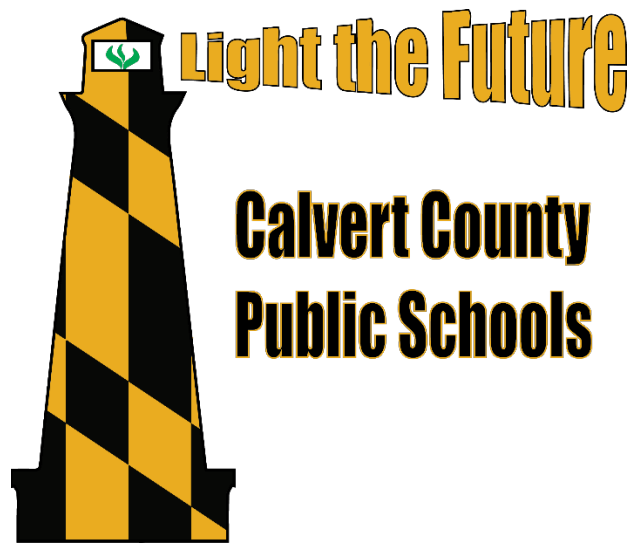


Leadership Summit

Strategic Plan – Measuring Our Progress

July 16, 2019



Team Leaders

- Equity – Sandy Walker
- Student Outcomes – Diane Workman and Susan Johnson
- Climate and Culture – Kim Roof
- Workforce – Tony Navarro and Laveeta Hutchins
- Community Engagement – LaCoria Contee

Priority Area: **Equity**

- Calvert County Public Schools will provide equitable learning opportunities to all students in order to help them become determined, independent, and successful learners.
- Calvert County Public Schools will promote a culturally responsive workforce.
- Calvert County Public Schools will promote equitable allocation of resources that is transparent and in clearly communicated.

#	Measure for Monitoring Progress	Proposed Metric	Internal or External Facing	2018 Baseline	2019 Actual	2020 Target	Steering Committee Comments/ Questions
1	Percentage of students perceiving high expectations and positive attitudes towards all students regardless of their background	Student Survey	External	82%	84%	86%	Increase in target. Target met.
2	Percentage of staff that have completed a cultural competency professional development	PD Participation	External	0%	0%	95%	N/A. Target is meant for 2020. Numerous trainings have taken place across schools and departments. All administrators have complete Module: Cultural identify which building staff will go through 2019-30 during 2 of our late arrival days.
3	Percentage of staff perceiving high expectations and positive attitudes towards all students regardless of their background.	Staff Survey	Internal	93%	90%	96%	Decrease percentage. Target not met. These numbers will fluctuate as we strive to have our learning from PD drill down to classrooms.
4	Percentage of students reporting that their teachers treat them with respect	Student Survey	Internal	80%	80%	85%	Same percentage. Target not met. These numbers will fluctuate as we strive to have our learning from PD drill down to classrooms.
5	Percentage of building level Equity Teams scoring about 60% on the Equity Team Performance Evaluation Tool	Performance Tool	Internal	25%	67%	75%	Increase in percentage. Target exceeded. Building equity teams continue to increase in ability and preparedness to move staff and buildings closer towards cultural proficiency.

Priority Area: Equity

During the creation of the Strategic Plan, the steering committee debated embedding equity as a component of each pillar or listing it as a stand-alone pillar. The committee concluded that although equity is inherently embedded in each pillar, it should also be established as an individual pillar so that equity will be in the forefront of our work. Therefore, the equity pillar focuses on the equity/cultural proficiency training as a vehicle for achieving success in each pillar.

Building Equity Teams continue to increase their capacity for promoting equity:

- 2017: 3/24 teams scored above 60% on their evaluation rubric.
- 2019: 16/24 teams scored above 60% on their evaluation rubric
 - 19/24 teams experienced growth from 2018 to 2019

Staff Training:

- All staff will continue to be required to take SafeSchools Training. The new required course, **Cultural Competence and Racial Bias**, provides staff with an awareness and understanding of implicit racial bias. It also provides strategies for overcoming bias and developing cultural competencies to work collaboratively with all students.
- Received Equity/Implicit Bias Training 2018-2019:

CCPS Administrators	Division of Instruction and Special Education	New Teachers
New Substitutes	School Resource Officers	School Librarians
School Nurses	Social Workers	School Psychologists
Secondary English Teachers		

- Administrators have also been provided Teaching Tolerance Speak Up! resources to help address incidents of hate or bias.

Moving Forward:

- CCPS Big Read Experience 2019-2020: [What if I say the Wrong Thing? 25 Habits for Culturally Effective People.](#)
- Elementary library curriculum has been revised to include cultural social justice standards. These standards are designed to make schools more just, equitable, and safe.
- Building Staff will complete the first of three training modules designed to move our system towards cultural proficiency.
- Building Equity Action Plans and Equity Team Rubrics have been revised to provide better guidance for teams and schools.
- The CCPS Equity Plan details strategies and for six goals:
 1. Enhance students' diversity related opportunities and experiences to ensure that all students graduate with the knowledge, skills, and mindset necessary for living and working effectively in a diverse, global community.
 2. Increase access to more rigorous programs.

3. Develop and maintain a culturally responsive climate and culture where schools are more just, equitable, and safe.
4. Enrich community trust and partnerships.
5. Promote safe and productive learning environments.
6. Establish workforce inclusion and diversity.

Information will be shared with staff and community during the 2019-2020 school year through administrator meetings, equity team communications to school communities, and CCPS organized community functions.

Final Thoughts:

This work is approached with a sense of purpose and urgency, as well as an understanding that it is a marathon. The problems we see in our system are representatives of the problems within all school systems across our country, as well as the fabric of our nation. These problems will not be solved overnight. We continue to build our capacity for becoming a threat to the existence of bias and inequities.

Priority Area: Student Outcomes

- Calvert County Public Schools will provide promote the growth for all students.
- Calvert County Public Schools will eliminate all achievement gaps.
- Calvert County Public schools will enhance opportunities for high ability learners to thrive and be academically challenged.
- Calvert County Public Schools will prepare students for post-secondary education and/or career-focused options.
- Calvert County Public Schools will support the expansion and integration of digital learning to enable all students to be connected to the world and prepare them to be 21st century learners.

Strategic Plan - Student Outcomes - Blue (External) Pink (Internal)

Percentage of Students who are PROFICIENT on PARCC ELA/Math	Proposed Metric	Baseline 2017	2018	2018 Actual	2019	2019 Actual	2020	2021
ELA 3	State Assessment	55.0	56.7	56.3	58.5	56.5	60.2	61.9
ELA 5	State Assessment	50.0	51.9	52.0	53.8	53.9	55.8	57.7
ELA 8	State Assessment	50.0	51.9	57.0	53.8	63.8	55.8	57.7
ELA 10	State Assessment	66.0	67.3	65.5	68.6	78.3	69.9	71.2
Math 3	State Assessment	64.0	65.4	64.6	66.8	58.3	68.2	69.5
Math 5	State Assessment	49.0	51.0	55.3	52.9	55.4	54.9	56.8
Math 8	State Assessment	42.5	44.7	52.3	46.9	50.2	49.1	51.3
Algebra 9	State Assessment	39.4	41.7	52.0	44.1	36.1	46.4	48.7

Achievement Gap of Specialized Populations	Targets should decrease over time							
ELA 3								
AA	State Assessment	21.0	20.2	16.6	19.4	15.4	18.6	17.8
SWD	State Assessment	43.0	41.3	41.4	39.7	35.8	38.0	36.4
FARMS	State Assessment	24.0	23.1	21.3	22.2	23.4	21.2	20.3
ELA 5								
AA	State Assessment	23.0	22.1	15.9	21.2	16.6	20.3	19.5
SWD	State Assessment	41.0	39.4	47.0	37.8	40.5	36.3	34.7
FARMS	State Assessment	23.0	22.1	23.7	21.2	26.2	20.3	19.5
ELA 8								
AA	State Assessment	18.0	17.3	22.6	16.6	11.6	15.9	15.2
SWD	State Assessment	47.0	45.2	52.3	43.4	44.2	41.6	39.8
FARMS	State Assessment	22.0	21.2	24.0	20.3	28.5	19.5	18.6
ELA 10								
AA	State Assessment	21.0	20.2	20.8	19.4	16.4	18.6	17.8
SWD	State Assessment	52.0	50.0	56.9	48.0	52.4	46.0	44.0
FARMS	State Assessment	27.0	26.0	23.6	24.9	23.2	23.9	22.8

Math 3								
AA	State Assessment	28.0	26.9	17.7	25.8	21.0	24.8	23.7
SWD	State Assessment	45.0	43.3	44.8	41.5	36.1	39.8	38.1
FARMS	State Assessment	27.0	26.0	27.0	24.9	23.9	23.9	22.8
Math 5								
AA	State Assessment	24.0	23.1	21.0	22.2	25.0	21.2	20.3
SWD	State Assessment	42.0	40.4	41.2	38.8	43.2	37.2	35.5
FARMS	State Assessment	24.0	23.1	25.8	22.2	28.2	21.2	20.3
Math 8								
AA	State Assessment	17.7	17.0	17.7	16.3	16.3	15.7	15.0
SWD	State Assessment	19.0	18.3	19.0	17.5	38.6	16.8	16.1
FARMS	State Assessment	10.3	9.9	10.3	9.5	30.1	9.1	8.7
Algebra 9								
AA	State Assessment	24.7	23.8	24.7	22.8	17.1	21.9	20.9
SWD	State Assessment	43.4	41.7	43.4	40.1	28.1	38.4	36.7
FARMS	State Assessment	24.0	23.1	24.0	22.2	14.7	21.2	20.3

Schools will:

- Promote the growth for all students.
 - *As noted in the data, CCPS continues to demonstrate growth in ELA and math at most grade levels. This year, we saw substantial growth in math in the aggregate data.*
- Eliminate all achievement gaps.
 - *We continue to show gaps in achievement with the largest gaps being in the students with disabilities sub-group. We are beginning to see slight narrowing of the gaps with our African American and FaRMS student groups.*
- Will enhance opportunities for high ability learners to thrive and be academically challenged.
 - *This is an area where we will continue to develop plans for improvement. 82% of students who entered 9th grade this year were enrolled in at least 1 honors course. However, the percent of minority students taking an AP test or scoring a 3 or higher decreased over last year.*
 - *Opportunities for high ability learners are limited in elementary school. This will be a focus for this year.*
- Will prepare students for post-secondary education and/or career-focused options.
 - *The high percentage of seniors (88.18%) earning CCR designation is indicative of the high achieving students we have in CCPS. Students earn this distinction via English 10, SAT, AP or ACT assessments.*
 - *We had 520 CTE completers in the class of 2018. 387 of whom were dual completers.*
- Will support the expansion and integration of digital learning to enable all students to be connected to the world and prepare them to be 21st century learners.
 - *The Future Ready Team drafted a plan based on the Future Ready Gears addressing each of the Future Ready areas.*
 - *Additionally, the Future Ready committee drafted and implemented a three-year plan to put a device in the hands of every student in grades 3 – 12. The first year of the plan was implemented this year with all students in grades 3, 6 and one grade at each high school receiving a laptop.*
 - *IPads were distributed at a 1:4(5) ratio in grades K-2.*
 - *Three technology integration specialists were hired to support teachers on the 1:1 implementation of technology.*
 - *Summit Learning at PPMS is now in all three grades.*

Additional Thoughts:

- The department of instruction has made a concerted effort to provide professional development on county-wide days, Saturdays, during PLCs in a variety of formats (face to face, online and hybrid).
- Professional development has been focused on unpacking the MCCRS, collaborative planning and instructional strategies to promote learning for all students.

- In order to support equitable instructional programs, additional resources have been purchased for teachers of reading, English-Language Arts and Math.
- It's important to look at the number and percentage of students within any given sub-group who are demonstrating growth – whether it's from level 1 to 2 or level 4 to 5. These students are demonstrating that the instruction they are being provided is making a difference for them. It will just take a bit longer for these students to fill in skill deficits that are present.
- We continue to collaborate with CSM to provide a large menu of courses available to CCPS students either as dually or concurrently enrolled.

Conclusion:

We continue to be one of the highest achieving districts in Maryland. However, we also continue to have students who are not making progress. It is our hope that with the district-wide implementation of the Learning Focused Framework, the lesson planning framework and high yield strategies will be effective in ensuring all students achieve at high levels and gaps will close.

Priority Area: Climate and Culture

- Calvert County Public Schools will integrate students' social-emotional and behavioral learning into daily instruction.
- Calvert County Public Schools will provide a nurturing, respectful and safe environment for all.
- Calvert County Public Schools will build and nurture the wellness and morale amongst staff.

#	Measure for Monitoring Progress	Proposed Metric	Internal or External	2018 Baseline	2019 Target	2019 Actual	2020 Target	Steering Committee Comments/Questions
1	Percentage of students who report feeling safe at school	Student Survey	External	68.7%	74%	77.86%	80.0%	Increase in percentage. Exceeded target.
2	Percentage of students who report that at least one adult in their school cares about them	Student Survey	External	84.6%	87.0%	86.28%	90.0%	Increased percentage. Target not met
3	Percentage of parents who report that they are satisfied with the school	Parent Survey	External	84.7%	87.0%	84.54%	89.0%	Decreased percentage. Target not met.
4	Percentage of parents that feel their children are supported by teachers	Parent Survey	External	83.5%	86.0%	85.30%	88.0%	Increased percentage. Target not met.
5	Percentage of employees surveyed who indicate that their talent and work is recognized and appreciated	Staff Survey	Internal	84.6%	87.0%	85.01%	89.0%	Increased percentage. Target not met

#	Measure for Monitoring Progress	Proposed Metric	Internal or External	2018 Baseline	2019 Target	2019 Actual	2020 Target	Steering Committee Comments/Questions
6	Percentage of students receiving OSS	Discipline Data	Internal	3.1%	2.8%	3.25%	2.6%	Increased percentage of OSS. Target not met.
7	Percentage of students receiving OSS that are repeat offenders.	Discipline Data	Internal	30.16%	29.16%	49.60%	28.16%	Those that have 2 or more OSS. Increased percentage of repeat offenders. Target not met.
8	Percentage of staff that feel they work in a positive school environment	Staff Survey	External	82.5%	84.5%	82.26%	86.5%	Decreased percentage. Target not met.
9	Percent of parents whose children report feeling safe	Parent Survey	External	83.7%	86.0%	90.86%	88.0%	Percentage increased. Target exceeded
10	Percentage of students who had 18 or more absences for the school year	Attendance Records	Internal	11.28%	10.78%	8.07%	10.26%	K-12 and must be in attendance for 10 or more days during the year Decrease in percentage of students absent 18+ days. Target exceeded
11	Percentage of schools implementing a schoolwide evidence based SEL program	Internal	Internal	17.0%	52.0%	54.0%	78.0%	4 schools out of 23 implemented schoolwide SEL programs last year Increase in percentage of schools with SEL programs. Target exceeded.

Response Data:

Total Student Survey Responses – 8,495 – (69.15% of 3-12 graders)

Total Parent Survey Responses – 1,592

Total Staff Survey Responses - 1,522- 76%

(These numbers could reflect that a person took the survey more than once).

Priority Areas - Climate and Culture:

- Calvert County Public Schools will continue to integrate students' social-emotional and behavioral learning into daily instruction.
 - This data is reflected in measurement #11(13 of 23 schools). However, while only 13 schools indicated a school wide program this year, many schools were doing targeted SEL within their buildings.
- Calvert County Public Schools will provide a nurturing, respectful and safe environment for all.
 - This data is reflected in #1, 2, 3, 4, 5, 8, with #1 being the lowest at 77.86% and the remaining ranking in the 80%+ range and #9 ranked highest with 90.86% parents reporting that their children report feeling safe.
- Calvert County Public Schools will build and nurture the wellness and morale amongst staff.
 - This data is reflected in #5 and #8. While there was an increase in #5 percentage who feel their talent and work is recognized and appreciated, there was a slight decrease in #8 where staff feel they work in a positive environment.

Additional thoughts:

1. When looking at the measurements for OSS, repeat offenders receiving OSS, and attendance, these data points should be used to help add to the picture of climate and culture within the system but should not be used in isolation to draw specific conclusions. There are many other factors that could impact these numbers which are not reflected in the survey.
 - OSS- While we have a percentage, what is not reflected in the survey are the specific incidents, severity, or the consistent practices across the system by school or level.
 - OSS repeat offenders- The percentage does not indicate how many incidents have occurred for each student nor do we know the severity of those incidents.
 - Attendance- This number indicated those students who accrued over 18 days illegal or legal absences, what is not reflected in the survey how many absences per student, how many are health related, nor how many have decreased their absence from the previous year's even though they continue to have over 18 absences.

We believe that additional drilling down of the data and the implementation of strategies would be necessary to have an impact on the climate and culture within the system.

2. The data relating to 18 days or more of absences falls in line with what ESSA will be requiring in the future. We felt by changing the measurement to reflect ESSA requirements it will allow us to remain consistent in the data collection for future surveys.

CLIMATE AND CULTURE ENGAGEMENT STRATEGY

- Every school will have a goal related to culture and climate in the School Improvement Plan.
 - Individual schools can utilize survey data as well as academic, attendance and discipline data in creating the goal for the plan.

- CCPS will identify a list of evidence and/or researched -based programs for social-emotional learning and work with schools on implementation of best practices.
 - Two programs were recommended for schools to utilize.
 - 2nd Step
 - Stop and Think
 - Some schools (elementary level and secondary level) may be using something other than what was recommended or applying the SEL program to a targeted group of students.
- Every school will identify a staff wellness coordinator.
 - ED/EP committee recommended, and it was approved, that there be a stipend for every school to have a Wellness Coordinator. The job was posted midyear and 12 applications were processed through extra duty-extra pay.
- Every school will have a strategy related to staff wellness and morale in the School Improvement Plan.
 - School can use data from the staff survey to address needs within their own schools
- Differentiated staff development model will be used to provide multiple opportunities for growth in the areas of climate and culture.
 - School Social Workers have created an SEL Tool Kit that is available to all schools for staff and parents.
 - The Tool Kit can be utilized as a training tool as well as a resource for teachers with specific strategies to address individual's needs.
 - Staff training is available at all schools
 - The addition of 2 social workers will aid in enhancing staff training
 - Restorative Practices Training was initiated in June of 2019. Schools that had not received training in the past had 2 representative trained.
 - Trauma Informed Training was initiated this year in all schools
 - Per COMAR there will be a more intensive suicide prevention training

Conclusion

The survey has given us 2 years' worth of data to build on for the future in Calvert County Public Schools. As we look at the data points, we feel they are relevant to student, staff and system improvement. As we move forward, in anticipation of the of the results from the MSDE Climate Survey, I think it is important to note that CCPS survey data is based off the same survey for 2 consecutive years.

Questions have arisen about why we don't use the MSDE survey. The simple answer is , we don't know what is on the survey, we don't know if it is asking the questions that we want to gather data on for our schools and it is not consistent with what has been done the last 2 years. Our survey was developed in conjunction with the CCPS Strategic Plan.

I think we need to have a plan on what we are going to do with the delivery of our survey and the impact this data will have on the movement of our system and how, if at all, will it merge with the MSDE survey. This year our students had to take 3 Climate Surveys. The first was the MSDE pilot survey used for validity testing in preparation for the actual Climate Survey they did this spring. The second was the MSDE Climate Survey that is be part of the ESSA requirements. The third survey was CCPS survey which was opened from May 6th to June 17th. The question remains: What impact does

taking 3 surveys have on the reliability of the survey and what impact will it have on the growth and movement towards our targets within the Strategic Plan?

Note: The “actual 2019” OSS and Attendance data was pulled from CCPS data base. The data used for the report for last year was clean data as reported by MSDE. We should use the 2019 data from MSDE and adjust the numbers and calculations as necessary once it becomes available in September.

Priority Area: **Workforce**

- Calvert County Public Schools will enhance the diversity of its workforce.
- Calvert County Public Schools will retain high-quality staff.
- Calvert County Public Schools will provide staff with personalized and differentiated professional learning enabling them to grow and increase student success.

#	Measure for Monitoring Progress	Proposed Metric	Internal or External	2016 Baseline	2016 Actual	2017 Actual	2018 Actual	2019 Actual	Steering Committee Comments/ Questions
1	Percentage of racially diverse teachers that closely match the student populations belonging to minority group as of September 30 th annually	HR Reports	External	7.40%	7.40%	6.90%	7.30%	8.90%	
2	Percentage of staff who report leaving unfavorable working conditions	HR Reports	External					13.6%	Workload and changes in job description
3	Percentage of employees surveyed who indicate that they feel valued and respected per the annual Climate Survey	Staff Survey	Internal				82.0%	-	Data will be available by September 30.

4	Retention rate of teachers new to CCPS (less than 5 years of teaching in the district)	Staff Survey	Internal				N/A		Data not available – will be completed in the fall.
5	Percentage of teachers who are teaching 1 or more classes out of their certification area.	HR Reports	Internal				N/A		Data not available.

- Refining Recruitment Efforts

- On-Site Mini Job Fairs (December – April)
- Off-Site Visits to Colleges and Universities
- Virtual Fairs
- Grow your own with Instructional Assistants and Substitutes
- TAM Scholarships
- CCPS Annual Community Job Fair (April)
- Advertisements in Publications (Indeed, Handshake, Teachers-Teachers, K-12 Job Spot, Glass Door, etc.)
- Social Media Campaigns (Twitter, Facebook, LinkedIn, etc.)
- Training Recruiters
- Consulting with other local school systems
- Using Alumni to Recruit

- Updating Interviewing Efforts

- Annual Bias Training for Administrators and Supervisors
- Skype Interviews
- Preliminary Screenings
- Offer Contingent Contracts
- Spark Hire Interviews (One-Way and Live)

- Improving Climate and Culture
 - Assistant Principal Training Sessions
 - Substitute Staff Training
 - Diversity Course: Safe Schools Training for All Staff and Substitutes
 - Conduct Stay Interviews (New)
 - Exit Interviews
 - Check-In Visits with New Hires (New)
 - Hiring Look-Back Meetings with Administrators and Supervisors
 - Refining the On-Boarding Process (HB 486)

As of July 10, 2019

- 51 teaching positions have been offered
 - 13 Special Education
 - 6 Mathematics
 - 4 English
 - 2 Science
 - 3 Social Studies
 - 1 Social Studies/Science
 - 1 Alt Ed
 - 2 Music
 - 1 Art
 - 1 Librarian
 - 1 Physical Education
 - 1 Spanish
 - 1 Naval Science
 - 1 Counselor
 - 2 Speech Language Pathologist
 - 11 Elementary

Priority Area: Community Engagement

- Calvert County Public Schools will work to ensure that all staff, families, and community businesses and organizations are actively engaged with the district as advocates, allies and partners to increase equity, access, and results for all students.

#	Measure for Monitoring Progress	Proposed Metric	Internal or External	2017 Actual	2018 Actual	2019 Target	2019 Actual	2020 Target	2020 Actual	Steering Committee Comments/Questions
1	Total students who are receiving industry or business experiences through internships or working partnerships	Student Survey	External	39	56	60	78	83		FY 20 goals to refine the internship program and increase student participation at schools with low participation rates.
2	Percentage of schools in the district that have a parent involvement organization or business partner	Climate Survey	External	100%	100%	100%	100%	100%		Maintain current data.
3	Number of opportunities for community members to meet with board	Meeting Count	External	0	0	3	0	3		Work directly with BOE members to schedule events that allow community members to ask questions or give comments outside of board meetings.

	members (and provide feedback on district)									
4	Total number of parents, businesses, and community members volunteering, mentoring, and/or tutoring students.	Meeting Count	External	2,186	3,464	3,534	4,724	4,819		Seek additional support from local businesses and community organizations to support students.

- Develop a Community Engagement Committee
 - Internal committee to work in conjunction with Partnership Advisory Board (community members)
- Hosting an Internship Fair
 - October 9, 2019 – CHS
- Increase job shadowing and internship opportunities
 - Developing partnerships with local government and professional organizations
- Increase student mentoring programs
 - Develop relationships with social organizations and community leaders
- Develop opportunities for community to interact with Board Members outside of BOE meetings
 - Individually or in groups
- Partnering with parent involvement organizations
 - Increase volunteers
 - Increase resources
- Secure additional local business partners
- Secure additional sponsors and partners for the Calvert County School Foundation