished students. As a school system, we felt it was important to provide all students enrolled in Pre-Kindergarten 4 the time and adult attention they need to be successful. It is also necessary to honor our negotiated agreement for teacher planning time to provide duty-free lunches, and required breaks for paraeducators. For this reason, we have increased the staffing to include two credentialed paraeducators in each Pre-Kindergarten 4 class.

Family Style Dining: Head Start and our initial full-day classes had family-style dining for breakfast and lunch. Using that model, meal time is structured to be family-style for all Pre-K 4 classrooms. The staff are actively involved with students during meals, using this time for a rich language learning opportunity for students and an ideal opportunity to reinforce positive social skills and strengthen staff and student relationships.

Focus Area 2: Freshman Academy

In 2008, SMCPs opened a program (Fairlead Academy) designed to target supports for students who were at risk in academic achievement to help them through the pathway to earn a high school diploma. This program was designed with reduced class sizes (under 15 students in each course), focused attention on social/emotional learning, counseling, and team-focused learning. The program initially began as a ninth-grade program, then expanded with a cohort of students to include each high school grade, 9-12, with a cohort of approximately 65 students per grade level from across all three high schools in SMCPs. This program has been highly successful, with an average graduation rate of 93% for students. The most critical year in this program was grade 9 as it helped students who had academic challenges in middle school transition successfully to the rigors of high school and find a path to successfully earning credits in courses toward high school graduation.

With pandemic-induced extended school closures and mandated online/hybrid learning environments, even more students struggled in 2019-2020 and 2020-2021. Students who already had academic challenges found these struggles amplified. In our full return to in-person learning in Fall 2021, providing a path for students to regain their academic footing was imperative. With the American Recovery Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) III funds, SMCPs increased Fairlead's capacity to service 9th graders. Instead of these rising freshmen attending a separate location for their academics, however,

Freshman Academy pathways were created within each high school. The Freshman Academy pathway capitalizes on the elements of the Fairlead program that have proven successful in supporting students - small class sizes, personalized learning, focused team-centered instruction, counseling, and social/emotional support. The Freshman Academy was implemented as a Tier II intervention, providing small group instruction for students specifically aimed at their academic and social/emotional learning needs.

The Freshman Academy program is designed specifically to address learning gaps for students, with focused attention on students who had academic struggles in the 2020-2022 school years. At each middle school, eighth-grade teams (counselors, assistant principals, and teachers) review their 8th graders' attendance, behavior, and coursework using the Freshman Academy ABC Screener to select candidates for the Freshman Academy during the 8th grader's 3rd marking period. The Freshman Academy teams then review those nominated candidates and finalize their cohorts based on further data review, narratives of each candidate if provided, and special case scenarios as needed.

As of the Fall of 2021, there are Freshman Academy pathways at each of the three SMCPs high schools - Chopticon High School, Great Mills High School, and Leonardtown High School - with a dedicated program for up to 75 students per school, 225 in SMCPs. This will maintain the successfully implemented program limit of 15 students per course. Students are scheduled in a small learning community environment, with the following courses scheduled together:

- English 9
- Mathematics-(Core Algebra)
- Science (Earth/Space Science)
- Social Studies (US History)
- Freshman Seminar

The Freshman Seminar course provides students with opportunities for academic enrichment and assistance, as well as the chance to improve organizational and communication skills, and meeting the social-emotional and career development needs of students.

Team planning is an essential element of scheduling and staffing. Teachers in this academy work collaboratively both in planning and addressing individual student needs through ongoing analysis of achievement, attendance, and behavior data.

Students will have two elective periods to complete other graduation requirements (e.g., fine arts, physical education) that will be scheduled in the comprehensive high school program. These periods will also ensure they are part of the broader high school community.

In the initial year of the Freshman Academy pathway (2021-2022) 86% of the freshmen earned five or more credits to advance to their sophomore year. By contrast, 82% of non-Freshman Academy students earned five or more credits. Due to the program's success, it will be continued in 2022-2023.

Focus Areas, Goals, and Outcomes

LEAs are required to identify two to three focus areas and establish goals and outcomes for each focus area. To accelerate student performance and eliminate achievement gaps, LEAs must develop goals using an equity lens as noted in the Educational Equity regulation (COMAR 13A.01.06) to address disparities. Refer to page 5 of the Consolidated Plan Guide for guidance.

Focus Area #1: Expansion of Full-Day Pre-K

Goal #1: Provide full-day Pre-Kindergarten 4 to all income-eligible children with a priority admission up to 300%. Children most in need of full-day Pre-Kindergarten 4 will be offered placement. All students at 185% FPL will be served.

Measurable Outcome: Pre-Kindergarten classes will convert to a full day with students enrolled meeting the required income threshold that is documented and verified.

Goal #2: Pre-Kindergarten 4 students will meet established benchmarks or show improvement on the IGDIs assessment given three times per year from the baseline and correlated with national benchmarks. The Kindergarten Readiness Assessment will be administered to all Kindergarten students according to the timeline. An increase in school readiness by school and by the district is expected for students participating in Pre-Kindergarten 4 and Head Start 4, as well as other full-day early childhood programs.

Measurable Outcome: Pre-Kindergarten 4 students will meet established benchmarks or show improvement on the national Individual Growth and Development Indicators (IGDIs) assessment given three times per year from the baseline and correlated with national benchmarks. The Kindergarten Readiness Assessment will be administered to all Kindergarten students the following year according to the timeline. It is anticipated that school readiness will increase for students that participated in these programs as measured by the KRA.

Focus Area #2: Freshman Academy
Goal #1: 90% of Freshman Academy students will attain sophomore status at the end of SY23.
Measurable Outcome: In the initial year of the Freshman Academy pathway (SY22) 86% of the freshmen earned five or more credits to advance to their sophomore year. By contrast, 82% of non-Freshman Academy students earned five or more credits. Our goal this year is for 90% or more of the Freshman Academy students will earn five or more credits.
Goal #2 : The Freshman Academy students will perform on the MCAP Algebra I Spring 23 Assessment like the Algebra I cohort.
Measurable Outcome: Freshman Academy students will score within 5% on the MCAP Algebra I Spring 23 Assessment as does the Algebra I cohort.

**Add more rows if necessary*

Prioritizing Educational Equity

LEAs must ensure that all students regardless of their ability (cognitive, social/emotional, and physical), ethnicity, family structure, gender identity, language, national origin, nationality, race, religion, sexual orientation, socio-economic status, or other individual characteristics will have equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic and career success, and social/emotional well-being are afforded equitable access to resources that support their diverse learning needs. See [COMAR 13A.01.06.04](#).

Title Programs, Equitable Services, and State Fine Arts

LEAs must have submitted all title program applications to MSDE. The chart below is included in the template. LEAs are required to provide the date the title program and fine arts applications and equitable services report were submitted to MSDE for initial review.

Title Program	Date Submitted to the MSDE
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	8/30/22
Title I, Part C: Education of Migratory Children	
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	
Title II, Part A: Supporting Effective Instruction	9/30/22
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	9/14/22
Title IV, Part A: Student Support and Academic Enrichment Grants	9/15/22
Title IV, Part B: 21st Century Community Learning Centers	NA
Title V, Part B, Subpart 2: Rural and Low-Income School Program	
Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)	As of 11/29/22 Application has not been released by MSDE.
Equitable Services Report	10/12/22
State Fine Arts Grant	10/31/22

Additional State Programs

Gifted and Talented Education

LEA requirements for Gifted and Talented Education is specified in COMAR 13A.04.07.06. Each LEA shall report the following information in their Local ESSA Consolidated Strategic Plan:

1. The process for identifying gifted and talented students.

A universal screening is conducted in third grade. All third-grade students complete an online assessment (Naglieri Nonverbal Ability Test, 3rd Edition). Additional achievement data including, but not limited to, district content area assessments, i-Ready, Access, and MCAP data, are collected. All data collected are reviewed first by instructional supervisors in the Department of Curriculum and Instruction and then by school-based teams to determine gifted and talented student identification.

Additional screenings occur in grades 4 and 5 as new students arrive in the district, and returning students need to be reconsidered for gifted identification. In grades 6-8, gifted screenings are conducted upon request by the guardian, teacher, and/or student. Grade 6-8 screenings include a review of MCAP data, InView results, and district content area assessments.

2. The number of gifted and talented students identified in each school. *

*The number of GT students in each school and LEA will be derived from 2021-22 Attendance Data provided to the MSDE Office of Accountability. The LEA does not need to include this information.

3. The percentage of gifted and talented students identified in the LEA in 2021-22. LEA must report the percentage and how it was calculated in this cell.

As of June 1, 2022, SMCPS had 1,229 students in grades 3-12 identified as gifted. At that time, there were 13,027 students in grades 3-12 in SMCPS.

$$1,229 / 13,027 = 9.4\%$$

9.4% of SMCPS students in grades 3-12 have been identified as gifted in reading and/or mathematics.

4. The schools that have been exempted from the identification of a significant number of gifted and talented students and the rationale in 2021-22.

No schools in SMCPS have been exempted from the identification of a significant number of gifted students.

5. The continuum of programs and services.

All students attending SMCPs have the opportunity to engage in higher-level thinking activities and instruction. Instruction is differentiated according to students' needs.

Students in grades 3, 4, and 5 that have been identified as Gifted and Talented in the area(s) of reading and/or mathematics begin receiving instruction using supplementary materials. Supplementary materials include William and Mary Units, novel studies, and Challenging Word Problems. This instruction is in addition to regular classroom instruction and may be delivered as part of the flexible grouping, guided reading/math, or a pull-out program.

In grades 6-8, the Accelerated English/Language Arts (ELA) classes address the needs of students who require instructional experiences beyond the regular grade-level curriculum. Students are provided with appropriate levels of challenge through accelerated pacing and advanced content. The content in the accelerated ELA courses is differentiated to provide students with higher-level, more complex texts. Instruction is supported by strategies and tools students need to engage students in active, fast-paced learning to develop the skills, habits of mind, and concepts necessary to succeed in advanced English courses.

In grades 6-8, students who demonstrate high levels of achievement in mathematics take accelerated courses. Under the Common Core Curricula for Mathematics, students may be placed in 6th Grade Accelerated Math, 7th Grade Accelerated Math, and 8th Grade Algebra I. High school credit is earned for completion of Algebra I. The content in the accelerated Mathematics courses is designed to provide students with higher-level problem-solving skills and to engage them in fast-paced learning to meet their academic needs. Students will examine ratios, proportions, geometry concepts, statistics, and probability to best prepare them for Algebra 1 and advanced mathematics courses as they advance to high school. Middle school students can also continue to apply to participate in the Science, Technology, Engineering, and Mathematics (STEM) Academy.

In grades 9-12, a variety of Honors, Pre-AP, and AP-level courses exist for students who are motivated within a particular academic discipline. These courses are designed to develop the study skills, rigor, and academic knowledge necessary to succeed in advanced studies.

In addition to advanced coursework, students can apply to participate in a specialized pathway. These include

- The Science, Technology, Engineering, and Mathematics (STEM) Academy - Grades 6-12
- The Academy of Visual and Performing Arts (AVPA)- Grades 9-12
- The Academy of Global and International Studies (GIS) - Grades 9-12
- The Academy of Finance (AOF) - Grades 9-12
- Dual enrollment with the local community college

School-based enrichment activities available to students include:

- Mock trial
- Drama productions
- Science Fair
- Speech contests
- Hour of Code events
- Student Government
- Model United Nations
- Robotics
- Destination Imagination

6. Data-informed goals, targets, strategies, and timelines for 2022-23.

Goal: Increase the effectiveness of the gifted screening process by identifying MSDE approved alternative assessments and behavior checklists from the Maryland Model of Gifted Education that could be used as part of the St. Mary’s County gifted screening process in the future.

Target(s)	Strategy(ies)	Timeline(s)
Identify alternate assessments and/or checklists from the Maryland Model of Gifted Education that could be utilized as part of the SMCPS gifted screening process beginning in SY 2023-2024.	Establish quarterly GT/COMAR Focus Group meetings with representation from a variety of school system stakeholders.	October 2022 - June 2023
	Collect samples of recommended assessment materials to review.	October 2022 - December 2022
	Research measures and examine samples to determine if any new measures should be used to improve the SMCPS gifted screening process in elementary schools.	October 2022 - June 2023

Goal: Explore the adoption of a universal screener for middle school students.

Target(s)	Strategy(ies)	Timeline(s)
Identify assessments currently employed in SMCPS middle schools (6th grade) that could be adapted into universal screening measures for students beginning in SY 2023-2024.	Establish periodic (monthly/quarterly) meetings which include representation from a variety of school system stakeholders.	October 2022 - June 2023
	Review current SMCPS assessments to determine feasibility in measuring ELA and math GT potential.	December 2022 - February 2023

Comprehensive Teacher Induction & Mentoring

LEA requirements for Gifted and Talented Education is specified in [COMAR 13A.07.01](#). Each LEA shall report the following information in their Local ESSA Consolidated Strategic Plan:

Section A- Comprehensive Teacher Induction Program (CTIP) Team Members

1. Please list the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.

Names	Position	Responsibilities
Dr. Jeffrey Maher	Chief Strategic Officer	- Supervises SMCPS Induction Program - Coordinates lead mentor activities
Heather Husk	Instructional Resource Teacher	- Coordinates mentor activities - Provides professional learning for mentors and mentees - Gathers data related to Induction Program

2. Please provide information on your mentors.

Type of Mentor	Amount
Full-Time Mentors	0
Part Time Mentors	0
Full-Time Teachers	134
Total Number of Mentors	134

3. Please provide the total number of probationary teachers being served by your CTIP.

301 NON-TENURED TEACHERS

4. Please provide the average mentee to mentor ratio (example: 15:1).

2.4:1

Section B- Comprehensive Teacher Induction Program Training and Supervision

1. Please describe the training that your mentors receive before and during their tenure as a mentor. When does this training occur? What is the content?

- Before Mentoring - Completion of a 1 CPD credit course, Skills for Coaching and Mentoring. The fifteen-hour course includes the theory of adult learners, the role of a mentor, leading instructional conversations, and providing observational feedback. The course activities include academic reading, modeled practice, observational experience with volunteer peer teachers, and reflections.
- Bi-weekly from August to June - Mentor Update Newsletter is published that includes guidance on relevant topics for mentor/mentee discussions, educational articles, and feedback on professional development sessions presented by lead mentors at monthly seminars for first-year mentees.

2. Please describe how school system administrators are trained on the roles and responsibilities of mentors. When does this training occur? What is the content?

School System Administrator Training - In August, administrators attend a session in which the induction program is outlined and the expectations of mentors, mentees, and school-site administrators throughout the school year. The administrators are responsible for matching mentees and mentors, providing time and space at the school for mentor meetings, and offering guidance to mentors about the needs observed in mentee classroom instruction.

3. Who evaluates the efficacy of individual mentors? What are the criteria and how is the data collected?

Efficacy of individual mentors - Mentors submit weekly logs of their work with their mentees which are reviewed by the Instructional Resource Teacher. The expectation is that the logs contain weekly submissions of an average of 40 minutes a week of interactions. Twice a year, the mentees are surveyed about their participation in the Induction Program. The survey includes a request for feedback on the quality of their mentoring experience.

Section C- Comprehensive Teacher Induction Program Overview

1. Please describe your initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.

- Orientation - Three full days in August a week prior to the contractual return of teachers. Orientation includes presentations about human resources benefits, workshop sessions that are content-specific with access to instructional supervisors, training sessions on digital resources and curriculum, and time at their school site for training on school initiatives and meeting with their mentors.
- Ongoing professional learning
 - Monthly Seminars for first-year mentees
 - The first week of the month, the seminar focuses on fully certified teachers and includes workshops on topics such as behavior management, instructional strategies, digital resources, and access to human resources
 - The second week of the month, the seminar focuses on conditionally certified teachers and includes differentiated professional learning opportunities and access to in-person higher education coursework through higher education partners.

2. Please describe what opportunities probationary teachers have for observation, informal feedback, and co-teaching with his/her mentor or peers.

- Opportunities for observation, informal feedback, and co-teaching with mentor or peers.
 - Instructional Walkthroughs - Mentors complete targeted instructional observations of the mentees based on the needs of the mentee determined in a pre-walkthrough meeting. The mentor and mentee then complete the process with a post-walkthrough meeting to determine next steps. This process

occurs four times a year.

- Configuration of walkthrough experience options
 - Mentor can observe the mentee during instruction
 - Mentee can observe the mentor during instruction
 - The mentor can arrange for the mentee to observe the instruction of another master teacher

3. How are the needs and concerns of new teachers assessed and addressed through ongoing supports, informal feedback, and follow-up?

- Assessment of needs
 - Review of weekly mentor logs to analyze trends in topics discussed
 - Monthly check-in with master teachers selected by supervisors to determine school-site and content-specific trends in curriculum needs
 - Mid-year survey of new teachers and mentors including requests for professional learning
 - Exit slips at the monthly seminars completed by new teachers
- Ongoing supports
 - Information shared with mentors in a biweekly update for guidance on topics for mentor meetings
 - Planning of monthly seminar sessions based on feedback
 - New teachers participate in a monthly discussion post in Schoology to share ideas and ask questions
- Informal Feedback and Follow-up
 - Exit slips at the monthly seminars include the option to ask questions and the responses are included in the biweekly teacher update
 - Walkthrough Experiences provide mentors the opportunity to provide informal feedback on instruction and classroom activities/management

4. Please describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

1. Please explain how the efficacy of your mentoring program will be evaluated. Be sure to include how you plan to use teacher evaluation data, teacher perception data, and new teacher retention data.

- Use of data
 - Teacher evaluation data
 - Teacher perception data
 - New Teacher retention data

PLANNING TEAM MEMBERS

LEAs must identify the members of their school system's Local ESSA Consolidated Strategic Planning team using the included table. The team must include representatives from their Educational Equity Office. Please include affiliation or title where appropriate. Additional lines may be added as necessary.

Name	Title	Responsibilities
Dr. J. Scott Smith	Superintendent of Schools	
Dr. Maureen C. Montgomery	Deputy Superintendent of Schools	
Tammy S. McCourt	Assistant Superintendent of Fiscal Services and Human Resources	
Dr. Alex Jaffurs	Assistant Superintendent of Supporting Services	
Dr. Jeffrey A. Maher	Chief Strategic Officer	Strategic Initiatives
Lisa Bachner	Director of Curriculum and Instruction	
Dr. Dale P. Farrell	Chief of Staff	
Dr. Kelly M. Hall	Chief of Equity, Engagement, and Early Access	
Jill Mills	Director of Assessment and Accountability	
Cheryl Long	Director of Student Services	
Audrey Ellis	Acting Director of Special Education	
Nicole Ayers	Supervisor of Special Education	
Cynthia Kilcoyne	Supervisor of Special Education	
Sherry O'Dell	Supervisor of Special Education	
Michael Boyle	Supervisor of Instruction: CTE	
Todd Burroughs	Supervisor of Instruction: Fine Arts	
Jessica Cotugno	Supervisor of Instruction: Elementary K-5	
Bridget Dunbar	Supervisor of Instruction: Secondary Mathematics	
Cortney Dvorak	Supervisor of Instruction: Elementary English/Language	

	Arts	
Michelle Gallant-Wall	Supervisor of Instruction: Secondary English/Language Arts	
Colleen Gill	Supervisor of Instruction: Instructional Programs	
Jason Hayes	Supervisor of Instruction: Science K-12	
Becky Loker	Supervisor of Instruction: Elementary Mathematics	
Jamie Pepper	Supervisor of Instruction: Elementary Programs	
Wendy Tarr	Supervisor of Instruction: World Languages/ English Language	
Michael Watson	Director of Facility Coordination, Health & Physical Education and Athletics	
Kevin Wright	Supervisor of Instruction: Social Studies	
Sarah Lorek	Supervisor of Strategic Initiatives	
Brooke Fallon	Instructional Resource Teacher - ESSER Initiatives	

**Add more rows if necessary*