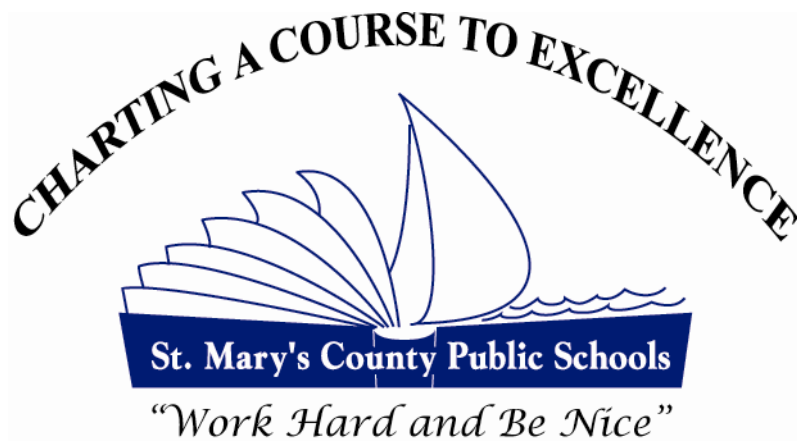


# St. Mary's County Public Schools

## Bridge to Excellence Master Plan 2011 Annual Update

### Part I



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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 and continuing for the remainder of the Race to the Top (RTTT) grant period, Maryland will integrate the RTTT Local Scopes of Work with the existing Bridge to Excellence Master Plan (BTE) and will review and approve the Scopes of Work within the Master Plan review infrastructure in accordance with RTTT and BTE guidelines. The purpose of this integration is to allow Maryland's Local Education Agencies 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 enables 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 education grants. The grant is worth \$250 million 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. In 2011, local Scopes of Work will be integrated and reviewed as part of the BTE Master Plan.

## **New Master Plan Structure and Review**

To facilitate the integration of the BTE Master Plan and LEA Scopes of Work, the Master Plan Guidance, which is currently based on the five No Child Left Behind goals, has been reorganized to reflect the four RTTT reform areas. The No Child Left Behind goals – still integral to the Master Plan – are subsumed under the RTTT reform areas. Under the new Master Plan structure, local school systems will begin with an Executive Summary, which sets the stage by providing analysis of local data, highlighting academic and fiscal priorities, and summarizing local Scopes of Work under the four reform areas. The Executive Summary will be followed by sections for each reform area, each beginning with the Scope of Work narrative and detailed action plan accompanied by a detailed budget for the current implementation year. Included in each reform area section will be the local report on progress to the respective NCLB goal area.

A comprehensive review of all 24 systems' Master Plans occurs annually. The review process involves panelists from all 24 LEAs and from the Maryland State Department of Education. It requires all 24 systems to update the State Board of Education and the State Superintendent of Schools on the effectiveness of federal grant programs, American Recovery and Reinvestment Act funds, and State Fiscal Stabilization Funds. In addition to the review of progress toward the NCLB goals, each system receives a separate financial technical review by the Maryland State Department Office of Finance to ensure fiduciary responsibility. Beginning in 2011, as part of the Master Plan review process, local Scopes of Work narratives, action plans, and respective budgets will receive the same level of intense review to ensure that the goals of BTE and RTTT are being met, the components of these programs are fully integrated, and to ensure fiscal accountability and responsibility. Ultimately, each local Master Plan must be reviewed by the State Board of Education and approved by the State Superintendent of Schools.

For 2011, the review of the local Scope of Work, which must align with Maryland's RTTT application, will focus on the approval of the narrative, action plan and budget for Year 2. Each local Master Plan and integrated Scope of Work will be unique based on the needs of the local school system.

**2011 Master Plan Annual Update**

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

**Master Plan Annual Update Part I**

**Due: November 22, 2011**

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

**Address: 23160 Moakley Street, Leonardtown, Maryland 20650**

**Local Point of Contact: Mrs. Linda J. Dudderar, Chief Academic Officer**

**Telephone: 301-475-5511 ext 108**

**E-mail: [ljdudderar@smcps.org](mailto:ljdudderar@smcps.org)**

**WE HEREBY CERTIFY** that, to the best of our knowledge, the information provided in the 2011 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 school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

**\*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**

11/17/11  
**Date**



**Signature of Local Point of Contact**

11/17/11  
**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.

<b>Name</b>	<b>Affiliation/Title</b>
Mrs. Linda J. Dudderar	Chief Academic Officer, BTE Point of Contact
Mr. Gregory V. Nourse	Chief of Fiscal Services and Human Resources
Mrs. Melissa B. Charbonnet	Exec. Director of Special Education
Mr. James C. Corns, Jr.	Director of Informational Technology
Mr. Theo L. Cramer	Director of College and Career Readiness / Principal (JAFCTC)
Mrs. Regina H. Greely	Director of Instructional Technology
Mrs. Kelly M. Hall	Director of Elementary Education, Title I, and the Judy Center
Dr. Jeffrey A. Maher	Director of Teaching, Learning, and Professional Development
Dr. Charles E. Ridgell, III	Director of Student Services
Mr. J. Scott Smith	Director of Secondary Schools and School Improvement
Mr. Dale P. Farrell	Supervisor of Human Resources
Mrs. Rhonda K. Meleen	Coordinator of Fiscal Services



## Section A: Executive Summary

### I.A

#### INTRODUCTION

In St. Mary's County Public Schools (SMCPS), the third wave of educational reform has rolled upon our shores and shifted our sands. As a result, we find ourselves using many words beginning with the prefix "re." We have *reviewed* our work of the past ten years, *refocused* our curriculum, *refreshed* our commitment to teacher observation and evaluation, *refined* our data analysis systems, and *renewed* our relationship with our education association and community stakeholders. Our goal is to ride the wave of reform to its destination, rather than allowing it to crash over us. To accomplish this, we have actively sought participatory roles on the Maryland Council for Educator Effectiveness and volunteered to be one of seven Local Educational Agencies (LEAs) to pilot a Performance Evaluation System for our teachers and principals that culls 50 percent of its value from student growth measures. Having a voice in both of these essential groups will allow us to redefine our work over the next year and reshape our vision for the future.

#### Refocus

All of our work has been underpinned by the Maryland State Curriculum, so as we transition to the Maryland Common Core State Curriculum (MCCSC), we must refocus our instructional maps, pacing guides, and assessments. There is a greater sense of urgency attached to this when we consider that all of our middle schools and several of our elementary schools failed to make Adequate Yearly Progress (AYP) for school year 2011, with special education being an area of notable difficulty. We have struggled with how to answer this question: "To what extent should we invest time and effort to remediate students for a curriculum we know will be heavily revised in the upcoming years?" Faced with dwindling resources and straddling the expectations of an outgoing curriculum weighed against the more rigorous standards of student mastery embedded in the MCCSC, we have decided to move boldly ahead by committing ourselves to Race to the Top and having each school fully embrace the MCCSC by implementing the Educator Effectiveness Transition Plans developed this summer during the Educator Effectiveness Academies (EEA), for this upcoming school year. These plans are an integral part of each school's annual improvement plan and have been the foundation of our orientation as teachers return to schools and students begin their work. Quarterly performance tasks, aligned to the common core and rich with interdisciplinary collaborative effort, will be assigned to each student. Their performance will be captured and analyzed using our data warehouse, Performance Matters II. This is our instructional focus for the upcoming school year.

## **Refresh**

The best news to come out of the Third Wave of Maryland Educational Reform is that much of what we have been doing for the past ten years aligns with the vision set forth by the state. We have been using Charlotte Danielson's *Framework for Teaching* since 2001, when we adopted it as our primary observation and evaluation tool. Our teachers understand explicitly that great instruction comes thorough planning and preparation, a classroom environment conducive to learning, and instruction that is aligned, engaging, and flexible. They also value professional development defined by collaborative interaction with their peers and their stakeholders. All of this is predicated on constant communication and respect. These are the values that drive teaching and learning in St. Mary's County, and it is validating that the Maryland State Department of Education (MSDE) has chosen these four Danielson domains to represent 50 percent of teacher evaluation. Over the past year, we have presented our evaluation system to other educational agencies across both the state and the nation. We believe we have a model that, when followed with fidelity, yields the best instructional environment for both students and staff. For the upcoming school year, we will refresh our training sessions on those four domains with teachers, administrators, and supervisors to ensure that nothing is lost amid the rising clamor about testing and teacher effectiveness.

## **Refine**

In spite of all the positive steps we have taken, we realize that we can always do things better. To this end we will refine our data collection tools to examine student performance relative to teacher effectiveness. We will mine assessment data and the assignments given to students to make sure that all work has meaning and moves children to mastery. We have an online grade book that is closely monitored by students and parents, which we will use as the primary vehicle to communicate academic expectations and progress. We will pilot a fifth domain in five schools that evaluates student growth on summative assessments, formative assessments, performance tasks, attainment of goals, and classroom performance. This will eventually make up half of a teacher's or a principal's annual evaluation. Accomplishing this will require that hard work be done with all stakeholders at the table. To this end, we have held several meetings and convened a steering committee that is comprised of teachers, administrators, supervisors, and education association leadership. These bi-monthly meetings will ensure that all evaluative tools are balanced, supportive, and move us forward.

We will embrace this year of "re" and emerge stronger than ever before, as our work has never been more important. We will seize the opportunity to move beyond distractions and hone in on the essence of our work: *"Know the learning and the learner, expecting excellence in both—accept no excuses, educating all with rigor, relevance, respect, and positive relationships."*

## **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 fifth 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 345 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 315 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 will conclude our commitment to our first cohort when they earn their diplomas and begin the next phase of their lives. 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. Over 260 students are 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 2011–2012 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, and 11th grade cohort serving almost 100 students. 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 take a dedicated Advanced Placement Comparative Government and Politics, Advanced Placement English Language, and a second year of 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.

***Tech Connect:*** Tech Connect is a program housed at the Dr. James A. Forrest Career and Technology Center (JAFCTC) and aimed at engaging first year freshmen by developing their technology literacy and exposing them to potential graduation pathways at the JAFCTC. The program accepts up to 75 freshmen who struggled in middle school and showed signs that they were at risk to drop out of school. Students travel to the JAFCTC daily and receive 60 minutes of technology instruction with embedded elements of mathematical fluency and supportive

mentorship. The program contains character education to build the skills students need to be successful in school. Completion of the program provides students with their required Career and Technology Education (CTE) credit and a .5 elective mathematics credit. More than half of the Tech Connect students return to the Forrest Center and enroll in one of the 24 programs offered to grades 10–12.

### **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 rolled out the use of SharePoint 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 2010, our average class size was 17.30 in pre-kindergarten; 19.46 in kindergarten; 20.56 in grades 1 and 2; 22.74 in grades 3–5; 18.56 in middle schools, and 22.03 in high schools. Our graduation rate was 88.83 percent.

In 2011, our average class size was 19.05 in pre-kindergarten; 20.32 in kindergarten; 20.18 in grades 1 and 2; 22.71 in grades 3–5; 19.04 in middle schools; and 22.43 at high schools.

In 2012, we are assured our class sizes will increase at all levels as we have cut over 45 classroom teachers and anticipate an increase in student enrollment of over 400 students.

### **Fiscal Outlook**

For FY 2011, we realized a \$5,099,959 decrease in our general fund operating budget from FY 2010 funding, a 2.8 percent decrease. However, this funding decrease does not include the influx of American Recovery and Reinvestment Act (ARRA) funding totaling \$2,900,388. Including the additional influx of federal funds, the school system budget was reduced by \$2,199,571 for a total operating budget decrease of 1.2 percent. While this additional influx of federal ARRA funds precluded the need for draconian cuts to programs and/or personnel, it did not provide sufficient latitude for cost of living adjustments for our employees. However, negotiations did include the give back of step recovery and an additional step in FY 2011 for a

total appropriation of \$2.0 M. This set up an additional negotiation obligation of approximately \$2.4 M in FY 2012 to balance the budget. Additionally, these ARRA funds were utilized to cover ongoing expenses in the operating budget to include tuition reimbursement, contracted bus services, non-public student placements, and utility costs. With the elimination of stimulus funding, these costs must be picked up in the FY 2012 operating budget request. A net total of 6.25 new positions were added to the budget, five (5) of which were to cover grant rollover positions that could no longer be covered with the reduction of grant funds. For budgeting and tracking purposes, a separate fund was established for the charter school to better keep track of personnel and expenses. The funds are reconciled for auditing purposes each year. Fund balance totaling \$8,000,000 was utilized to balance the budget and preclude the layoff of existing employees. The school system cannot sustain the utilization of one-time funds to pay for ongoing expenses and must work to eliminate their usage in this manner. The net obligation for OPEB increased by \$7.4 M for a total unfunded obligation of \$10.6 M. Additionally, SMCPS received \$9,506,522 in the Capital Budget to support 10 capital projects.

### **Climate Changes**

For the current fiscal year, we realized a \$34,789 increase in our FY 2012 operating budget from our FY 2011 funding which is essentially a zero growth budget. However, this does not take into account the elimination of ARRA funding of \$2,900,388 from FY 2011 which was utilized for ongoing expenses. If this was taken into account, the overall budget would decrease by \$2,865,599 for a reduction of 1.6 percent. County funding represents an increase of \$750,000 over maintenance of effort and eliminated the need to cut 16 additional teaching positions to balance the budget.

Overall, 57.4 positions were eliminated from the budget through attrition or the implementation of a retirement incentive bonus payment. Eliminated positions included 34 administrative and supervisory positions, 42.8 resignations and retirements, 22 teaching positions, and an additional 11 anticipated retirements/resignations in FY 2012. A loss of 109.8 positions is offset by the addition of 52.4 positions to include 9 grant rollover positions due to the loss of funding. Negotiations did not include any cost of living adjustment or step allocation for employees.

In addition, the budget includes the utilization of 3 furlough days for all employees which have been prorated over the 26 pay periods to lessen the impact on paychecks. The budget includes the utilization of \$3,924,369 in fund balance and \$2,200,000 in health care rebates to offset decreasing revenues. Both fund balance and the health care rebate was utilized for ongoing expenses and is a strategy SMCPS will be utilizing in FY 2013 to maintain the integrity of the instructional program. This budget increases class sizes and reduces expenditures in all categories to fund incremental increases in utilities, fuel, health insurance, bus transportation, and other essential services.

This budget is simply the first step in an otherwise ongoing effort to meet the funding demands of our county and state, yet maintain a high level of program integrity for our continued success in developing the FY 2013 operating budget, the Superintendent will again use fund balance to maintain instructional program integrity trusting that additional funds will become available in future years. However, it is our hope that we can reduce the utilization of one-time revenues for ongoing expenditures by the FY 2014 budget. The new Race to the Top (RTTT) and Educational Jobs Bill funding has done little to enhance the revenue picture for SMCPS. RTTT funds are insufficient to fully meet the educational mandate from the federal government and will require additional recurring resources from the school system to meet timeline and activity requirements. The Education Jobs Bill provided onetime funding for personnel needs but set up an ongoing obligation on the part of the school system as funds were utilized to pay for health and drug plans. The ever-expanding fiscal crisis continues to affect state and local funding authority's ability to preserve current instructional efforts. The next two years represent a fiscal reality that has not been seen since the early 1990s and will present particular difficulties in maintaining our current programs and momentum.

## **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.

***Standards and Assessments:*** Our most concrete work to date was over the summer of 2011 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 attached the EEA Transition Plans to the annual School Improvement Plan (SIP) created by each instructional site which guide their work throughout the school year. Our goal this year is to have all teachers intimately familiar with 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 signing lease contracts that will get us to a 3 to 1 ratio of computers to students—with much of this being mobile computing technology. Coupled with this purchase, is our goal to have all schools connected to the internet with a fiber connection so video streaming and on-line learning can occur without service interruption. To achieve this, we are making all buildings wireless, 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 upcoming year will be done as we move through the piloting of a teacher evaluation system and a leadership evaluation system that places half of its emphasis on student growth. We have selected five schools to participate in the pilot, three elementary, one middle, and one high school. All teachers are included in the pilot regardless of evaluation cycle or instructional assignment. Twice a month, a steering committee composed of teachers, administrators, supervisors, and education association leaders have been meeting to come to consensus of what this “Domain 5 Student Growth” should reflect. The committee has agreed to multiple measures; summative, formative, performance, growth, and classroom achievement. The difficult work now will be to mine this data from several sources and field test the data to see if it really matches what is happening in the classroom and the observation data we will continue to gather.

**Turning Around Lowest Achieving Schools:** Finally, we will be working with our five elementary and four middle schools that failed to make Annual Yearly Progress (AYP) under the current goals of No Child Left Behind. One elementary school has entered its second year of improvement and one middle school has fallen back into corrective action after making AYP the previous year.

## **Core Content Areas**

**Reading:** For grades 3–5, 89 percent of students were proficient/advanced in reading with 35 percent of that group scoring advanced. While grades 6 and 7 held steady from the previous year, grade 8 students achieved an 86.9 percent proficiency on Reading MSA, up 3.7 percentage points from the last school year.

**Mathematics:** For grades 3–5, 90 percent of all students were proficient/advanced in mathematics with 45.4 percent of that group scoring advanced. Grade 7 students achieved 33 percent advanced on the Mathematics MSA—up 5.3 percentage points from the previous year. Grade 8 students achieved 40.3 percent advanced on the Mathematics MSA.

**Science:** The average overall score for student performance on the grade 5 Science MSA decreased in 2011 by 2.2 percentage points from an average overall score of 78.9 percent in 2010 to an average score of 76.7 percent in 2011. This trend mirrored the overall scoring trend



for grade 5 on the reading and mathematics MSAs. The grade 5 average overall scores on the Science MSA have hovered between 76–79 percent for the last two years. In 2011, 82.7 percent of the grade 8 students in St. Mary’s County Public Schools scored proficient on the Science MSA. This was an increase of 4.3 percentage points from the previous year when 78.4 percent of grade 8 students tested scored in the proficient range.

***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 2011, SMCPs was fortunate to receive a donation of eighty Promethean Boards that were targeted for our elementary fourth and fifth classrooms. This resulted in 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 has begun to rebuild 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 2011–2012 school year, St. Mary’s County Public Schools will provide 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.

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 2011–2012 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:*** In 2010–2011, 91 English Language Learners (ELLs) out of a total of 126 (72 percent) made progress based on 2011 LAS summative administration, compared to 85 percent in 2009–2010. In order to make the AMAO 1 2010–2011 target, at least 60 percent of students must have scored 15 points higher, as compared to their scale score on the previous year's administration. In both years, ELLs exceeded the targets for the previous year, and their performance documents that ELLs in St. Mary's County Public Schools continue to make progress. We will continue our efforts in the upcoming year and anticipate similar results.

***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 2010–2011 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, 90 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:*** The Program of Acceleration, Challenge, and Talent Development (PAC-TD) 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 2011–2012 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 M<sup>3</sup>*: 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 Pre-Algebra in grade 6, and continuing through Pre-AP and the Advanced Placement pathway to ensure that all students are placed in the most challenging courses available. During the 2011–2012 school year, the *Springboard* program will be utilized in the middle school Algebra 1 courses to facilitate instruction and ensure that all students enter high school algebra proficient. 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 the 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,” it is not possible to track 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 2010-2011 school year, SMCPS has met AMAO I and II, 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 10.7 percent of our population and accounted for 17.6 percent of those who were suspended out-of-school. Grade 7 Special Education students achieved a 59.8 percent proficiency on MSA Mathematics, up 4.7 percentage points from the previous year. 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**

### **Bridging the Gap**

The 2012 school year will see St. Mary's County Public Schools crossing a bridge from the current Maryland State Curriculum to the new Maryland Common Core State Curriculum (MCCSC). We will refocus our assessments and refine what we are asking students to learn and demonstrate. A decade's worth of testing trend data will become superfluous as new outcomes and pacing guides are developed, implemented, and assessed—all aligned to the new standards. Our work will be driven by the Race to the Top Assurances and Scopes of Work we developed in SY 2011.

We started on this path this past summer when each school in our district sent an instructional team to the Educator Effectiveness Academies. Each team developed an Transition Plan for the school year which will inculcate all stakeholders to the Maryland Common Core State Curriculum and yield student work that is rigorous, trans-disciplinary, and aligned to the eight standards for mathematical practice and seven competencies for students who are college and career ready in reading, writing, speaking, listening, and language. Our instructional effort will be concentrated on these two goals—a complete understanding of the MCCSS and the development of quarterly student performance tasks that align to these new standards.

## **Creating a Sense of Urgency**

So that we may all equally own this new curriculum and demonstrated student mastery of its content, we are moving toward greater achievement accountability for our teachers and principals. For the SY 2012 we are one of seven LEAs piloting an evaluation system that places half of the annual rating on the performance of students. Communication and an open collaborative process will result in an evaluation system that respects the effort of educators, understands the intent of instruction, and ultimately weighs both against the evidence of learning gathered annually.

We are all in this together.

## **I.B**

### **Finance Section**

- Did actual FY 2011 revenue meet expectations as anticipated in the Master Plan Update for 2010? If not, identify the changes and the impact any changes had on the FY 2011 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

Actual FY 2011 revenue for St. Mary's County Public Schools (SMCPS) did not meet our expectations. State revenue was decreased substantially by \$2,778,866 due to the decrease in Foundation funding. Overall any decrease in funding negatively impacts our school system. Tough choices have to be made especially in the area of salary and benefit expenditures.

- 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.

#### **Master Plan Goal 1: Student Achievement**

St. Mary's County Public Schools did not expend as much as anticipated on Student Achievement due to the decision not to hire 2.4 FTE positions to support the Fairlead Academy. This initiative was able to move forward without the additional staff. However, we did provide \$1,935 additional funding to the Fairlead Academy for materials of instruction. St. Mary's County Public Schools did realign existing positions to a Technology Instructional eCoach who are responsible for providing technical support to teachers and technology contacts in the use of technology in instruction.

#### **Master Plan Goal 3: Quality Teachers**

St. Mary's County Public Schools was able to support teacher recruitment, retention, and orientation through collaboration between the Department of Human Resources and the Department of Teaching, Learning, and Professional Development. Voluntary Early Bird Sessions for new teachers were held August 12–13, 2010. Required New Teacher Orientation was held August 16–18, 2010. New Teacher Seminars were held September 15, October 13, November 10, December 8, 2010, and January 12, February 9, March 9, April 13, and May 11, 2011. Teachers new to teaching were required to participate in all seminars; teachers new to our system were required to participate in 4 or more seminars. SMCPS is fully implementing the COMAR regulations supporting new teacher inductions.

#### **Master Plan Goal 4: Safe and Orderly Schools**

St. Mary's County Public Schools was able to realign a technology position to a security specialist who provides technical and mechanical support for the planning, implementation, daily operation, and maintenance of security systems at all SMCPs schools, campuses and office sites. This position has greatly improved the operation of security systems and provides communication between the sites and the Department of Safety and Security.

#### **Master Plan Goal 5: All Students Will Graduate from High School**

St. Mary's County Public Schools supported this initiative through the Fairlead Academy which is designed to meet the academic needs of underachieving students. Additional funding was used to support the purchase of materials of instruction for this initiative. SMCPs realigned 3 FTE positions to College and Career Readiness Coaches who are assigned to each of our high schools and work directly with transitioning students as well as those students failing to make adequate yearly progress toward graduation.

#### **Mandatory Cost of Doing Business/Other**

St. Mary's County Public Schools funded Chesapeake Public Charter School at \$19,660 less than anticipated due to decreases in the overall per pupil expenditures. The increase in Contractual agreements/benefits was \$162,476 less than anticipated due to the receipt of ARRA SFSF funding, for Contractual agreements/salaries the amount was \$1,211,843. Non-Public Special Education Placements were below the anticipated additional expense by \$661,346 due to the influx of ARRA SFSF funding. The reduction of Materials of Instruction was greater than anticipated by \$142,848. The Reduction/Realignment of Positions netted less than the anticipated amount by \$49,696. Transportation expenditures were \$380,519 more than expected, while the reduction of Utilities was less than projected by \$258,006 even with the influx of ARRA SFSF funding.

SMCPs also realized a \$1,532,077 decrease in restricted grant revenue from both federal and state agencies. The largest reductions were in IDEA Special Education and 21st Century grant revenue.

Questions 1-4 below are based on the school system's use of State Fiscal Stabilization Funds. Question 5 is based on all ARRA funds. Please respond to the following questions using the information provided in the **ARRA Prior Year Variance Table**.

1. Please describe what the influx of flexible ARRA SFSF funds has allowed the school system to accomplish this year, regardless of whether or not the SFS funds were directly used to fund an initiative. (For example: A school system plans to use SFS funds to pay for utilities, and that decision, in turn, is allowing the district to allocate funds to a different program or initiative.)

St. Mary's County Public Schools' ARRA SFSF funds were utilized to cover the expenditures for Special Education Non-Public placements, Student Transportation, Utilities, and Fixed Charges. This enabled the offset of those expenditures which in turn helped with the increased cost of fuel and utilities. ARRA SFSF funding allowed a one-time influx of funding which enabled SMCPS to continue providing funding for salaries, services, and materials of instruction without making additional cuts.

2. If the State Fiscal Stabilization (SFS) funds are being used for specific construction projects, please provide a list of the specific construction projects (ARRA Division, A, Section 14008) and the corresponding resource allocations.

Does not apply to St. Mary's County Public Schools.

3. Please describe, if applicable, one-time uses of SFSF funds. Include individual activities and corresponding resource allocations in your description. After the ARRA funds run out, is there a plan of sustainability? If so, please briefly describe the plan.

Does not apply to St. Mary's County Public Schools.

4. 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.

1. Improve student achievement for ALL students. Work to eliminate the achievement gap for all identified groups of students. Ensure that all subgroups meet Annual Measurable Objectives (AMO). Implement Educational Pathways.
2. Ensure that all learning environments are safe, orderly, nurturing and healthy.
3. Teach EVERY child to read, on-grade level, by the beginning of grade 3.
4. Frequently monitor student progress (weekly, monthly, and quarterly) in READING and MATH.
5. Develop and utilize local assessments that align with state standards and exams.
6. Align Curriculum, Instruction, and Assessments with the state standards with an emphasis on teaching for learning with high expectations for ALL students.
7. Increase student performance at the high school level through a focus on HSA's, increased participation in Advanced Placement (AP) courses with a score of 3 or higher on the AP exams, and participation on SATs.



8. Promote, recruit, and retain a quality and diverse workforce. Foster professional learning and leadership capacity of the entire workforce.
  9. Strengthen partnerships with the community, businesses, military, and local colleges.
  10. Expand the use of technology to increase student learning and to analyze our student data via our data warehouse and the Home Access Center.
  11. Ensure that all students graduate and ensure that each child attends school every day.
  12. Ensure that early childhood and after school programs are of high quality.
  13. Develop intervention plans for students not meeting state standard and not performing on grade level in reading and math. Ensure that no schools are placed in school improvement status as defined by the State of Maryland.
  14. Develop extensive and meaningful parent and community relationships and communicate regularly and often with all stakeholders. Promote a customer service approach.
  15. Provide strong instructional leadership that is supported by ongoing professional development with a focus on knowing the curriculum, knowing the pedagogy and knowing the learner. Focus on continuous improvement and job embedded professional development.
5. How has the potential “funding cliff” impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds?

Discussions regarding the “funding cliff” were central to the development of the FY 2012 operating budget and continue as we evaluate and formulate subsequent budgets. St. Mary’s County Public Schools utilized ARRA funds to lessen the impact major mandatory expenditures had on our system. This resulted in our ability to provide resources for instruction.

### **Race to the Top Monitoring Questions**

1. Please provide the reason for the balance of unused funds at the conclusion of Project Year 1. Where the reason is project-specific, please include this information at the project level.  
  
St. Mary’s County Public Schools realized an \$8,546 unused balance in the Race to the Top (RTTT) Year 1 award. Our expenditures were less due to prudent travel planning and implementation to participate in the Academy follow-up sessions.
2. How did the availability of unused funds at the conclusion of Project Year 1 impact the LEA’s planning for Project Year 2 and beyond?

The unused funds do not directly impact our current plans for Year 2. However, the remaining balance may be utilized for substitute teachers in order to allow teachers to continue professional development for RTTT.

3. What programmatic changes or accelerations have been made to ensure that activities and goals are met within the grant period?

St. Mary's County Public Schools met the goals for RTTT Year 1 without spending the full award amount. SMCPS will utilize this balance to support continuing professional development. SMCPS is on track with our RTTT Year 2 initiatives. We have procured most of our needed infrastructure applications and/or hardware, and we are moving toward the implementation of wireless access and computer leasing.

4. What will the LEA do differently in Project Year 2 as a result of lessons learned in implementing Project Year 1?

SMCPS will monitor our progress in implementing the RTTT Year 2 initiatives. We are currently on track with our procurements and plans.

5. Does the LEA anticipate any challenges in implementing Project Year 2? If so, please identify the challenges at the grant and project level, if applicable.

SMCPS does not anticipate any challenges except for the timing of the release of funds and the determination of the status of the award balance from Year 1.

## **Race to the Top Scope of Work Update**

### **Section A: State Success Factors**

St. Mary's County believes that Race to the Top 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 Scope 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 it will produce.

### **Scope of Work to Support the MOU**

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.

### **Scope of Work to Support the Education Reform Act**

SMCPS will support moving tenure from two to three years; the creation by the state of a framework for teacher and principal evaluation system that requires student learning and growth as a significant factor in the evaluation; and study the initiative to consider locally negotiated incentives for teachers and principals who work in our lowest-achieving schools.

### **(A)(1) Ambitious Goals**

The state has set ambitious goals for our schools in the areas of NAEP, MSA, graduation, and college participation. SMCPS will adopt those ambitious goals and implement our action plan to assure that we meet them by 2020. We will create a plan that allows us to meet the interim goals established by 2014. These goals, when met, will assure that we have raised our proficiency rates, closed our achievement gaps, and increased graduation and college participation rates.

To further clarify our commitment to the MOU and the Education Reform Act, SMCPS will specifically:

- Adopt the Common Core State Standards and new assessments and equip teachers and leaders with a college-ready framework for their classrooms and schools.
- Provide even better linking of data systems to enable our schools to track students more closely, identify struggling and advanced students earlier, and provide educators with additional support to help struggling students catch up. We will work with our provider, *Performance Matters*, to assure a linkage to the state longitudinal data system to allow a seamless stream of information.
- Incorporate student academic growth into teacher and principal evaluations, professional development, and other human capital needs to enable principals to focus on teachers who need assistance and match up struggling students with highly effective teachers. This strategy will also help our Executive Officers do a better job of evaluating the performance of our principals.
- Coordinate academic and student support resources to our low-achieving schools to accelerate academic progress for students in these schools.
- Expand further STEM efforts to create new opportunities for students across the spectrum and, in many cases, give students a clear road map from high school to successful careers.

### **(A)((3) Demonstrate Significant Progress in Raising Achievement and Closing Gaps**

Just as the state has made significant gains in increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA, and has decreased achievement gaps between subgroups in those content areas, so too has SMCPS. And, as the state has increased the high school graduation rate, so too has SMCPS.

SMCPS will put significant focus on the four assurances that are highlighted in the application. We will also continue our focus on STEM education and the integration of technology across our school system. We will study the possibility of moving world language options to the elementary level. A significant portion of our RTTT funding will be targeted to upgrading our technology infrastructure to support the enhancements and expectations that are a part of the state plan, particularly in Assurance C – Data Systems to Support Instruction. SMCPS will make significant improvements in our ability to provide blended web-based instruction and assessment in all 27 of our schools.

Maryland's Reform Plan is broad, comprehensive, and positioned to meet the ambitious goals established to raise achievement and close gaps. SMCPS is committed to the broad requirements of the MOU as well as the specific details in all of the state's proposals. We are committed to providing the necessary professional development in all areas of the plan to assure the proficiency of our teachers and leaders in implementing the plan.

## **Section B: Standards and Assessments**

### **Section B: Standards and Assessments**

#### **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 Curriculum (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 six 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). 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.

As Maryland has embraced the CCSS, instructional staff members from SMCPS have been active participants in the gap analysis for the state curriculum. SMCPS content leads are providing the professional development related to the Maryland Common Core State Curriculum Frameworks. Further, content leads are working to revise local curriculum documents and syllabi to align with CCSS expectations and pacing. As statewide reviews of curriculum takes place, content leads have determined gaps with materials of instruction. Local assessments will be evaluated in light of these standards and modeled after the MSDE guidance relative to both formative and summative assessment structures.

#### **Transitioning to Enhanced Standards and Assessments**

In our plan to support the transition to enhanced standards and high-quality assessments, SMCPS is committed to the following:

- Implementing a roll-out plan for the standards together with all their supporting components;
- Furthering collaboration with the Community College and other institutions of higher education to align our high school exit criteria and the college entrance requirements with the new standards and assessments;

- Developing or acquiring, disseminating and implementing high-quality instructional materials and assessments to include formative and interim assessments;
- Developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and
- Engaging in other strategies that translate the standards and information from the assessments into classroom practice for all students including high need students.

SMCPS will 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, and STEM have convened several times to review transitional plans and to develop both curriculum resources and related professional development. Over the summer of 2011, 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

Further, EEA teams developed a set of “look fors” for instructional walkthroughs. SMCPS content supervisors have been deployed for site-based support at schools this year. Using these look-fors, they will work with the instructional team to provide coaching and support.

For kindergarten and grade 1, the curriculum documents were revised to match the CCSS for full implementation. Pre- and post-tests for grade 1 were also developed for implementation in the 2011–2012 school year.

## **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 guided by MSDE.

As a result of the Educator Effectiveness Academies (EEA), school teams are developing quarterly cross-disciplinary STEM performance tasks. These tasks are being shared across the system online via our SharePoint portal. Throughout the year, EEA STEM specialists are convening to review these tasks created to ensure both high levels of rigor and alignment.

### **World Languages**

Four years ago, SMCPs began implementing a Chinese world language program. This program now includes Chinese I, II, and III. SMCPs will study the initiative led by MSDE to consider World Language exploratory programs at elementary school.

### **In Conclusion**

At the heart of any reform efforts 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**

**LEA: St. Mary's County Public Schools**

**Date: October 2011**

**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.

<b>Section B: Standards and Assessments</b>	<b>Correlation to State Plan</b>	<b>Project #</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Performance Measure</b>	<b>Recurring Expense: Y/N</b>
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)					

1. Review and revise local curriculum frameworks in alignment with the Common Core State Standards (CCSS)  Implement CCSS for grades K–1	B (1) B (3)		Ongoing 2011–2012  August 2011	Jeff Maher, Director of Teaching, Learning, and Professional Development; Content Supervisors	Local curriculum aligned with CCSS  Review of syllabi and curriculum documents  Implementation of K–1 curriculum	N
2. Align locally-developed assessments with CCSS. Pilot new assessment items aligned to CCSS.  • Quarterly review of benchmark assessments	B (3)		2011–2012  October, January, March, May	Jeff Maher, Director of Teaching, Learning, and Professional Development; Content Supervisors	Local assessments aligned with CCSS Feedback provided related to CCSS assessment items  Pilot items quarterly aligned to CCSS	N
3. Implement state and local assessments and use assessment data to guide instruction through a comprehensive data system.	B (3)		Ongoing 2011–2012	Regina Greely, Director of Instructional Technology	Match current assessment items to CCSS through longitudinal data system Continued implementation of PMII	N
4. 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)		Ongoing 2011–2012  October, January, March, May	Jeff Maher, Director of Teaching, Learning, and Professional Development; Content Supervisors	PD Agendas PD Evaluations  Review of quarterly benchmarks, item analysis  Teacher observations and walkthroughs	N



5. Provide integrated STEM curriculum across all grade levels and schools (STEM for All)	B (3)		Ongoing 2011–2012  October, January, March, May	Tracey Heibel, Supervisor of Science and STEM; Content Supervisors	Revised curriculum documents  Review and revision of quarterly STEM units	N
<ul style="list-style-type: none"> <li>Development and pilot of quarterly STEM unites</li> </ul>						
6. Collaborate with local colleges and university partners to align our high school exit criteria and the college entrance requirements	B (3)		2011–2012  October, January, March, May	Theo Cramer, Director of College and Career Readiness; J. Scott Smith, Director of Secondary Schools	Memorandum of Understanding Partnership meeting agendas  Student enrollment data in articulated courses	N
<ul style="list-style-type: none"> <li>Quarterly review of articulation activities</li> </ul>						
<i>Optional Activities:</i>						
1. Participate in MSDE-led Educator Effectiveness Academies.	(D(5)		Follow up Monthly	Jeff Maher, 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
2. Examine local materials of instruction to ensure alignment with CCSS.	B (3)		Ongoing 2011–2012  October, January, March, May	Jeff Maher, Director of Teaching, Learning, and Professional Development; Content Supervisors	Newly adopted materials  Review and revision  Access reports from SharePoint	N
<ul style="list-style-type: none"> <li>Quarterly review of materials and assessments</li> </ul>						
3. Continue Chinese language program	B(3)		Ongoing	Linda Lymas, Supervisor of World Languages	Course implementation Student enrollment data	N

4. Explore options for world language integrated instruction in elementary school  • Establish focus group to review	B(3)		Ongoing 2011–2012  January, May	Linda Lymas, Supervisor of World Languages	Curriculum review Stakeholder input  Results and recommendations from focus group	N
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### **Year 3 Goals:**

- Review and revise middle school course sequence for mathematics to align with the Common Core
- Provide annotated curriculum documents with CCSS transitions
- Implement CCSS for grades K–2 and transitional curriculum for all other grades.
- Provide ongoing professional development to staff related to CCSS frameworks, mathematical practices, and literacy capacities.
- Examine texts and instructional resources to support full implementation.
- Development of county assessments aligned to the Common Core

### **Year 4 Goals:**

- Full implementation of the Common Core
- Implementation of county assessments aligned and articulated to the Common Core

## **Maryland School Assessment (MSA)**

### **Maryland School Assessment Reading**

Based on the examination of AYP Reading proficiency data for elementary schools (Table 2.1) and middle schools (Table 2.2):

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

#### **Grades 3–5 Challenges**

At the elementary review level, for 2010–2011 the scores for proficient plus advanced students decreased in the All Student group by .6 percentage points. Proficient and advanced scores for all students in grades 3, 4, 5, are 85.4, 90.9, and 90.4 percentage points respectively (compared to 87.1, 89.1, and 91.8, respectively for 2009–2010). A decline in scores from the 2009–2010 school year was seen in grade 3 and grade 4 as well with our Special Education and FARMS populations.

While achievement levels are relatively high overall, scores have leveled off. Achievement gaps still persist for our African American, special education, and FARMS students.

#### **Grades 6–8 Challenges**

At the middle school level, for 2010–2011, the overall scores for proficient and advanced students decreased in the All Student group by 1.1 percentage points. Proficient and advanced scores for all students in grades 6, 7, and 8 are 82.7, 84.6, and 86.9 percentage points respectively (compared to 87.9, 86.7 and 83.1 for grades 6, 7, and 8 in 2009–2010). A decline in scores from the 2009–2010 school year was seen in grade 6 and grade 7 overall, as well as with our Special Education, LEP, and FARMS populations. Achievement gaps still persist for our African American, special education, and FARMS students.

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.

#### **Grades 3–5 Adjustments, Allocations, and Time Lines**

This year, curriculum expectations are designed with explicit attention to increasing the rigor of assignments and the inclusion of writing in response to text. This renewed focus will emphasize analytical thinking and higher level thinking and comprehension. For 2011–2012, the literacy lab model, which was introduced last year, will 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. During 2011–2012, the

elementary reading supervisor will be relocated into our school buildings from the Central Office site in order to work more closely with the school administrators. A decentralization plan has been developed to allow more supervisory time in the classrooms, time working with PLC's, and time to work one-on-one with our instructional staff to fine tune the implementation of our Literacy Lab model.

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 will provide 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 schools and include Read Naturally, Six Minute Solution to Fluency, Road to the Code, and Soar to Success. As part of the decentralization plan, supervisors will take an active role in assisting with data meetings and helping schools identify the appropriate intervention based on student needs.

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 will be transitioning to the DIBELS Next assessment and utilize the MAZE component to better identify student comprehension ability along with comprehension checklists on running records. Teachers will be tasked with examining the complexity of texts, increasing student reading stamina, and exposing students to increased expository text. Further, there is an expanded focus on deepening understanding, and not simply broader understanding. Primary grades will be tasked with exposing students to higher levels of literature in order to develop vocabulary and comprehension skills beyond their reading level.

The 135-minute reading/language arts block at the elementary level will be audited to ensure high levels of aligned instruction are taking place throughout the instructional block. Schedules will be 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, teachers will reexamine writing assignments to develop "rich" writing assignments at least once per semester to help students build knowledge on a subject through research projects and to respond analytically to literary and informational sources.

Pre-kindergarten, kindergarten, and grade 1 Reading / Language Arts curriculum maps are being developed, through the use of teacher teams, to align our current program with the

Common Core State Standards (CCSS). These grades are moving into full implementation of the Common Core during the 2011–2012 school year.

### **Grades 6–8 Adjustments, Allocations, and Time Lines**

In middle school, critical reading and writing is the focus to increase student achievement levels. The Literacy Lab model is also employed with this focus at the middle school level for small group reading and writing instruction. The students are grouped strategically so that they are working on the skills and processes of reading and writing through differentiated assignments. The teacher facilitates small groups, works with individual students, takes frequent running records on oral reading as appropriate, and conferences with students about their writing. The advantage of this model is that the student spends a greater amount of time reading and writing. During the 2011–2012, the secondary English/Language Arts supervisor will be relocated into our school buildings from the Central Office site in order to work closely with the school administrators. A decentralization plan has been developed to allow more supervisory time in the classrooms, time working with PLCs, and time to work one-on-one with our instructional staff to fine tune the implementation of our Literacy Lab model.

At the middle school level, in conjunction with the University of Maryland, we will be expanding professional development to English Language Arts, social studies, and science teachers for improving comprehension and student motivation, especially with a focus on non-fiction text.

A comprehensive writing plan will be developed that will help our teachers transition their writing instruction to the Common Core State Standards. Both the elementary and middle school levels will place a strong emphasis on writing in the content areas. This will be a staff development focus this year as we develop lessons that integrate writing in response to a source and for a purpose. The writing components of the county benchmark assessments will be revised to reflect the implementation of the Common Core Standards in the area of writing.

## **Maryland School Assessment Mathematics**

Based on the examination of AYP Math proficiency data for elementary schools (Table 2.4) and middle schools (Table 2.5):

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

### **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 students scoring proficient or advanced actually dropped slightly with the largest loss at grade 3, with 3.1 percentage points, and the smallest loss at grade 4 with .5 of a percentage point.

#### ***Meeting the Needs of Advanced Learners***

The percentage of students who scored advanced rose dramatically in prior years. A focused plan to more systematically meet the needs of advanced students in grades 1–5 was developed in 2010–2011. While there was a 7.8 point gain in the percentage of students scoring advanced in grade 4, there was a 3 point drop in the percentage of students scoring advanced in grades 3 and 5.

### **Grades 6–8 Challenges**

#### ***Special Education Achievement Gap***

In the middle grades, our proficiency rate for Special Education students remained stagnant at 55 percent while the aggregate proficiency rate for all students climbed +1.1 percentage points to 83.8 percent; further accentuating the achievement gap of Special Education students to about 30 percent (specifically -28.8 percent). However, as we further disaggregate the 2011 MSA results, our male Special Education performance data has declined by 4 percentage points since 2009 (57.9 percent in 2009 to 53.9 in 2011) while our female Special Education has improved by almost 20 percentage points in this same time span (i.e., +19.6 percentage points).

#### ***Male vs. Female Achievement Gap at the Middle Grades***

An achievement gap between males and females is beginning to emerge at the middle grades and this trend permeated both the aggregated and disaggregated gender data from the 2011 Maryland School Assessment (MSA) Performance Results.

Aggregately speaking, in 2011, females in grades 6–8 outperformed males per Table 2.5 by 5.5 percentage points; this performance gap between genders has grown by 1.8 percentage points since 2010, in which the gap was at 3.7 percentage points. What is confounding is that this data trend does not exist at the elementary school and had not been seen at the middle schools heretofore.

### ***African-American Male vs. African American Female Achievement Gap***

In addition, a noticeable gap in performance data persists between African American (AA) Males and African American Females per Table 2.5. African American Females outperformed their African American male counterparts by approximately 9.4 percentage points on the 2011 MSA for Mathematics.

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.

### **Grades 3–5 Adjustments, Allocations, and Time Lines**

#### ***Special Education Achievement Gap***

In 2010–2011, the collaborative nature of the ARRA grant was critical to the interventions' success. Teams composed of special education teachers, Instructional Resource Teachers, and classroom teachers were required to meet to discuss student progress and transfer of learning into the general education classroom. Significant funding was provided for substitutes, stipends, and professional development to support the collaborative nature of the program. In 2012, attention will be paid to the nature and frequency of the collaborative team meetings. The Elementary Mathematics Supervisor will be in the school buildings on a regular basis and will ask to be invited to those meetings or to review the meeting notes.

In 2011–2012, in addition to interventions on grades 3–5, the focus will begin in pre-kindergarten. 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. 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 one and three.
- 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.
- Schools are being directed to have fewer students enrolled in the FASTT Math program so that there is more significant impact for the students who need it as an intervention.
- In order to encourage fact fluency instruction based on strategy development in the classroom all year, more frequent and scaffolded Moodle Fact Fluency Assessments will be given throughout the year in specific testing windows. The Moodle Assessments are online assessments structured to assess mastery of those specific strategies listed both in the State Curriculum and the Common Core State Curriculum.

These changes will address the needs of students in attaining grade level curriculum objectives, while paying attention to the foundations of whole number and rational number computation. This dovetails into the Common Core State Standards (CCSS)

### ***Meeting the Needs of Advanced Learners***

While MSA scores did not rise at all grade levels as anticipated, internal assessments indicated students' mastery of targeted Content Standards within the Common Core Curriculum Standards.

In 2011–2012, flex grouping will continue to be in effect in grade 5. Teachers will meet with heterogeneous groups four days per week, with the fifth day designated for re-teaching. Teachers are encouraged to use the *Project M<sup>3</sup>* and InterAct materials, but also have the freedom to integrate rich problems incorporating the Standards for Mathematical Practice. This will serve to move students towards the Standards of the Common Core while encouraging advanced work in mathematics. Attention will be paid to the flex grouping of students functioning at the proficient level. Content related higher level, rich problems will be provided for these students in addition to review of content.

Grades 1–4 will continue to differentiate by unit with attention not only to the content of the Common Core State Standards, but to the Math Practices and how they apply to rich problems.



An emphasis on the Math Practices in 2011–2012 should result in more advanced mathematics work being done in all content strands or domains and increased scores on all assessments, whether they are based on the Common Core State Standards or the State Curriculum.

## **Grades 6–8 Adjustments, Allocations, and Time Lines**

### ***Special Education Achievement Gap***

To address specific intervention and extension, the mathematics office has paired up with special education to embrace MobiusMath’s Mathematical models that 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 are an excellent model for middle school topics such as equivalent rates, ratios and proportions, calculations with percents, and decimals.

Additionally, Mobius’ Strategy Building Question Sequences will be used to help students develop from very informal strategies to more formal (and often more efficient) strategies. The process of developing strong conceptual understanding and efficient strategies is a key basis for powerful critical thinking skills. Lastly, with the assistance of Mobius personnel, our office will strategically offer professional development that is rich in content and instructional strategy modeling. It also emphasizes how strong mathematical models and a focus on strategy and critical thinking help students build mathematical fluency and stronger foundations for advanced mathematics. St. Mary’s County Public Schools (SMCPS) will be using Mobius not to drive instruction; rather, to complement our existing eclectic framework and mathematics curriculum.

Our office will follow up with Mobius this school year by increasing the number of licenses for each middle school with the expectation that more students that do not qualify as “Special Ed” students can benefit from this Tier II intervention resource.

### ***Differentiated Learning Blocks***

In 2011–2012, we will continue to employ Differentiated Learning Blocks at all grade levels at the middle school. In both the aggregate and disaggregate, the 2011 MSA Performance Data for middle school validated this allocation of instructional time and teachers and their professional learning communities (PLC) have the latitude of tweaking their instructional time by their population’s differentiated needs.

### ***Resource Allocation: Special Education Achievement Gap***

- Intervention materials have already been purchased through ARRA Grant monies.
- Money to pay for collaborative planning is incorporated in the ARRA Grant.

- Title I money was used to purchase class sets of modules used in the Dual Program format at Title I schools.
- Title I money was used to purchase the whole school licenses for FASTT Math at Title I schools.

### ***Male vs. Female / African American Male vs. African American Female Achievement Gaps***

All schools will participate in an activity that identifies their “greatest area of need” (GAN) within their building based on specific data points identified through Performance Matters (the SMCPS data warehouse). This will be done with collaboration within the school house’s mathematics department and their school’s needs list will be prioritized accordingly. Consequently, each teacher will then be asked how they can specifically address (and mitigate) this “greatest area of need” within their own classroom and these artifacts will be revisited quarterly to ascertain whether or not said need(s) is (are) being met.

The expectation will be that at some schools the GAN would be connected to their African American (AA) population and this corresponding achievement gap between male and female AA students. Upon this determination, all of our in-service trainings throughout the 2011–2012 school year will be focused on building the capacity of teachers to not only use technology to teach more effectively but also how to interface with AA males and build relationships with this population. At the August professional development day training, specific attention was given to addressing needs of these students. Teachers will, jointly, engage in activities that promote and foster more effective teaching practices in the 90 minutes of instructional blocks and how to more effectively build relationships. In addition, professional development will be provided to assist teachers in fully embedding SMART technology into all classrooms with a high degree of efficacy, and collecting and using data from our SMART Response systems to create ability groups for the purpose of flex grouping and to immediately ascertain non-performing items.

### ***Data Driven Instruction and Regression Analysis***

With this increased focus on disaggregated population performance and GAN, comes the need to extend our breakdown of data for these learners as well with a much more intensive analysis of their classroom performance. As a result, what will be done is a quarterly review of each subgroup’s performance on each of our summative benchmarks, beginning with the grade-level diagnostic. That is, 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 2011 MSA proficiency. Using lagging data from last year on our local assessments and a student’s subsequent performance on the 2010–2011 MSA, we can quantify, with a reasonably high degree of accuracy, a student’s performance on the 2011–2012 MSA since most of our local assessments (summative benchmarks) have only been slightly modified. Please be advised

that this 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).

## **Maryland School Assessment Science**

Based on an examination of data from the 2011 Maryland School Assessment Science data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):

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

### **Grade 5**

The average overall score for student performance on the grade 5 Science MSA decreased in 2011 by 2.2 percentage points from an average overall score of 78.9 percent in 2010 to an average score of 76.7 percent in 2011. This trend mirrored the overall scoring trend for grade 5 on the reading and mathematics MSAs. The grade 5 average overall scores on the Science MSA have hovered between 76–79 percent for the last two years.

Subgroup percentages of proficient/advanced that lagged below the average were the scores for the Hispanic subgroup (74 percent), which lagged behind the average percentage of proficient/advanced for all students by 2.7 percentage, and the African American subgroup (50 percent), which lagged behind by 26.7 percentage points. It is the African American subgroup that poses the most significant concern for our school system. Also, the number of students scoring proficient in the FARMS, ELL, and Special Education subgroups decreased by 8.2, 3.3, and 7.2 percentage points, respectively. These scores are also cause for concern.

### **Grade 8**

In 2011, 82.7 percent of the grade 8 students in St. Mary's County Public Schools (SMCPS) scored proficient on the Science MSA. This was an increase of 4.3 percentage points from the previous year when 78.4 percent of grade 8 students tested scored in the proficient range.

Slight changes in the percentage of students demonstrating proficiency on the grade 8 Science MSAs were seen in students receiving Special Education services (0.4 percentage point decrease in 2011) and FARMS students (1.6 percentage points increase). Our system's greatest challenges on the grade 8 Science MSAs is in the African American subgroup. The percentage of females in this subgroup scoring proficient on this assessment lagged 19.2 percentage points behind the overall female percentage across all subgroups. The percentage proficient score for African American males lagged 28.1 percentage points behind the overall male percentage across all subgroups.

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.

## Grade 5

The development of elementary science curriculum is complete with many new science units available for use. This year these science units will be disseminated to elementary schools via school-based Instructional Resource Teachers. There will be no additional cost to the school system as dissemination of curriculum is part of the job of an Instructional Resource Teacher. Elementary school teachers and the science supervisor will also conduct an equipment needs assessment to determine the needs of elementary schools with respect to teaching these new science units. Equipment will be paid for with science materials of instruction funds.

Use of the re-teaching/recovery model will continue this year following each county assessment. Teachers will use the 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 earn back points on the county assessment by successfully completing the recovery activity. These activities will be designed and implemented by grade-level teams at each elementary school.

## 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 data 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. Study Island lessons are self-paced. Study Island is used bi-weekly during normal times in the school year and more often during the time leading up to a major science assessment. It is purchased by individual schools and funding for this resource was difficult to obtain this year. It is expected that funding will be more difficult to obtain in the future.

In the upcoming school year, common county science assessments in grades 6, 7, and 8 will be modified based upon previous scoring data and teacher input. It is the goal of the Science supervisor to create and administer assessments which are embedded in each marking period of the school year. Assessment writing and revisions will be completed by teacher teams and will be funded through Title II funds. At the school level, instructional teams (grade level and content teams) will continue to meet regularly to analyze assessment data and other instructional data on the topic of student achievement. Much of this data will continue to be warehoused in *Performance Matters* and accessed by teachers on a regular basis. These instructional meetings will take place in the schools during regularly scheduled duty times and therefore will not require additional funding.

Our school system's approach to impacting student learning through the assessment process will continue to include a system-wide focus on teaching, assessing, re-teaching, and recovering. As part of this process, teachers are required to weight their marking period grades uniformly with

70 percent being product grades (tests, quizzes, lab reports, presentations, and research papers) and 30 percent being process grades (exit slips, class participation, homework, and notebook grades). A recovery model is required for each county assessment. Science teachers, in collaboration with grade-level instructional teams at each school, work to determine the nature and content of recovery assignments. These decisions are based on assessment data.

## Social Studies

“Teaching social studies powerfully and authentically begins with a deep knowledge and understanding of the subject and its unique goals. Social studies programs prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.”

—*A Vision of Powerful Teaching and Learning in the Social Studies:  
Building Social Understanding and Civic Efficacy* (NCSS, 2008)

St. Mary’s County Public Schools (SMCPS) believes all students need to acquire social studies knowledge and skills in order to function as informed citizens in a culturally diverse and interdependent economic world. We also recognize 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.

Working from these curriculum documents, the focus of teaching and learning is on the development of essential knowledge and skills. Students must develop a thorough knowledge of concepts that they can apply in a wide range of powerful and authentic situations. They must also develop the social studies literacy skills that will enable them to be college and career ready. For example, students must learn to critically comprehend sources and synthesize information. Students must also evaluate different perspectives and examine information critically to solve problems and make informed decisions on a variety of issues that impact their community. In addition, students must learn to compose argumentative, constructive responses in an articulate manner by citing sources and presenting their findings to a diverse audience. Hence, the SMCPS Social Studies Program is built on the framework of fostering a deeper level of learning that focuses on key concepts, themes, critical-thinking skills, and social studies literacy skills.

1. Describe the alignment of your LEA’s Social Studies Curriculum with the State Curriculum at the elementary, middle, and high school levels.

St. Mary’s County Public Schools (SMCPS) PreK–12 Social Studies Program is aligned to the Maryland State Curriculum.

## Themes Underlying the Social Studies Curriculum

The curriculum in social studies organizes students' learning around a set of themes:

- ***Culture:*** Students examine the values, ideas, behaviors, ways of life, and products generated by a specified population. Through these learning experiences, students are able to develop a better understanding of their own culture and compare it to other cultural societies. As students advance through the program, they analyze and evaluate cultural concepts such as adaptation, assimilation, and diffusion.
- ***Time, Continuity, and Change:*** Students use this theme as a key criterion for assessing the development of human systems and structures. Change is measured by differences over time, and is recognized by comparing periodizations within a given context. Continuity represents consistency and connectedness over time.
- ***People, Places, and Environment:*** Students learn about the natural physical elements of places and why people reside in certain locations. While examining these issues, students examine migration patterns and investigate how specified populations modify their physical environment. Thus, students analyze and evaluate the human–environment relationship, including environmental sustainability.
- ***Individual Development and Identity:*** Students study different cultures and groups in various periodizations and contexts to illustrate how an individual's identity is influenced by their culture and institutions, including social norms, traditions, and customs.
- ***Individuals, Groups, and Institutions:*** Students gain a deeper understanding of how institutions and organizations shape daily lives as well as how they allow societies to function. Through these learning experiences, students study the purpose and structure of these institutions and organizations, as well as how they shape groups and other entities.
- ***Power, Authority, and Governance:*** Students develop an understanding of the different governance systems and structures whereby laws and rules are enforced in a society and in the global community. In addition, students generate insight about the rights and responsibilities of citizens within society.
- ***Production, Distribution, and Consumption:*** Students examine the different economic systems that are practiced throughout the world, as well as an array of economic policies that center on economic development. In addition, students examine the issues associated with scarcity, interdependence, specialization, trade, and supply and demand. Students also investigate how institutions and organizations respond to markets in order to maintain stable economic conditions.
- ***Global Connections:*** Students develop an understanding about factors that contributed to globalization, while also investigating how individuals, groups, nations, and institutions have responded to global issues caused by globalization.



- ***Civic Ideas and Practices:*** Students examine the roles and responsibilities of citizens on a community and world level. Students also critically comprehend important documents focused on civic ideas and practices that support democratic principles. Through these experiences, students learn about the importance of civic responsibility and civic involvement.

Although the content knowledge changes from grade to grade, this framework ensures consistency throughout the curriculum, from pre-kindergarten to grade 12, and gives continuity to students' learning. As students progress through the curriculum, they extend and deepen their understanding of these concepts and learn to apply this understanding with increasing complexity. Understanding relationships among themes is also an important part of student learning.

### **Grade Levels and Units in the Curriculum**

The SMCPS Social Studies Program identifies the learning targets for each grade and course, and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and investigations, assessments, and other authentic learning activities. The specific learning targets for pre-kindergarten to grade 10 are based on the Maryland State Curriculum and Common Core State Standards (CCSS) while grade 11 World History and electives are aligned to the National Council for the Social Studies standards. In addition, Advanced Placement courses are aligned to AP College Board requirements.

#### ***Pre-Kindergarten: Foundation to Citizenship***

Students identify that people have different roles and responsibilities in their home, school, and community. Students examine why people make choices to meet their human needs. Students describe how belonging to groups is important to people. Using geographical skills, students study how people live and modify their environment.

Unit 1: Community

Unit 2: Civil Responsibility

Unit 3: Geography

Unit 4: Economics

#### ***Kindergarten: Foundation to Citizenship***

Students identify the relationships, rules, and responsibilities in their home, school, and community in order to understand the basis of citizenship. Students draw conclusions about why rules and responsibilities are important in the relationships of their daily lives. Students also investigate the physical features and community facilities in their local communities. Using inquiry and geography skills, students examine how people live and adapt their environment. As they learn about these interactions, students develop awareness of themselves as growing individuals within diverse communities.

Unit 1: Community  
Unit 2: Civic Responsibility  
Unit 3: Geography  
Unit 4: The Economics

### ***Grade 1: Foundation to Citizenship***

Students examine the importance of rules within a community, as well as the roles and responsibilities of community members. Students also study people important to America and their contributions to the United States. Students examine the relationships between people's lives and their environment. The students study the economic concepts of goods and services, buyers and sellers, and making economic choices. Students learn to apply the traits of a good citizen and recognize that communities include people with diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Unit 1: Community  
Unit 2: Civic Responsibility  
Unit 3: Geography and You  
Unit 4: The Economics

### ***Grade 2: Foundation to Citizenship***

Students examine communities in order to understand the basis of citizenship. Students examine symbols and practices associated with the United States and influential people that shaped the American political system. Students examine how cultural practices express people's customs, traditions, and values. In addition, students will analyze ways people interact with each other while living in a pluralistic society. Using geographical skills and inquiry, students investigate how people's interactions with natural environments differ and have changed over time. Students describe how people exercise their rights and meet their responsibilities as consumers.

Unit 1: Community  
Unit 2: Civic Reasonability  
Unit 3: Geography and You  
Unit 4: The Economy and You

### ***Grade 3: Foundation to Citizenship***

Students study the importance of relationships, rules, and responsibilities within their communities. Students start developing comparisons in people's characteristics and living patterns. Students are able to describe why people make economic choices based on resources and why this, in return, causes people to develop goals based on their roles as buyers and sellers. In addition, students identify physical features, land forms, and human-made features. Using their geographical knowledge and community examples, students describe how people

adapt and modify their environment, as well as how transportation and telecommunication increase interaction between people and places.

Unit 1: The Community and You

Unit 2: Civic Responsibility

Unit 3: Geography and You

Unit 4: The Economy and You

#### ***Grade 4: Our State***

Students investigate and describe the communities of Native Americans and early settlers in Maryland, including the human and physical characteristics of different regions, and how these people altered the environment to meet their needs. Students compare how Native American communities have changed over time due to European colonization and settlement patterns. Students explore the motives for colonizing Maryland, as well as turning points that led to early settlement in Maryland. Students also analyze and evaluate the major American conflicts and Maryland's involvement and roles in these conflicts, including the American Revolutionary War and the Civil War. These historical studies allow students to describe the role and responsibilities of citizens from a historical lens and trace the development of democratic ideas and institutions.

Unit 1: Native Americans

Unit 2: Maryland Colonial Settlements

Unit 3: Conflicts that Shaped Our Nation and State

Unit 4: Building Maryland

#### ***Grade 5: Our Nation***

Students investigate different Native American societies and their interaction with the environment while comparing these societies to European explorers and settlers' culture. Students examine the motives for exploration and colonization in the New World, as well as the significant events that impacted Native American societies. Besides examining the European encounters with Native Americans, students analyze the development of democratic principles and ideas through historical documents. In addition, students compare the different colonial regions from a geographical and economic framework. Through these experiences, students examine the causes and effects of the American Revolution, as well as explore the different points of view. As a result of these historical experiences, students summarize and trace the historical development of the United States government and democratic principles.

Unit 1: Contact Between Native Americans and Explorers

Unit 2: American Colonial Period

Unit 3: American Revolution

Unit 4: Building a Nation

### ***Grade 6: World Cultures I***

Students draw conclusions about the development of culture as well as the cultural exchange between ancient civilizations. They examine how these cultural exchanges were influenced by trading networks, which increased the drive for specialization and interdependence. Students investigate the influence of natural environment on the development of various early civilizations around the world. They examine changes in the ways human needs were met as a result of technological advances. Students also examine ways in which government power and authority were distributed throughout early civilizations as well as how governmental institutions and policies influenced economic, social, and political structures. Using inquiry and informational text, students examine and analyze the emergence, growth, and decline of ancient empires, civilizations, and dynasties.

Unit 1: Foundations of Civilizations

Unit 2: The Birth of Asian Empires

Unit 3: The Spread of Islam and Sub-Saharan Africa

Unit 4: The Rise of European Civilizations

Unit 5: Europe and the Middle Ages

Unit 6: Mesoamerican and Andean Civilizations

Unit 7: Student Service-Learning

### ***Grade 7: World Cultures II***

Students analyze the causes and effects of conflicts as well as efforts made by international organizations to resolve these conflicts. Students identify and examine how people define and seek human rights in a global context. Students examine different cultures and issues associated with residing in a diverse global society. Students examine the different systems of governments practiced throughout the world, as well as how people influence policy decisions. Using their geographical skills and documents, students investigate relationships between human settlement patterns, economic development, population growth, and environmental sustainability. As students address these issues, students analyze the different economic systems and economic decisions made by nations to promote economic development.

Unit 1: Global Geography and Movement

Unit 2: International Organizations and Rule of Law

Unit 3: The Spreading of Democracy

Unit 4: Managing Resources and Economic Development

Unit 5: Securing and Building Peace

Unit 6: Human Rights and Humanitarian Assistance

Unit 7: Student Service-Learning

### ***Grade 8: U.S. History, Colonization to Reconstruction***

Students analyze the geographical characteristics and diverse cultures in the different colonial regions. Students examine landmark documents that shaped the American political system and

ideology. Students examine the causes and consequences of past events that are of significance to American history, such as the American Revolution, Constitutional Convention, industrialization and urbanization, westward expansion, Civil War, and Reconstruction. While exploring these significant historical events, students examine how people's perspectives of these events influenced their decisions and responses to these events. Students also examine how ideologies and policies change over time due to social, economic, and political forces.

- Unit 1: Colonial Experience to the American Revolution
- Unit 2: Forming a New Nation
- Unit 3: Growth of a Nation
- Unit 4: American Civil War
- Unit 5: Reconstruction
- Unit 6: Student Service-Learning

### ***Grade 9: U.S. History, Reconstruction to the Present***

Students examine the growth of American ideas and institutions through the use of landmark documents that shaped the American political system and ideology. Students investigate the causes, consequences, and explanations of historical events that are significant to American history and were driven by social, political, cultural, and diplomatic forces. Examples include Reconstruction, westward expansion and imperialism, industrialization, the Progressive Movement, World War I, Great Depression, World War II, Cold War, and the Civil Rights Movement. While using an inquiry approach and literacy skills, students examine how people's perspectives of these events influenced their decisions and responses to these events.

- Unit 1: Reconstruction
- Unit 2: The Great West
- Unit 3: Becoming an Industrial Society
- Unit 4: Progressive Movement
- Unit 5: Emergence into World Affairs
- Unit 6: The Great War and Its Aftermath
- Unit 7: Twenties Prosperity and Change
- Unit 8: Great Depression
- Unit 9: World War II
- Unit 10: Cold War America and Red Scare
- Unit 11: Civil Rights Movement
- Unit 12: Vietnam War and Domestic Turmoil
- Unit 13: 1970s to the Present
- Unit 14: Student Service-Learning

### ***Grade 10: Government and Politics***

Students examine the ideas, values, and institutions underlying the American democratic system. Students analyze the forms, functions, and processes of local, state, and national governments in order to illustrate citizens' relationships to democratic government. Through this inquiry approach, students analyze and compare the different forms of governments to

demonstrate the value and worth of the individual in various societies. Students analyze the rights, roles, and responsibilities of citizens in a democratic society as well as the protections extended to each citizen through a system of law. Students investigate how ideologies shape society and how individuals and groups can directly influence governmental policy. In addition, students examine how people's diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make. Students also analyze different economic systems and examine how economic concepts interact with government policies and contemporary issues.

- Unit 1: Purpose, Forms, and Types of Political Structures
- Unit 2: Purpose, Forms, and Types of Economic Structures
- Unit 3: Foundations and Principles of Government and the Constitution
- Unit 4: Legislative Branch and Domestic Policy
- Unit 5: Executive Branch and Foreign Policy
- Unit 6: Judicial Branch
- Unit 7: Economic Policy: Fiscal and Monetary
- Unit 8: Student Service-Learning

### ***Grade 11: World History, 1300s to the Present***

Students examine major periodizations and societies from Asia, Middle East, Africa, Europe, and the Americas with the emphasis on the era from 1300s A.D. to the present. Students will investigate the expansions of communication and innovative technology and how these advancements intensified the trading networks and led to cross-cultural interactions and formation of empires/states. This, in return, places an emphasis on global diversity and economic and political interdependence and cooperation. Students also examine governmental policies and ideologies that impacted the rights of individuals and restructured societies. Students investigate how groups and individuals addressed the challenges and promoted alternatives to these political, economic, and social forces. Students analyze the causes and consequences of conflicts and how these conflicts shaped the geopolitical landscape.

- Unit 1: Empires, Global Trading Patterns, and Encounters, 1300s–1750
- Unit 2: Revolutions and Reactions Reshape the World, 1750–1900
- Unit 3: Revolutions of Industrialization, 1750–1900
- Unit 4: Colonial Encounters, 1750–1900
- Unit 5: The Crisis and Recovery of Europe, 1900–1960
- Unit 6: The Rise and Fall of World Communism, 1917–present

2. Identify the challenges your LEA faces in ensuring the Social Studies State Curriculum is effectively implemented at the elementary, middle, and high school levels.

Even though the guided question only requested that we identify the challenges confronting the school system, it is imperative to provide a snapshot of our accomplishments. This is important to recognize the achievements and use these achievements as a guidepost to address the

identified challenges outlined below. For example, students made significant achievement on the Government HSA from 2006–2011, as the data indicates on the Maryland State Department of Education (MSDE) website. Another success is that more students are enrolled in Advanced Placement social studies courses and SMCPS has developed a signature program focused on social studies. This signature program, Global International Studies, provides a rigorous, engaging educational pathway focused on an advanced study of cultures, contemporary issues, history, and world languages. All of these accomplishments were built on creating a culture of learning centered on professionalism and collaboration.

Despite our accomplishments, SMCPS, like many other social studies programs across the state of Maryland and throughout the country, is faced with many challenges due to the climate of high-stakes testing caused by the legislation of No Child Left Behind (NCLB) and inadequate funding from various governing jurisdictions. As school systems throughout the United States shifted their curriculum to emphasize reading and mathematics, other subjects like social studies, science, health, and fine arts became marginalized disciplines. Thus, school systems narrowed their curriculum and assessments frameworks to reflect the mandated state assessments as required by NCLB and became a nation paralyzed by the emphasis on high-stake assessments.

Evidence illustrating these effects is supported by the Center of Education Policy report (2007) and *Maryland State Department of Education Task Force Report on the Social Studies Education in Maryland* (2007). The Center of Education Policy surveyed over 349 classroom teachers, school-based administration, and central office personnel to document the effects of NCLB from school systems located throughout the United States. The researchers concluded that schools are spending more time on math and reading, and 84 percent of school systems reported they have changed their curriculum and assessments to mirror the high-stakes assessments administered by the state. The study also reported that 44 percent of school systems are diverting time in social studies, science, fine arts, and music to provide extended instructional blocks for tested subjects and additional intervention for struggling students. Over 35 percent of school districts have reduced instructional time for social studies by an average of 76 minutes per week. These findings were also validated by the *Maryland Task Force Report* (2007) in the surveys of Maryland classroom teachers, principals, and supervisors. Thirty-three percent of Maryland's elementary school principals reported a moderate to great decrease in civics instruction. Eighty-eight percent of classroom teachers and 70 percent of principals surveyed stated that social studies curriculum was not a high-priority subject in their schools. These findings and conclusions have been documented by previous studies since the enactment of NCLB.

Working from this national and state context, the following local challenges are reflective of trends established by the inflexibility of the NCLB and bipartisan dysfunctional decision-making.

- **Challenge 1:** At the elementary school level, it is a significant challenge to find time to teach social studies within the school day due to NCLB legislation requirements, the mandated Maryland State Assessment (MSA) high-stakes assessment, and increased intervention services for academically challenged students. This challenge is also reflected at the middle school level as students are preparing for MSA and schools are striving to reach AMO. With the increased pressure associated with NCLB, and an unyielding goal of having all students reach proficient by 2014, language arts and math are blocked for 90 minutes each day at the middle school levels, and 135 minutes at the elementary level for language arts.
- **Challenge 2:** With the transition to the CCSS, the challenge is the increased demand of using informational text sources and having students critically evaluate informational text. Relating to this challenge is the increased emphasis on conducting research and composing an argumentative response that requires students to write to source. This challenge is reflective at the elementary, middle, and high school levels.
- **Challenge 3:** The increased requirement of embedding two additional curriculum standards mandated by General Assembly and COMAR is problematic. For example, SMCPS is required to implement the financial literacy and environmental science standards in grades 3–12 while still addressing the robust social studies curriculum in a meaningful and engaging manner as defined by the NCSS. In addition, this problem is compounded due to inadequate funding to purchase instructional resources caused by national, state, and local fiscal uncertainties. This challenge impacts the elementary, middle, and high school levels.
- **Challenge 4:** Although the overall student performance was 84.3 percent on the 2010 Government assessment, the disaggregated data shows that only 54.9 percent of Special Education students earned proficiency; there was a 34.3 percentage point gap between Limited English Proficient (LEP) student group and regular student performance. The Free/Reduced Meals (FARMS) students earned a 68.4 percent proficient score on the HSA, causing a 15.9 percentage point gap between the FARMS and Regular student performance.

3. Explain how your LEA is addressing those challenges.

In order to address the challenges, it is critical to use numerous approaches while working within the context of limited capital and human resources. These strategies are equally important and can be achieved simultaneously in a well-orchestrated manner. The overarching goal for each strategy is to ensure that all students are learning the essential knowledge, intellectual skills, and democratic principles required of them as they become informed members of their communities.



- **Strategy #1.** An integrative curriculum approach for elementary, middle, and high schools will increase social studies instruction as well as assist students with developing a deeper understanding of essential social studies concepts and themes. Through the efforts of revising and reformatting social studies and language arts curriculum documents for grades 6–12, curriculum documents are aligned to social studies content knowledge and social studies literacy skills. At the elementary level, language arts and social studies are making connections using the existing reading and online resources. These collaborative efforts were made based on literacy research that has asserted that reading comprehension is enhanced through instruction in content areas. In addition, research has concluded that student achievement is increased by employing an integrated approach rather than using the traditional separate-subject approach.
- **Strategy #2:** Working from the interactive curriculum documents, social studies and language arts professional-learning communities are collaborating on devising authentic performance based tasks that address the informational text and argumentative writing as defined by the Maryland CCSS framework. The performance-based tasks are aligned to the content standards for social studies and based on guided inquiry. This means the performance-based tasks emphasize problem-solving, critical thinking, and conceptual understanding of social studies concepts. This assessment framework stresses the development of student expertise through application of social studies content knowledge. This, in return, provides students with opportunities to actively engage in social studies content through problem-based historical investigation.

The advantage of this strategy is that it places a greater emphasis on social studies informational text and argumentative writing. The strategy also supports collaborative learning and reflective dialogue as students are building their technical vocabulary and content knowledge.

- **Strategy #3:** Curriculum writing, resulting in lesson plans complete with all relevant activities, are based on cognitive and social constructivism conceptual frameworks that cultivate inquiry-based learning and project-based learning. All exemplar lesson plans are fully aligned to the Social Studies Maryland State Curriculum, as well as aligned with the CCSS for Social Studies/History Literacy. As the products are finalized, these lesson plans will be posted on SharePoint (Intranet) and shared at the professional development sessions to support classroom instruction.
- **Strategy #4:** After reviewing the financial literacy curriculum, some of the financial literacy standards and learning targets are embedded in the existing Social Studies Maryland State Curriculum. Separate curriculum maps were developed for the financial literacy curriculum that includes instructional seeds as well as the online resources. In addition, SMCPS is continuing its partnership with the Maryland Economic Council as we develop interactive professional development sessions for classroom teachers to

deepen their understanding of financial concepts, as well as provide them with instructional resources to assist with their classroom instruction.

- **Strategy #5:** Another instructional strategy to help address the added environmental literacy curriculum is student service-learning. Recognizing the importance to environmental stewardship and civic engagements, the Elms Environmental Education Center is developing units and lesson plans that address both Social Studies Maryland State Curriculum and environmental literacy curriculum. The framework of the units and lesson plans focuses on creating a student-centered learning environment that emphasizes 21<sup>st</sup> century skills, such as the ability to think critically; analyze and solve real-world problems; evaluate sources; work in collaborative groups; and demonstrate effective communication skills.
- **Strategy #6:** The performance-based assessments and curriculum writing will take place using a job-embedded professional development model. This professional development model focuses on promoting a culture of learning rooted in collaboration. In addition, stakeholders take ownership of their individual roles, solve problems cooperatively, and engage in shared decision-making. The professional development sessions take place throughout the academic year as identified in the school calendar, as well as within the professional learning communities.
- **Strategy #7:** This strategy is focused on Special Education and Limited English Proficient (LEP) students. Special Education students are in the general education classroom based on the decisions made by the IEP team. Since many students within this student group face challenges with reading, classroom teachers have received significant training in reading in the content area. Reading strategies are regularly implemented to assist students with reading challenges. Kurzweil software is used to assist students with reading disabilities and all local benchmarks are available using the software. Special Education teachers participate in all professional development activities, including professional development days, quarterly data meetings, professional-learning communities, and the vertical articulation day. To assist Limited English Proficient students within the classroom, English as a Second Language (ESL) teachers provide support as needed once or twice per week as indicated by the student's level of proficiency. This support consists of assistance with the text and with writing or other assignments as needed.
- **Strategy #8:** Another strategy to address the achievement gap disparity between the different student groups is the implementation of a co-teaching model. This instructional model includes special education students within the general education classroom, as well as the social studies teacher and the special education teacher who is certified in social studies. These classrooms are also equipped with the SMART Board technology. This allows these classes to utilize clickers to chart student progress on the different assessment limits and engage students in the assessment process. In addition, the SMART

Board increases the level of classroom engagement with the interactive technology and access to the online Government course material.

## **Conclusion**

In order to prepare students for the global informational economy and to be active participants in multicultural societies, SMCPS is progressing towards an active and meaningful social studies program despite the limitations caused by NCLB and fiscal woes. The strategies demonstrate that SMCPS is using a multi-pronged and multi-layered design to foster sustainable change. Through this design plan, the approach is to ensure that students become engaged and productive citizens in a thriving democracy and 21st century economy.

## Maryland High School Assessment (HSA)

### English High School Assessment

Based on the Examination of AYP proficiency data for English (Table 2.3):

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

Special education student group posted a 15 percent increase from their 2010 score but still lag 35 percent behind the aggregate. FARMS students also showed considerable gains, rising from 61.3 percent proficient to 75.2 percent, but this is still 13 percent less than the aggregate. African American students scored similarly at 74.8 percent proficient.

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.

PLCs will continue to provide re-teaching and grade recovery opportunities for all students following county quarterly assessments on low-performing indicators. Teachers will also monitor the learning of all students more frequently, providing at least one process and product grade for every five days of instruction. Instructional and administrative walk-throughs will occur regularly in an effort to identify best practices and provide feedback for improving the quality of classroom instruction. The focus of our system is on instruction, especially in the areas of developing student independence and perseverance, constructing viable arguments, and using tools and strategies to develop strong content knowledge. The feedback and subsequent professional development will be conducted through monthly PLC meetings, bi-monthly English Leadership Team meetings, quarterly data analysis sessions, and designated system-wide professional development days. In addition to these efforts, the content supervisors will be spending a greater percentage of their time in schools this year. In this case, the emphasis can be placed on instruction and supporting teachers and administrators in both recognizing and effectively implementing best practices in terms of literacy and writing instruction.

Based on the Examination of 2010 High School Assessment (HSA) Results for English (Tables 3.1 and 3.2):

1. Identify any additional challenges that are evident.

While we experienced significant gains among our grade 10 students, the grade 11 pass rate on the HSA continues to be a challenge. Even though 88.3 percent of our juniors have already passed the HSA, the group that has not yet passed continued to struggle on the HSA last year. There are 112 juniors who have attempted the test twice and not yet passed, 11.1 percent of the

students in the class of 2013. Of this 11 percent, students with the lowest pass rates are special education students (58.1 percent) and FARMS students (24.3 percent).

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.

We will continue to look very closely at the HSA performance of grade 11 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. MSDE online course materials, *Study Island*, parallel bridge projects) to support grade 11 teachers by providing individualized support for grade 11 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 grade 9 struggling readers; 45 minutes of the 90-minute class is dedicated to providing individualized reading interventions.

The biggest challenge for English this year, aside from transitioning to the Common Core State Standards and responding to education reform, will be in targeting our efforts with our professional learning communities so that they will directly impact student learning. With the new Core Standards looming on the horizon, we have begun to realign our grades 6–12 curriculum to directly align with the Core Standards. In doing so, we will place a greater emphasis on rigor and higher-order thinking, both of which would impact HSA scores. All of our instructional units for grades 6–12 have been revised for 2010 to include common content and targeted objectives; the new units provide our teachers with a transition into the new CCSS and are more directly aligned to the content of our social studies courses. Additionally, the quarterly assessments have been revised to align to the new standards and content, and Performance Assessments have been created (and continue to be created) in order to allow students opportunities to demonstrate learning in ways that are alternative to standardized, multiple-choice assessments. For the first time this year, ELA teachers will be implementing 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.

Our approach to impacting student learning has been a system-wide focus on the process of teaching, assessing, re-teaching, and recovering. As part of this process, teachers are being encouraged to adjust their grading practices in order to place more of an emphasis on the products, or evidence of student learning. In the same vein, supervisors and administrators

continue to stress to teachers the importance of re-teaching and grade recovery following assessment. This will include utilizing a program developed by APEX Learning Systems that will provide struggling students with opportunities to recover credits and units of study and to receive academic enrichment in targeted areas. Our professional development focus this year is on both the processes and products of student learning, as well as on best practices for delivering instruction and monitoring student learning.

## Algebra/Data Analysis

Based on the examination of AYP proficiency data for Algebra/Data Analysis (Table 2.6):

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

Despite close to double digit growth in the 2011 aggregate proficient percentage for all students over 2010 results (i.e., 8.7 percent), there are still a number of explicit challenges that our county is facing in terms of a comparative achievement gap amongst Special Education (SPED), African-American (AA), and Free/Reduced Meals (FARMS) students, respectively, with the overall aggregate. Notwithstanding the double digit gains in 2011 proficiency percentages in both SPED and FARM students over 2010 (i.e., SPED +10.9 percent and FARMS +12.7 percent), there are still significant achievement gaps that exist between these subgroups and the aggregate (SPED Gap @ -31.9 percent; FARMS Gap @ -10.1 percent). Additionally, the 2011 proficient percentage of AA students is also 14.2 percentage points behind the aggregate as well.

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.

In addition to the areas of focus implemented in the 2010–2011 school year, we will also incorporate a few additional addendums in both the presentation and delivery of our Algebra curriculum, as well as making some subtle shifts to our infrastructure.

To specifically address AYP issues and the performance data of our disaggregated cohorts, our office has purchased consumable resources for every Algebra student in our county. These 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 consume as their own. Additionally, these consumables can also be used as a reference and/or clarification document. These ancillary materials seamlessly toggle with our textbook and all of its online resources.

This year, SMCPS implemented 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.

Additionally, we are working to create an online data bank of HSA-like problems that students can independently access via the internet. This online resource will be populated with publically released items (with appropriate feedback on correctness) and will summarily allow students to simulate both the rigor and complexity of the HSA so that a familiarity is developed with the item and the computer as well.

For additional support for our Special Education population, we have purchased additional licenses for the FASTT MATH intervention program that uses the research-validated FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) which is interactive software to help students develop fluency with basic math facts in 10 minutes a day. At the high school level, this resource will be used with precision in our study skills classes as a Tier III intervention.

In the meantime, all schools will be tasked to identify their “greatest area of need” (GAN) within their building based on lagging and anecdotal data. This was done with collaboration within the school houses’ mathematics department and prioritized accordingly. Consequently, each teacher was then asked how they can specifically address (and mitigate) this “greatest area of need” within their own classroom and these artifacts will be revisited quarterly to ascertain whether or not said need(s) is (are) being met. Even the supervisor of mathematics has his own GAN sheet and, not surprisingly, reflects what most schools have reported as their GAN: the lagging achievement of disaggregated populations—namely, special education students across each grade level.

After the county’s GAN was determined to be special education students and their corresponding achievement gap, all of our pre-service and in-service trainings throughout the 2011-2012 school year will be focused on building the capacity of special educators (in terms of mathematical content) and regular educators (in terms of differentiating the instruction). Both cohorts of teachers will, jointly, engage in activities that promote and foster more effective co-teaching practices, fully embedding SMART technology into all classrooms with a high degree of efficacy, and collecting and using data from our SMART Response software to create ability groups for the purpose of flex grouping.



With this increased focus on disaggregated population performance and GAN, comes the need to extend our breakdown of data for these learners as well with a much more intensive analysis of their classroom performance. As a result, what will be done is a quarterly review of each subgroup's performance on each of our summative benchmarks, beginning with the grade-level diagnostic. That is, 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 2012 HSA proficiency. Using lagging data from last year on our local assessments and a student's subsequent performance on the 2011 HSA, we can quantify, with a reasonably high degree of accuracy, a student's performance on the 2012 HSA since most of our local assessments (summative benchmarks) have been only slightly modified. Please be advised that this 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).

SMCPS has retooled our curriculum in a pre-HSA Algebra course at the high school entitled "*Algebraic Foundations*," which is a course for our most challenged population. Over the last few years, we have significantly reduced the number of students enrolled in this course and populated said course with a very particular selection process reserved for the lowest mathematics functioning student. As a result, other students that had historically enrolled in *Algebraic Foundations* have been moved to an Algebra 1 course that is much more commensurate with their ability. The positive repercussion is that students can interface with Algebra 1 in grade 9 now (as opposed to grade 10) and have more time to not only pass the HSA with a score of 412 or higher but also gives these learners an opportunity to engage in more rigorous mathematical coursework throughout their high school career. *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, we have found that administering a diagnostic with a detailed item analysis on each of the seven themes helps 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.

Lastly, to ensure that AYP 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 and Unscaffolded 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 teacher's would immediately interface with their students' formative data so that ability groupings could be made and non-performing items were identified.

Based on the examination of 2010 High School Assessment results for Algebra/Data Analysis (Tables 3.3 and 3.4):

1. Identify any additional challenges that are evident.

Primarily, the biggest challenge is moving the majority of all HSA Algebra/Data Analysis and of its curricula and testing to the grade 9. SMCPS initiated this testing protocol for the second year this past school year. This curriculum shift in Algebra has mitigated the percentage of students (down to 2.3 percent from 4 percent—28 total) that have not taken the HSA by the end of their 10th grade year; the figure is much lower for our grade 11 students whose overall percentage who have not as of yet taken the HSA for Algebra/Data Analysis (0.6 percent per Table 3.3).

Three of four (75 percent) LEP seniors still need to pass the Algebra HSA and two of three (66.6 percent) LEP juniors need to pass the HSA one of which has not yet taken the test. In recognition of this challenge, SMCPS had dedicated an instructional supervisor position to ESOL and World Languages beginning with the 2010–2011 school year. Her responsibilities include addressing LEP success on the HSA.

What is more challenging is the number of students that populate these student groups (sometimes multiple times) that have taken the HSA and failed. 10.9 percent of our grade 10 students have taken and not passed the HSA by the end of their grade 10 year. Of the 10.9 percent of these students, 36.6 percent are special education students (26.6 percent the year before); and 25.7 percent are FARMS (38.5 percent the year before). These results speak to a breakdown in both instruction and student responsibility and, unfortunately, some of these fail percentages within these cohorts have all increased over the past year.

As we move to Table 3.4, only 6 students of our grade 11 students (or 0.6 percent) have yet to sit for the Algebra/Data Analysis HSA (this is down 1 percent from last year when 16 grade 11 students did not sit for the HSA). Additionally, within this cohort of grade 11 students, of these 6 students, 3 were special education students and 2 were FARM students that had not yet taken the HSA for Algebra/Data Analysis.

We have closely reviewed the records of our seniors who did not have HSA scores recorded during their junior year. We have determined a portion of these students have transferred into SMCPS from another state or private school, have completed Algebra, and need to have an exempt score recorded. The remaining students are working with the HSA lead teacher at each

high school to ensure they are making adequate progress toward completing the HSA requirement.

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.

Our school system is making four major changes in how to address our challenges. First, all high schools are making a major effort to highly recommend the enrollment of an Intermediate Algebra for those students who have received an Algebra 1 credit but have failed the HSA Algebra/Data Analysis. As previously stated, the instruction will be highly focused on algebraic weakness germane to each student's last reported sub scores and student-centered for the primary purpose of helping students achieve proficiency on the HSA while preparing for Geometry the following year.

Secondly, the Departments of Special Education and Teaching, Learning, and Professional Development respectively will collaborate throughout the year so that our message to teachers of both Regular and Special Education becomes more streamlined and focused. Funds will be allocated for collaborative planning (with a focus on common assessment, drilled down to Core Learning Goal), co-teaching, and the purchasing of an eclectic mix of resources in the hopes of finding the right mix for students to make sense of the Algebra. Some of the resources that will be purchased will be consumable "Note-Taking Guides" that seamlessly integrate with our hard copy text and the online version.

Next, our system's focus will continue to be on using assessments to help drive instruction in the hopes of facilitating the 8 Standards for Mathematical Practice. That is, each PLC is required to administer at least one Performance Task (i.e., a Scaffolded Task) to their Algebra cohort per quarter. Sample problems and their corresponding rubrics have been posted to our county's Share Point site. Additionally, the use of a Group Test before every Unit Test/Quarterly Benchmark will be utilized as a way of facilitating dialogue amongst students in the hopes of them talking about the mathematics without "teacher talk".

Finally, to better utilize our finite resources due to budgetary constraints, our system will be working to move one-half of all of our high school 90 minutes of Algebra blocks of instruction to the grade 8 middle school pre-algebra classroom. Students in these classrooms that were destined for 90 minutes of Algebra the following school year as a freshman in high school would, instead, complete both Pre-Algebra and Algebra/Data Analysis in the allotted block time of 90 minutes. This past school year, we had piloted this class with a high degree of success with over 87 percent of all students passing the HSA in the spring of 2011 in grade 8.

## **Biology**

Based on the examination of 2010 High School Assessment results for Biology (Tables 3.5 and 3.6):

1. Identify challenges that are evident.

Across St. Mary's County at the high school level, challenges that are evident in the 2010 Biology HSA scores are the lagging passing percentages for the Special Education subgroup in grades ten (51.5 percent pass rate) and eleven (65.1 percent pass rate) and the FARMS subgroup in grade ten (68.8 percent pass rate). Results indicate that 87.1 percent of seniors in the FARMS subgroup passed the Biology HSA. It is anticipated that the remaining 12.9 percent of seniors in this subgroup, 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. Additionally, the percentage of passing scores among LEP students is also lagging in grades ten and eleven. While still a cause for concern, it should be noted that this entire student subgroup across the high school level represents only 14 students.

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.

This year, budget constraints will make addressing the challenges identified more difficult than ever. At the high school level, the 21<sup>st</sup> Century Workforce grant was not renewed for Great Mills High School, the high school which has the greatest number of at risk students enrolled of the three high schools in our school system. At Great Mills High School, this grant funded Twilight School and Saturday School, two HSA review/remediation programs that have been successful in recent years. These programs had also run on a smaller scale at the other two county high schools and were funded by a grant fund and Evening High School funding. These programs will be discontinued this year but the search will continue for funds with which to restore these programs at all county high schools. This year Great Mills High School will pilot an online learning program developed by APEX Learning Systems. This program will provide struggling students with opportunities to recover credits and units of study and to receive academic enrichment in targeted areas. It is anticipated that effective use of this program will replace Twilight School and credit recovery programs at Great Mills High School. There is no cost to the school system for this program. However, the school will provide a total of two teaching positions spread over the four core disciplines to supervise student progress. One of these teaching positions will be funded with the staffing allotment given to the school for normal operations. The other position, which is actually split over four teachers, will be paid for by Evening High School funds.

## **Maryland High School Assessment Graduation Requirement**

### **Class of 2011**

Based on the Examination of Data for 2011 Graduates Who Met the High School Assessment Graduation Requirement by Option and Bridge Projects Passed (Tables 3.9 and 3.10):

1. Describe your school system's results. In your response, please report on the implementation of the Bridge Plan for Academic Validation.

For the 2011 school year we saw a steady number of students utilizing the Bridge Plan for Academic Validation. This option was made available after all others were exhausted and it was apparent that the student had little chance of success in a traditional testing model. While students worked on their Bridge Projects, we continued to have them take the HSA test for that content. Several students ended up earning a passing score on the HSA as they worked through the process.

2. Identify the strategies to which you attribute the results. Include a discussion of corresponding resource allocations.

SMCPS implemented a comprehensive plan for the administration of the Bridge Plan for Academic Validation. At each of the three county high schools, a highly qualified teacher was identified and assumed primary responsibility for reviewing student data to ensure all students had an appropriate plan for meeting this graduation requirement. The lead teachers met daily with students during dedicated periods in their schedule. They used Performance Matters data warehouse, to select the best projects for students and then guided them through the process with relentless encouragement. St. Mary's County Public Schools provided time for the Bridge teachers to jointly score projects and share success and challenges.

3. Describe where challenges were evident.

The greatest challenge continues to be with students who transferred into SMCPS in their junior or senior year who had not successfully earned a credit in Biology or Algebra. Those students who have not successfully completed the course cannot begin a Bridge project. This timeline added stress for a handful of our most at risk students. Furthermore, as we have seen that student understanding is often clarified by completing these projects, it makes little instructional sense to withhold this option of demonstrating mastery until the student has failed repeatedly.

### **Class of 2012**

Based on the Examination of Data for Juniors (Rising Seniors) Who Have Not Yet Met the High School Graduation Requirement as of June 30, 2011 (Table 3.11):

4. Identify the challenges that persist.

Again, our greatest challenge is with students who transferred into SMCPS in their senior year who have not successfully earned a credit in Biology or Algebra. These students have no alternative option other than passing the course and the HSA the first time.

5. Describe the changes or adjustments that will be made to support those juniors (rising seniors) who have not yet met the HSA graduation requirement in passing the High School Assessments. Include a discussion of corresponding resource allocations.

Our current seniors, class of 2012, who have not met the HSA graduation requirement have been identified over the summer and began the 2011 school year with schedules tailored to their needs—including HSA remediation courses and HSA Bridge classes. As more than 90 percent of our seniors have met the HSA graduation requirement, we can focus intensely on the remaining 83 identified students who need assistance. At each of the three high schools, dedicated, highly qualified English, Biology, and Algebra teachers will work with these students. We also have a lead administrator at each school coordinating remediation, Bridge, and HSA testing efforts.

## CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION FORM

**NOTE: Complete only if there have been changes to your last certification submitted to MSDE.**



**Check here if there are no changes to your CIPA certification status.**

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

- ☐ **Our local school system is certified compliant, through the E-rate program, with the Children's Internet Protection Act requirements.**
- ☐ **Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.**
- ☐ **The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.**
- ☐ **Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b) (2) (C) of the ESEA for those applicable schools not yet in compliance.**

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**School System**

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**Authorizing Signature**

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**Date**

## Cross-Cutting Themes

### Educational Technology

**In addition to including technology strategies across the Master Plan, to outline specifically how your district will use all sources of funding in meeting No Child Left Behind Statutory Goals, please respond to the prompts below. Include targets from the *Maryland Educational Technology Plan for the New Millennium, 2007 - 2012*, district technology and school system strategic plans, data from the Maryland Technology Inventory and technology literacy measurements, and data from any other relevant sources as appropriate. If these items were discussed elsewhere in the Master Plan Update, you can reference the sections and page numbers in your responses below instead of repeating information.**

1. Identify the major technology goals that were addressed by the school system during the 2010 - 2011 academic year. Include a description of:
  - the progress that was made toward meeting these goals and a timeline for meeting them
  - the programs, practices, strategies, or initiatives that were implemented related to the goals to which you attribute the progress
  - supporting data and evaluation results as appropriate.

***Student Learning:*** St. Mary's County Public Schools (SMCPS) continues to provide technology to meet the goals outlined in the SMCPS Master Plan and the MD Educational Technology Plan for both students and teachers. SMCPS supports the Maryland Instructional Technology Advisory Council's (MITAC) Investing in Instructional Technology: Accelerating Educational Reform in Maryland which states, "*Students must have access to rich digital content and become proficient in information, media, and technology literacy knowledge and skills.*" Although there was no state test administered to students in FY11, SMCPS content area supervisors continued to target technology/information literacy skills into their curriculum. Our supervisors and teachers participated in MSDE's common core standards review and toolbox construction during the year. Our student successes are related to the power of data driven decisions made possible by the data warehouse and *eSchool Plus* and the integration of interactive technologies and online resources into instruction. (MD Ed Tech Plan, Objective 1/SMCPS Goal 1)

- **Interactive Technologies:** In 2010–2011, SMCPS received 80 donated Promethean interactive whiteboards for the elementary schools. These boards targeted all 4th and 5th grade classrooms. Content supervisors focused lesson design on the integration of interactive technology (to engage the learner). Additionally, as a site based managed systems, our schools utilized some of their materials of instruction funds (MOI) towards purchasing other interactive technologies. Employing Title I funds, similar interactive technology packages were purchased for our special



area Title I classrooms. SMCPs continued to promote technology integration into its STEM program by utilizing the grant funding.

- SMCPs purchased licenses for Scholastic's FASTT Math access at all elementary and middle schools to measure and build math fact fluency. Title I purchased additional licenses in order to have site licenses.
- SMCPs used funds to purchase Inspiration software for all computers. This will allow students and teachers to have access to the graphic organizer at any location.
- SMCPs had 5 teachers participating in the STEM Portfolio Project for Students and Teachers in grades 4–8 Grant. This intensive 2-year commitment led to the award of funds to implement one-to-one computing in FY12.
- Online Learning: SMCPs had a minimal number of students complete MSDE online courses for credit recovery or original credit. It is our goal to increase this number in future years. We did implement the use of Moodle for blended learning across elementary and secondary content. Training was implemented by request with the intention to increase its use for discussion forums, and integration of student work and resources.
- Online resources: To build student technology and information literacy, we continued to utilize online resources such as SIRS, WorldBook, CultureGrams, the EBSCO Host products provided by the MD Public Library. Teachers have access to DiscoveryStreaming. Online textbook resources such as Pearson's Successnet, Glencoe and McDougal Littell were shared with students/families. SMCPs continued another year of access to SAT online. The elementary school librarians designed a performance research pilot that will be fully implemented in FY12 which hopes to build technology skills through performance assessments utilizing online resources. Schools also purchase access to online resources like Study Island to build content skills. Data driven decision-making incorporates the University of Oregon's DIBELS data site at all elementary schools.
- F.O.C.U.S: The Superintendent's "Focus on Cyber Use and Safety" program continued with a system focus on cyber bullying. This was a joint effort between the Department of Safety and Security and the Division of Instruction. Ms. Jodee Blanco was contracted to visit our secondary schools and share her experiences as related in her book *Please Stop Laughing At Me*, focused on bullying prevention. All media specialists continue to collaborate with teachers to educate their students about cyber safety.

***Administrative Productivity/Efficiency and Professional Development:*** All of our teachers and administration have infused data driven decision-making as an integral part of our teachers' and administrators' daily work. The 2009–2010 MD Technology Literacy Inventory for Teachers results showed that 80 percent of the respondents were proficient in the Maryland Teacher Technology Standards as compared to 91 percent the previous year. We attribute this to both the decline in participation and the high percentage of non-tenured teachers who completed the measure. The 2009–

2010 Maryland Technology Literacy Inventory for Administrators revealed 100 percent of our principals were proficient while only 78 percent of assistant principals were proficient. We attribute the 18 percent increase in principal proficiency to building understanding of the administrator technology literacy standards. (MD Ed Tech Plan, Objective 2 and 3/SMCPS Goal 1 and 3)

- For staff, SMCPS continued to incorporate data systems to effectively manage student information and assessment data. SunGard's *eSchool Plus* provides direct, real-time access to student information across the district. Teachers employ the Teacher Access Center (TAC) which provides data to the Home Access Center (HAC) for parents. All staff utilizes our *Performance Matters* data warehouse as an administrative tool for data-driven decision making. The Special Education Department integrates MD IDEA Scorecard site for maintaining student records and reports. For more efficient practice, eFinance continues to be the backbone of our human and capital expenditures. SMCPS employed the use of *School Recruiter* for managing employment applications and processes.
- As a part of being environmentally responsible, SMCPS continued its use of SharePoint for staff in order to communicate, manage documentation, and provide a collaborative platform for electronic information sharing. A few staff continued to use the grant funded Electronic Learning Committee (ELC) for collaboration. Since 2010 we have fully implemented our online Teacher Performance Assessment System (TPAS) in order to facilitate better management, document sharing, and accountability among school and central administration. In collaboration with the Information Technology Services' programmers (ITS) new data reports were constructed. While the electronic version of the Counselor Performance Assessment System (CPAS) was completed, the School Librarian Performance Assessment System (SLPAS) still needs to be constructed in its electronic form. Key to our continued success was ongoing professional development provided for all administrators and staff in the use of interactive technologies related to SMART Board Notebook and Promethean's ActivInspire software, Moodle, and our response pads as well as continuing workshops targeting *eSchool Plus* Student Information System, our *Performance Matters* data warehouse assessment systems, IEP Scorecard training, and with the software applications available in our schools.
- Communication among SMCPS staff, parents/guardians, and community is a part of our superintendent's Fifteen Point Plan. This was made possible through *eSchool's* Home Access Center (HAC), School Messenger Phone Link, and the SMCPS website as well as school websites. In an effort to communicate effectively and efficiently with the community, the SMCPS Board of Education continues to use Board Docs. All BOE meetings are broadcast through the SMCPS *Channel 96*.
- SMCPS requires each school to have an active technology committee as a subgroup of the School Improvement Team. For the most part, these teams are co-chaired by the principal and school library media specialists. The school teams made decisions about technology purchases as reflected by the data in the school improvement plans.

- Five SMCPs teachers participated in the Teacher Technology Proficiency Standard 2 pilot through MPT. SMCPs intends to offer these modules to all staff once the MPT process has been established.

**Universal Access:** SMCPs has made headway in building a more responsive infrastructure by adding wireless to areas of our buildings. We were awarded the *One Maryland Broadband Network Grant Award* grant which allowed for the initial assessment of each elementary building that will receive fiber. The Information Technology Department continues to add areas as funding is available. (MD Ed Tech Plan, Objectives 4/SMCPs Goal 1 and 3)

2. Describe where challenges in making progress toward meeting the major technology goals are evident and the plans for addressing those challenges. Include a description of the adjustments that will be made to the Master Plan and local Technology Plan and timelines where appropriate.

While SMCPs has utilized its capital and human resources to the best of our ability, there are still challenges associated with technology especially as it now relates to the Race to the Top application. The Chief Academic Office and the Technology Department continue to work closely to make best use of limited human/financial resources.

- **Online Access:** SMCPs must have high speed access at all of its elementary schools and increased bandwidth to the Internet backbone if we are to be successful at delivering content and online assessments to all students. In accordance with Race to the Top requirements, SMCPs will have to provide the infrastructure for online testing by 2014, yet our goal is to have all schools utilizing online testing by 2013. While the *One Maryland Broadband Network Grant* will complete fiber to all SMCPs schools it will not be completed until approximately 2013.
- **Online Learning:** SMCPs would like to offer online courses; however, the funding was not available during FY11. In May 2011, SMCPs learned that it was awarded a partnership with *Grad Nation* and Apex Learning for FY12–FY14 that will provide online instruction for original credit, credit recovery, and unit recovery.
- **Life Cycle Replacement:** Although the SMCPs student to computer ratio is 3:1, funding to sustain adequate lifecycle replacement continues to be a challenge; it is currently at a fifteen year cycle. We are ever mindful of Microsoft's move to stop supporting XP which will impact our student to computer ratio as we roll over to Windows 7. In FY11, Spring Ridge Middle School piloted a complete site rollout of Windows 7. ITS worked through the challenges and it was successful. With this in mind, there is a digital divide among our buildings. Our STEM and Title I programs, new buildings, and ARRA supported contents have access to interactive technologies. While other programs/schools are attempting to purchase interactive technologies, it is a very slow process. Interactive technologies are shared among classrooms so access is limited. (MD Ed Tech Plan, Objectives 4/SMCPs Goal 1)
- **Staffing:** SMCPs falls below the state staffing recommendations to support technology. Currently SMCPs is staffed at approximately 50 percent of the state recommended support

technology personnel. SMCPS employed its first e-Coach who had to support all schools. Providing content specific e-Coaches would support seamless technology integration at all levels all the while building technology literate students and staff.

3. Describe how the local school system is incorporating research-based instructional methods and the Maryland technology literacy standards for students, teachers, and school administrators into professional development to support teaching, learning, and technology leadership.

Include a description of how the results of the student, teacher, and school administrator measurements have been used to inform professional development.

SMCPS offers technology-centered professional development in an on-going manner. The e-Coach and technology trainers provide training that is targeted to specific needs of the participant. This PD is delivered in a variety of ways (whole group, small groups, and one-to-one instruction) during planning time, at staff meetings, and at after school workshops. All teachers and administrators are provided ongoing opportunities to build their personal technology skills. SMCPS will continue to train our site-based Instructional Resource Teachers (IRT) as well as offer workshops in data driven decision making utilizing our data warehouse. The PLCs were very effective in data reviews so building capacity among our newest teachers was targeted in FY11.

SMCPS continues to utilize school librarians as trainers for our online resources (SIRS, WorldBook, CultureGrams, and DiscoveryStreaming) as well as the IRTs and department chairpersons for DIBELS, Successnet, and/or online textbook support materials as well as software integration. This enables school staff to have someone in each building to support the use of resources. However, since the implementation of our PLCs across the system, teachers have become trainers of each other. The ability to share lessons and assessments on SharePoint has provided teachers across the county with curriculum aligned activities to embed in instruction. Use of SharePoint as our site for collaborative exchange of ideas among staff and administrators has provided a support structure for all.

Our research-based lessons include activities that build critical thinking skills, collaborative learning, and technology and information literacy, and digital citizenship. With the introduction of the interactive whiteboards into the classroom, students can utilize models and simulations to create ideas while investigating complex ideas. Teachers are able to differentiate instruction for multiple learning styles (tactile, auditory, and visual). School librarians and teachers continue to build information literacy skills as inquiry across all grade bands. Utilization of the response pads engages students in assessment.

4. Describe how the local school system is ensuring the effective integration of technology into curriculum and instruction to support student achievement, technology/information literacy, and the elimination of the digital divide.

With the institutionalization of data driven decision making, collaboration, and efficient use of resources, SMCPS has been able to ensure technology integration into teaching, learning, and administrative duties. We have content area pacing guides and instructional materials that integrate

technology into the curriculum. The elementary library media curriculum was redesigned to ensure that technology and information literacy are consistently being introduced to all elementary students through direct instruction with continued support in the secondary schools. The MD Common Core Standards embedded information literacy skills throughout the contents which should ensure more collaboration between the media specialists and classroom teachers. As budget permits, we are providing online resources for teaching and learning as well as assessment: SIRS, WorldBook, CultureGrams, DiscoveryStreaming, DIBELS, and textbook resources. We continue to provide before and after-school access to computers for those students who do not have computers at home by extending media center hours.

5. Discuss how the local school system is using technology to support low-performing schools.

The FY11 MSA results showed gains but fell in the disaggregated areas of our African American and special education students. We continue to provide support to these schools with IRTs who are content specialists and trained in data analysis. All teachers and administrators have 24/7 access to our eSchool Plus student information system, Performance Matters data warehouse, and online resources. The Special Education Department integrates the online IEP program for maintaining student records.

6. Please update the district's Accessibility Compliance chart, **bolding or underlining any changes**.

This information is used in the preparation of a report that goes to the Maryland Legislature. The district's completed chart from last year can be accessed at:

<http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

7. Please update the district's Children's Internet Protection Act (CIPA) Certification Form. If there are no changes, check the first box. The form only needs to be signed if there are any changes. Access the district's completed form from last year at:

<http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

PROCESS	IMPLEMENTATION	MONITORING
<p>SMCPS will require all vendors to submit letters to show to what degree they comply with COMAR 508 in all RFPs and bids.</p> <p>In May, 2010, SMCPS modified our software evaluation form which includes a 508 compliance section as well as connections to the Maryland content standards. Staff requests of technology-based instructional products are evaluated and any shortfalls in the product are made known to the staff so that alternate instructional activities can be provided. No technology-based instructional products can be purchased without a 508 compliance form on file.</p> <p><b>SMCPS redesigned the SMCPS web site in June 2011 so that it meets some of the 508 compliance standards. SMCPS utilizes the web site for students to access digital resources and MOODLE. However, the district and school and school web sites are used for informational purposes only.</b></p>	<p>Since March of 2002, SMCPS has notified all media specialists and technology contacts about COMAR 13A.05.02.03. This is an ongoing beginning of the year professional development activity for A &amp; S and all media specialists. Media specialists are responsible for disseminating the information to staff.</p> <p>The Special Education Department is responsible for training their staff on particular needs of their students.</p> <p>Technology-based products will offer equivalent accessibility for students with disabilities per the SMCPS ITS Department policy.</p> <p>Availability of the Software Purchasing form incorporates a COMAR 508 compliance with the second page of the purchasing form.</p> <p>New teachers are presented the 508 information as a part of the New Teacher Orientation.</p> <p>Evaluation of the products is overseen by the Library Media Specialists, technology contacts and content area supervisors.</p>	<p>Administrators and Supervisors are presented with the regulation at the Fall Administrators and Supervisors' Meeting.</p> <p>Library Media Specialists present the 508 information to their staff yearly.</p> <p>ITS department evaluates the compatibility of the software and hardware with the SMCPS system.</p> <p>All professional development related which incorporates the use or integration of technology will include a review of the regulation as set forth by COMAR 13A.05.02.03.</p>

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: Deanna Mingo  
Title/Position: College Readiness Coach  
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**BRIDGE TO EXCELLENCE**  
**CROSS-CUTTING THEME**  
**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**

- 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 sample curriculum document that infuses Education That Is Multicultural
  - 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
  - A sample checklist used to evaluate and approve LSS instructional resources



## 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

The Superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap's was created with a direct focus which includes: Cultural Diversity, Parents-Students-Community-Business Partnerships, Interventions and Special Programs, Quality Workforce, and Quality Instruction. The implementation of the recommendations directly or indirectly addresses Education That Is Multicultural.

The Task Force has two major objectives: implement site-based, targeted interventions and acceleration programs designed to increase student achievement and eliminate achievement gaps; and maintain a process for the community and the school system to share ideas and communicate strategies to increase student achievement, especially for underperforming students. As a result of the recommendations made by the Task Force subcommittees, a number of system-wide strategies and initiatives have been implemented and are described below.

- Quality Workforce
  - The recruitment specialist, added to the Department of Human Resources in SY 2008–2009, continues to recruit candidates of color, meet with educators of color and various community members—such as the NAACP—for input, and extends recruitment efforts to include international teachers.
  - SMCPSS has hired ten teachers from Jamaica and one from Nigeria.
  - The Human Resources Department continues to visit Historically Black Colleges and Universities (HBCU's) for quality candidates of color.
  - Each new teacher is provided a mentor teacher who will meet with them throughout the school year to provide ongoing support.
- Intervention and Special Programs
  - The school system was awarded a three-year grant from the U.S. Department of Education for after-school programs. The funding will be used to continue the Dream Team/Boys & Girls Clubs at elementary and middle schools, and to begin a program at the St. Mary's County Carver Recreation Center.
  - The school system was awarded a three-year mentoring grant from the U.S. Department of Education. The FLOW (Future Leaders of the World) mentoring program began in all schools in SY 2008–2009.

- The Readers Are Leaders mentoring program continued at Great Mills High School which allowed the high school students to engage elementary students in reading.
- The Check-N-Connect Dropout Prevention Mentoring program continued at two high schools and one middle school. This program addresses students' engagement with learning and promotes students' engagement through relationship building.
- Each school created a School Based Task Force to focus on students in need of additional academic support.
- Technical Assistance Teams (TAT), which is a collaboration of district-level supervisors and administrators and site-based school leaders, were implemented at various school sites to focus on students and teachers in need of additional support.
- Additional schools in the district initiated the Positive Behavioral and Intervention Supports (PBIS) program to reward positive student behavior.
- Southern Maryland College Access Network (SoMD CAN) provides a support person at the high school level to help first generation students prepare for college/post-secondary education.
- The school system provided schools with an Academic Literacy program for all students reading below grade level and not performing at proficient levels on MSA reading.
- Parent-Community-Business Partnerships
  - Through the Department of College and Career Readiness, SMCPS meets with community members and student leaders to solicit recommendations on issues confronting students in St. Mary's County.
  - In collaboration with the family/school partnerships project of Teaching for Change, the Tellin' Stories Project was implemented at two elementary schools. This project offered a series of workshops that provided parents, grandparents, teachers, and administrators an opportunity to come together and share personal stories.
  - The superintendent hosted several meetings and activities for various community stakeholders to solicit their support and recommendations on how we can work collaboratively to support students in St. Mary's County. Such activities/meetings included: Principal for a Day, Superintendent's Business Breakfast, Faith Community Meeting, and the Volunteer Recognition Ceremony.

- St. Mary's County Public Schools maintained its initiatives and partnerships with community groups and organizations. The school system, community organizations, and groups collaborated on many community initiatives. Some of the partners included: the Patuxent River Naval Air Station, the St. Mary's County Chamber of Commerce, the Local Management Board (LMB), the National Association for the Advancement of Colored People (NAACP), St. Mary's County Faith Leaders, St. Mary's College, the College of Southern Maryland, St. Mary's County Government, and the U.S. Department of Justice. These partnerships enabled the school system to collaborate with community leaders and organizations for the benefit of the children in our school system.
- National Network of Partnership Schools: The National Network of Partnership Schools (NNPS) provided support and guidance for 15 schools in St. Mary's County to implement parent involvement activities to comply with the No Child Left Behind Act. Schools and teams worked together as action teams to develop school action plans and to implement some of the NNPS tools and approaches. As a result of being affiliated with this initiative, St. Mary's County Public Schools receive ongoing technical assistance from the NNPS staff.
- Cultural Proficiency: St. Mary's County continued implementing Cultural Proficiency training for principals, assistant principals, supervisors, and other school leaders through the school system's Administrative and Supervisory (A&S) meetings. Cultural proficiency is an approach to addressing issues of diversity, inclusiveness, and entitlement; it provides tools and help for a diverse school and work environment. Cultural Proficiency is a way of being that enables both individuals and organizations to respond effectively to people who differ from them.

**In addition, the St. Mary's County Public School (SMCPS) system specifically addressed the five encompassing ETM areas as indicated below.**

- Curriculum
  - The MSDE/Reginald F. Lewis Museum "An African American Journey" curriculum remained on the school system's intranet for all schools to access.
- Instruction
  - The school system targeted more African American and Economically Disadvantaged students to take the PSAT, SAT, and AP exams. In addition, more African American students were targeted to take more Advanced Placement (AP) classes.
  - The Dr. James A. Forrest Career and Technology Center allowed greater access to African American and Economically Disadvantaged students through the Tech

Connect program. These students have an opportunity to experience courses at the Career and Technology Center in their ninth grade year.

- Grade level teacher collaboration centered on student achievement using disaggregated performance data to make instructional decisions.
- Fairlead Academy opened in SY 2008–2009 for sixty underperforming ninth grade students and expanded to grade ten in SY 2009–2010. The program is designed to assist struggling freshman with the transition to high school and guide them through the first two years of high school helping them to avoid obstacles to their academic achievement.
- Each school has a School Based Task Force to focus on students in need of additional academic support.
- Technical Assistance Teams (TAT), which is a collaboration of district-level supervisors and administrators and site-based school leaders, were implemented at targeted school sites and all Title I schools to focus on students and teachers in need of additional support.
- The school system provided schools with an Academic Literacy program for all students reading below grade level and not performing at proficient levels on MSA reading.
- Staff Development
  - Cultural diversity training entitled “*Building Cultural Proficiency and Positive Relationships to Improve Student Achievement*” was conducted at targeted elementary and high schools.
  - Cultural diversity training is provided for new teachers as part of the new teacher induction program. New teacher seminars continue on a monthly basis.
  - Each year, SMCPS offers a three credit course, “Teaching in a Diverse Learning Environment—Education that Is Multicultural.” Like its replacement, the new MSDE approved course “Accelerating Student Achievement for the 21st Century,” this course was designed to share strategies to infuse education that is multicultural into instructional practice.
  - Mandatory twenty-five minute online training module entitled “*Diversity Awareness: Staff-to-Student*” for all SMCPS employees.
- ETM Site Liaisons: The Education That Is Multicultural and Achievement Site-Based Liaisons liaise between school/community and provide coordination, support, and implementation of multicultural education and cultural proficiency programs and activities.

- Serves as the school-based representative of the local Education That Is Multicultural and Achievement Committee
- Attend scheduled ETMA Committee meetings, programs, and activities
- Provides informal and formal opportunities for staff and students to incorporate principals of ETMA
- Infuses ETMA and cultural proficiency perspectives while using disaggregated performance and discipline data to address patterns of concerns related to student achievement and student/ parental involvement
- Conducts in-service activities for school personnel
- Provides staff development programs and/or activities on ETMA and cultural proficiency issues
- Assists administrators and teachers in planning cultural programs for students
- Serves as the liaison with students, the community, and other groups on site-specific multicultural education and cultural proficiency issues
- Promotes various ETMA and cultural proficiency-related activities such as Study Circles, National Association of Multicultural Education (NAME) Conference, etc...
- Advises school leadership on the cultural proficiency and multicultural needs of the school
- Provides support to the school improvement process in the area of ETMA programs
- Provides leadership in establishing school-wide staff development goals, needs, and priorities for ETMA and cultural proficiency
- Assists with supporting instructional activities in the classroom
- Keeps abreast of current methodologies, theories, organizational structures, and administrative practices related to ETMA and cultural proficiency issues
- Assists with the completion of reports, such as school improvement and Bridge to Excellence (BTE), pertaining to ETMA and cultural proficiency in the schools
  - Cultural Proficiency: St. Mary's County continued implementing Cultural Proficiency training for principals, assistant principals, supervisors, and other school leaders through the school system's Administrative and Supervisory (A&S) meetings School principals and leaders were expected to facilitate similar discussions and professional development at their respective schools.

- Assistant Principals are vital to our system's success. Monthly sessions are held with APs at which important issues are discussed and information is shared. Their professional development as leaders is essential.
- Instructional Resources:
  - Instructional resources including textbooks, supplemental materials, library media materials, and technology are selected to assist students with learning the curriculum. Instructional resources are aligned with the curriculum and are selected to match students' varied interests, abilities, and learning styles.
  - While textbooks are not the only source for learning, textbooks are the most commonly used instructional resource to assist students with learning content, skills, and processes.
  - Textbooks are adopted by a committee of teachers, administrators, and supervisors of instruction. Textbooks are displayed publicly in all three St. Mary's County public libraries and at the Central Office for public preview before adoption. Notices of such adoptions appear in the local press.
- School Climate: The population of the St. Mary's County Public Schools is comprised of diverse ethnic, cultural, religious, and racial groups, as reflected in individual classrooms and schools. SMCPS's global perspective promotes the valuing of cultural, ethnic, and linguistic diversity and creates a climate within the schools which acknowledges and enhances the dignity and importance of each individual. Equally important is the strengthening of steps which have been implemented to encourage students pride in themselves and their cultural identities and achievements; and to promote a feeling of understanding, trust, and acceptance among persons of differing cultural indicators such as ability, age, gender, ethnicity, language, race, region, religion, and socioeconomic status.

## 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:
  - Provide Cultural Proficiency training for ALL (new and veteran) employees of the school system
  - Maintain the current community and business partnerships that have been developed even in the presence of budgetary constraints
  - Continue building relationships and partnerships with community leaders and organizations that are meaningful and beneficial for children
  - Establish and maintain positive teacher student relationships and interactions to increase and sustain student achievement

- Establish and maintain positive relationships and interactions with parents, community members, and other educational stakeholders to increase and sustain student achievement
1. List your three major Local School System ETMA goals for the next school year
    - 2011–2012 school year, St. Mary’s County Public Schools will implement the following initiatives to meet the goals of ETM:
      - St. Mary’s County Public Schools will provide 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 need basis. The Study Circles process has allowed our school system and community to discuss cultural and social issues that impact student achievement.
      - 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 2011–2012 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.
  2. 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 a 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.

<b>I. Mission/Vision/Leadership</b>	<b>Beginning</b>			<b>Embedding</b>	<b>Sustaining</b>
	<b>No action has been taken</b>	<b>Efforts are being initiated</b>	<b>Initial Results are being gained</b>	<b>Efforts and results are being enhanced and supported</b>	<b>Practices are evident, policies are in place, and results are increasing</b>
1. The LSS has a written mission or vision statement that includes a stated commitment to: <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Education that is Multicultural</li> <li>• Accelerating and enhancing student achievement</li> <li>• Eliminating student achievement gaps</li> </ul>					<b>x</b>
2. The LSS's mission statement is integral to the operation of the schools and is regularly communicated to all staff, students, parents, and the community.					<b>x</b>
3. A culturally diverse group (including the LSS ETM liaison) actively engages in the development of the Bridge to Excellence (BTE) or other management plan.					<b>x</b>
4. The Bridge to Excellence Master Plan includes specific references (Cross-cutting Themes) related to Education that is Multicultural and minority achievement initiatives.					<b>x</b>



II. Curriculum	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. Curriculum provides information which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.				x	
2. Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:					x
a. Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world.					x
b. Multiple cultural perspectives of history are represented.					x
3. As reflected in the State Curriculum, all schools provide opportunities for students to demonstrate the following attitudes and actions:		x			
a. valuing one's own heritage.					x
b. valuing the richness of cultural diversity and commonality.		x			
c. valuing the uniqueness of cultures other than one's own.		x			
d. being aware of and sensitive to individual differences within cultural groups.		x			

e. addressing stereotypes related to ETMA diversity factors including but not limited to: race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities.		<b>x</b>			
4. Curricular infusion of Education that is Multicultural is visible in ALL subject areas. Attach sample ETM curriculum infusion in core content areas at the elementary, middle, and high school level.					

<b>III. School Climate</b>	<b>Beginning</b>			<b>Embedding</b>	<b>Sustaining</b>
	<b>No action has been taken</b>	<b>Efforts are being initiated</b>	<b>Initial Results are being gained</b>	<b>Efforts and results are being enhanced and supported</b>	<b>Practices are evident, policies are in place, and results are increasing</b>
1. The LSS has a written policy and procedure addressing bullying and harassment.					<b>x</b>
2. The LSS addresses how all schools promote the following aspects of an inclusive climate:					<b>x</b>
a. in which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner.					<b>x</b>
b. that promotes the development of interpersonal skills that prepare					<b>x</b>

students for a diverse workplace and society.					
c. that reflects the diversity of the LSS and community through school activities such as School Improvement Teams (SIT), PTA/PTO/PTSO, planning committees, advisory groups, etc...					<b>x</b>
d. in which diverse linguistic patterns are respected.				<b>x</b>	
e. in which students, instructional staff, support staff, parents, community members, and central office staff are made to feel welcomed and actively involved in the entire instructional program.				<b>x</b>	
f. that reflects relationships of mutual respect.				<b>x</b>	
g. that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					<b>x</b>
h. that includes multicultural assemblies, programs, and speakers.			<b>x</b>		

<b>IV. Instruction</b>	<b>Beginning</b>			<b>Embedding</b>	<b>Sustaining</b>
	<b>No action has been taken</b>	<b>Efforts are being initiated</b>	<b>Initial Results are being gained</b>	<b>Efforts and results are being enhanced and supported</b>	<b>Practices are evident, policies are in place, and results are increasing</b>
<b>A. Access and Grouping</b> 1. All schools use data disaggregated by					<b>x</b>

race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, grouping, and in making adjustments to assure equity.					
2. A committed demonstration of high expectations for all students is visible.					<b>X</b>
a. Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background.				<b>X</b>	
b. All schools assure that all students with disabilities are afforded access to classes and programs in the “least restrictive” environment.					<b>X</b>
c. Highly qualified/effective and certified teachers are assigned to low-achieving schools.					<b>X</b>
d. Teachers already working in low-achieving schools are certificated and highly qualified/effective.					<b>X</b>
3. All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.			<b>X</b>		
4. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:				<b>X</b>	
a. advanced placement courses				<b>X</b>	
b. gifted and talented programs				<b>X</b>	
c. special initiatives such as grants and/or pilot programs such as STEM				<b>X</b>	

d. student organizations and extracurricular activities				<b>X</b>	
e. student recognition programs and performances				<b>X</b>	
5. All schools ensure that all students have access to instructional technology.					<b>X</b>
<b>B. Instructional Activities</b>			<b>X</b>		
1. All schools engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences and learning styles.					
2. All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal.				<b>X</b>	
3. All schools implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					<b>X</b>
4. All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.					<b>X</b>
<b>C. Achievement Disparities</b>					<b>X</b>
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate student achievement.					
2. All schools implement strategies, programs, and interventions aimed at eliminating academic gaps.					<b>X</b>
3. All schools implement strategies, programs, and interventions that prevent					<b>X</b>

dropouts as evidenced by data.					
4. All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.					<b>X</b>

<b>V. Staff Development</b>	<b>Beginning</b>			<b>Embedding</b>	<b>Sustaining</b>
	<b>No action has been taken</b>	<b>Efforts are being initiated</b>	<b>Initial Results are being gained</b>	<b>Efforts and results are being enhanced and supported</b>	<b>Practices are evident, policies are in place, and results are increasing</b>
1. ETMA staff development includes involvement of all staff: (check all that apply) ➤ Administrators <u>  x  </u> ➤ central office staff <u>  x  </u> ➤ teachers <u>  x  </u> ➤ support staff <u>  x  </u> ➤ instructional assistants/para-educators <u>      </u> ➤ substitutes <u>      </u> ➤ bus drivers <u>      </u> ➤ custodians <u>      </u> ➤ cafeteria workers <u>      </u> ➤ volunteers <u>  x  </u>					<b>X</b>
2. Staff development utilizes the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement.					<b>X</b>
3. The LSS coordinates and facilitates					<b>X</b>

ETMA programs and activities:					
❖ Voluntary ETM courses are offered (attach a list of courses)					<b>X</b>
❖ Mandatory ETM courses are offered (attach a list of courses)		<b>X</b>			
❖ ETMA workshops or seminars are provided during the year (attach a list of programs)					<b>X</b>
4. The LSS and relevant area offices ensure ETMA Staff Development provided by all schools includes involvement of all staff in training that:		<b>X</b>			
a. explores attitudes and beliefs about their own cultural identity.		<b>X</b>			
b. identifies equity strategies, techniques, and materials appropriate for their work assignment.		<b>X</b>			
5. All schools provide training:		<b>X</b>			
a. in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to ensure compliance with ETM practices.		<b>X</b>			
b. to recognize, prevent and address bullying, harassment, stereotyping, prejudice, discrimination, and bias that impedes student achievement.					<b>X</b>
c. to explore attitudes and beliefs about other cultures to foster greater inter-group understanding.		<b>X</b>			
d. to identify and implement instructional strategies, techniques, and materials appropriate for ETMA.		<b>X</b>			

e. to recognize and correct inequitable participation in school activities by students and staff from different backgrounds and redress inequity in instances of occurrence.		<b>x</b>			
6. All schools provide appropriate opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.					<b>x</b>
7. All schools provide professional development workshops and courses that include an ETMA focus.		<b>x</b>			
8. All schools maintain current professional development references for educators, support staff and administrators on education that is multicultural and student achievement.			<b>x</b>		

<b>VI. Instructional Resources &amp; Materials</b>	<b>Beginning</b>			<b>Embedding</b>	<b>Sustaining</b>
	<b>No action has been taken</b>	<b>Efforts are being initiated</b>	<b>Initial Results are being gained</b>	<b>Efforts and results are being enhanced and supported</b>	<b>Practices are evident, policies are in place, and results are increasing</b>
1. LSS maintains a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness.					<b>x</b>
2. The LSS uses resource organizations that promote cultural and ethnic understanding.					<b>x</b>
3. The LSS uses instructional materials that reinforce the concept of the United					<b>x</b>



States as a pluralistic society within a globally interdependent world, while recognizing our common ground as a nation.					
4. Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications.					<b>X</b>
5. All schools incorporate multicultural instructional materials in all subject areas.		<b>X</b>			
6. All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources					<b>X</b>
7. All schools maintain a library inclusive of current instructional supplementary references and/or materials for teachers and administrators on Education that is Multicultural and student achievement.			<b>X</b>		
8. All schools provide instructional resources to assist students in gaining a better understanding and developing of an appreciation for cultural groups (i.e. cultural groups, holidays, historical events).			<b>X</b>		
9. All schools have a process for selection of instructional resources that includes the following criteria:					<b>X</b>
a. materials that avoid stereotyping and bias.					<b>X</b>

b. materials that reflect the diverse experiences of cultural groups and individuals.					<b>x</b>
c. individuals from diverse backgrounds were involved in the review and selection of materials.					<b>x</b>
10. All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.					<b>x</b>

<b>VII. Physical Environment</b>	<b>Beginning</b>			<b>Embedding</b>	<b>Sustaining</b>
	<b>No action has been taken</b>	<b>Efforts are being initiated</b>	<b>Initial Results are being gained</b>	<b>Efforts and results are being enhanced and supported</b>	<b>Practices are evident, policies are in place, and results are increasing</b>
1. All schools are barrier free and accessible for people with disabilities.					<b>x</b>
2. The physical environment in all schools reflects diversity and inclusiveness in displays and materials.					<b>x</b>

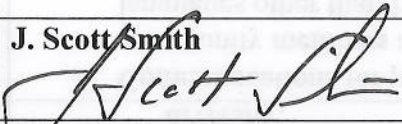

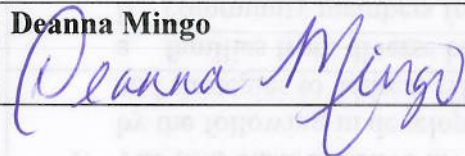
<b>VIII. Policies</b>	<b>Beginning</b>			<b>Embedding</b>	<b>Sustaining</b>
	<b>No action has been taken</b>	<b>Efforts are being initiated</b>	<b>Initial Results are being gained</b>	<b>Efforts and results are being enhanced and supported</b>	<b>Practices are evident, policies are in place, and results are increasing</b>
1. The LSS has written policies and practices that prohibit discrimination					<b>x</b>

against students and staff based on the disability and diversity factors.					
2. The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system.					<b>X</b>
3. The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.					<b>X</b>
4. School system policies assure that all school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness.					<b>X</b>
5. All school system policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title VI of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability).					<b>X</b>

IX. Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate achievement, eliminate achievement gaps, and prevent dropouts as evidenced by student achievement and discipline data.					X
2. The LSS will select testing and assessment tools that have been normed on a variety of ethnic, gender, and socio-economic populations to document instructional effectiveness.					X
3. All schools use a multiplicity of opportunities and formats for students to show what they know.					X
4. The LSS requires re-teaching and enrichment using significantly different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction or are in need of acceleration.					X
5. The LSS requires that teachers allow multiple opportunities for students to recover failing assessment and/or assignment grades.					X
6. The LSS utilizes assessment instruments and procedures which are					X

valid for the population being assessed, not at random.					
7. The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.					<b>x</b>
8. The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds.				<b>x</b>	
<b>X. Community Outreach</b>	<b>Beginning</b>			<b>Embedding</b>	<b>Sustaining</b>
	<b>No action has been taken</b>	<b>Efforts are being initiated</b>	<b>Initial Results are being gained</b>	<b>Efforts and results are being enhanced and supported</b>	<b>Practices are evident, policies are in place, and results are increasing</b>
1. The LSS ensures active involvement by the following in developing policies and strategies to address ETMA issues:					<b>x</b>
a. families from diverse backgrounds.					<b>x</b>
b. community members from diverse backgrounds.					<b>x</b>
c. resource organizations that reflect diversity.					<b>x</b>
2. Communications for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities.					<b>x</b>
3. All school functions are held in facilities that are accessible to individuals with disabilities.					<b>x</b>

**Individuals contributing to the completion of the Compliance Report**

<u>Signature</u>	<u>Print Name</u>	<u>Job Title</u>
	J. Scott Smith	Director, Secondary Schools and School Improvement
	Theo L. Cramer	Director, College and Career Readiness / Principal (JAFCTC)
	Deanna Mingo	College & Career Readiness Coach; ETM Chairperson

## Addressing Specific Student Groups

### Limited English Proficient Students

Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data (Tables 4.1-4.3):

1. Describe where progress is evident.

In 2010–2011, 91 English Language Learners out of a total of 126 (72 percent) made progress based on 2011 LAS summative administration, compared to 85 percent in 2009–2010. In order to make the AMAO 1 2010–2011 target, at least 60 percent of students must have scored 15 points higher, as compared to their scale score on the previous year's administration. In both years, ELLs exceeded the targets for the respective year, and their performance documents that ELLs in St. Mary's County Public Schools continue to make progress.

In 2010–2011, 35 ELLs out of a total of 143 (24.5 percent) met the target for AMAO 2 compared to 24 percent in 2009–2010. Thirty-five students out of 144 met the target for AMAO 2 in 2009–2010. In order to meet the AMAO 2 2010–2011 target, at least 17 percent of ELLs must make grade specific targets for English Language Proficiency. While there is no significant difference in the number of students making the AMAO 2 targets for the past two years, St. Mary's County ELL population continues to meet grade-specific targets for ELP proficiency. ELLs in SMCPS met the target for AMAO 2.

LEP students made AYP status. However, 7 out of a total of 16 middle school students, our smallest LEP subgroup, met the proficiency target for Mathematics. In order to increase the number of LEP students meeting this target in middle school, we will provide collaborative time for ELL teachers and middle school Mathematics teachers to plan and discuss effective strategies to support our culturally and linguistically diverse population. In addition, SMCPS has purchased the Spanish version of the Mathematics text since this is the native language of the middle school LEP subgroup. This resource will be available to the students. A SMCPS teacher, who has a dual certification in Mathematics and ESOL, is available for consultation and targeted professional development.

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

ELL teachers monitor consistently the progress of their students in mainstream classes, which makes it possible to identify areas of need and to target these areas when planning instruction. There is increased collaboration between mainstream and ELL teachers to ensure that targeted, aligned and direct instruction is provided for ELLs. The ESOL program sponsors an ELL Back to School Expo and a Parent Conference Night to discuss and to share student achievement data, to showcase student work and to talk with parents about ways that they can help their child at home. Support services/agencies are also available at these events.

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.

Below are the challenges that still require focused attention:

- Listening: Rate of speech by the native speaker makes it difficult for ELLs to process information and to understand what they hear.
  - Speaking: ELLs content specific vocabulary, also referred to as academic language, is limited and interferes with the students' ability to process their thoughts.
  - Reading: There is difficulty with comprehension which can be attributed, in part, to a lack of knowledge about the culture of the native English speaker.
  - Writing: Writing activities tend to have some relationship to culture which makes it difficult to write in the same manner as the native English speaker. Oftentimes, this lack of understanding knowledge about the culture of the native speaker interferes with the English Language Learners' ability 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.

This year, the focus will continue to be on increasing the participation of ELL teachers in targeted Professional Development with mainstream teachers. ELL teachers will meet at least twice per year with teachers of ELLs who have IEPs and participate in IEP meetings to review goals in the IEP and to monitor the student's progress on IEP goals. Funds have been allocated for substitutes when there is a need for ELL teachers to participate in Professional Development during school hours. ELL teachers will have an opportunity to interact on an ongoing basis with the ELL Support Group consisting of mainstream teachers who are willing to assist their colleagues with planning instruction for ELL students in their respective schools. The members of the group are recipients of the RTTT grant and are currently working toward an ESOL endorsement on their teaching certificate.

The pull-out model will continue to be used for students who benefit from smaller classes and direct instruction. Parents of ELLS will continue to receive quarterly updates on the progress of their child.



## Career and Technology Education

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.

Ongoing staff development and members of the Program Advisory Council (PAC) drive CTE program implementation and expansion. In collaboration with the PAC, all CTE teachers are afforded opportunities to participate in ongoing staff development throughout the school year. During staff development, emerging trends in CTE and academic instruction are reviewed; local, state, and national data are analyzed; best practices (instruction) are integrated across the curriculum; and the rapid changes in the workplace are explored. Opportunities for CTE teachers to gather to develop effective ways to teach core academic skills have been a recent focus of staff development. In view of the Common Core State Standards, this will remain a consistent strategy for expanding the number of programs CTE offers students. CTE plans to increase the dual enrollment opportunities for students. Local and anecdotal data are used to determine the effectiveness of dual enrollment. As a result, CTE is of the opinion that dual enrollment directly prepares students for a successful post-secondary education experience. As in the past, CTE remains consistent in the number of MSDE model programs it adopts. CTE is preparing for an upcoming *Monitoring for Growth* visit in February 2012. Therefore, the *State Career and Technical Education (CTE) Self Assessment* is an essential tool used to guide program improvement, implementation, and expansion. This tool spells out the building blocks for continuous program improvement.

CTE supports industry-recognized standards, assessments, and credentials for Career and Technical Education programs, staff, and students. A local budget has been requested to defray the costs of certifications. Federal funds will also be used to support this endeavor. In addition to the certifications currently being offered across CTE programs, Business Administrative Services, PrintEd, and NCCER programs will provide increased certification opportunities. CTE continues to work toward the Federal technical skills assessment performance standard.

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?

SMCPS has charted a course to excellence. One of 15 priorities is to improve student achievement for all students, work to eliminate the achievement gap for all identified groups of students, and ensure that all subgroups meet Annual Measurable Objectives (AMO). One strategy for achieving this goal is to implement educational pathways that allow all students to achieve a level of success. The system provides instructional resources to assist with meeting

the variety of needs demonstrated by our special needs students. The system has had in place for several years a Vocational Support Staff Team (VSST). The primary function of the team is to ensure that the special population students receive the services they need. The VSST (in collaboration with the Department of Student Services) develops, implements, and evaluates instructional materials and provides special services. The services include (but are not limited to) career guidance, vocational assessment, and monitoring. The services help the students to meet the Perkins' core indicators of performance and ensure that all students have equal access to the CTE Program of Study. As a result, the special population students become enrolled in the appropriate career pathway. As in the past, CTE teachers are in-serviced on materials containing best practices for expanding career possibilities for special population students. Additionally, local and federal funds continue to be used to purchase the equipment and supplies needed to help the special population to be successful in the classroom environment.

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.

CTE continues to work with the data specialist to report program data that is accurate and complete. Per the 2010 Program Quality Index and local anecdotal data, some programs continue to be challenged by enrollment—while other programs continue to increase in enrollment.

- In the AMC cluster, the PQI for the Graphics Communications' program shows a slight decrease in the number of students enrolled in 2010 (49 students) compared to the number of students enrolled in 2009 (52 students). Anecdotal data shows that all students completed the program.
- In the BMF cluster, the PQI for the Marketing program shows a decrease in the number of students enrolled in 2010 (16 students) compared to the number of students enrolled in 2009 (37 students). There is no data to support program completion. Additionally, enrollment in the Business Administration and Management program decreased (2010 170 students; 2009 185 students). Anecdotal data from 2010 shows that the number of students completing the program was 130.
- In the C&D cluster, the PQI for total enrollment across the programs (masonry, carpentry, electrician, drafting, and welding) drastically decreased (total enrollment in 2010, 46; and total enrollment in 2009, 116). Per the PQI there were a total of 42 students completing the programs within this cluster. Anecdotal data shows that all 46 students completed the program.
- In the CSHS cluster, the PQI for total enrollment across the programs (Culinary Arts and Hospitality and Tourism) shows a decrease from 2009 to 2010. Anecdotal data shows that

the enrollment for total students in this program increased (2009, 83; and 2010, 88). All students enrolled in the cluster completed the program.

- In the EANR cluster, the PQI for total enrollment across the programs (Horticulture and Natural Resource Management) shows no increase from 2010 (43 students) to 2009 (43 students). The PQI shows a total of 12 students completing the programs. Anecdotal data shows total enrollment under 43 students with all students completing the program.
- Five of the six programs in the H&B and HRS clusters are not challenged by enrollment or completion. Students enrolling in the Academy of Health Professions, Dental Assisting, Early Childhood Education, Criminal Justice, and Fire Science are graduating as program completers. The sixth program, Paralegal, is consistently challenged by enrollment. It will be removed from List A in the fall of 2012.
- Programs in the IT cluster (Computer Networking), MET cluster (Production Engineering and Engineering Technology), and TT cluster (Automotive Repair and Automotive Technology and Aviation) have consistently shown increased enrollment. The PQI data does not accurately report the number of completers. Anecdotal data shows that 95% of the students enrolling in these cluster programs graduate as completers. On the other hand, the PQI data for the IT cluster, Data Processing and the MET cluster, and Sheet Metal shows a decrease in enrollment. However, the few students enrolling in the program are graduating as completers.

In order for CTE students to graduate with the academic and career and technical foundations needed to be successful, the students must enroll in and complete the CTE programs. One of several priorities for the CTE five-year plan is to increase student enrollment and attendance (CRD); and increase program awareness and the number of program completers.

Strategies in place to reach these goals include, but are not limited to, CTE teachers setting benchmarks for attendance, implementing program incentives, and tracking the attendance of students (specifically CRD).

Collaboration with parents has increased. CTE takes advantage of the services of the tech prep coordinator to increase visibility of all programs as well as make students aware of the opportunities to become dual completers.

As in the past, the system focuses on industry certifications for CTE teachers, programs, and students. Local and federal funds are used to support the certification process. Baselines will continue to be set for the number of concentrators taking and passing a national certification.

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.

- 5S1 Placement
- 6S2 Non-Traditional Completion

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.

### **5S1 Placement**

The majority of the data used to determine the performance of this core indicator is anecdotal and subject to human error. Therefore, strategies need to be in place to ensure that teachers, counselors, and students are working together to develop career plans, help students reach their career plan goals, and obtain the information crucial to career success. The following is a list of strategies that are in place and/or will be implemented in the fall of 2012.

- Increase opportunities for articulated and/or transcribed credits.
- Increase the classroom visibility of post-secondary staff (tech prep coordinators and career counselors) and PAC members. Request that presentations include information on general workplace skills and other related topics.
- Increase work-based learning internal and external activities to expose students to all aspects of the industry or business.
- Explain to students the importance of placing their social security numbers on the graduate surveys and attempt to encourage them to do so.
- Obtain permission from the director of instruction to allow CTE staff member to conduct the graduate surveys; or, as a minimum, be present when the surveys are administered. CTE staff member will ensure that all students are completing all sections of the survey.
- If students are planning to go into the military, CTE will use the JROTC staff to assist with helping students gather, complete, and submit information. JROTC staff will have a system in place to track submitted documentation.
- Continue to encourage students at the high schools to work with the teachers of their concentrator course to review career plans and goals.
- Use career counselors and VSST staff members at the JAFTC to put a system in place to track the placement of graduated concentrators.
- Ensure that students are being exposed to scholarship information by asking the career center paraeducator to forward a copy of all opportunities to the teachers of students in

the concentrator courses. This information would be posted in the CTE wing of each high school.

- Continue to integrate the academics across CTE in order that students are equipped to enter a placement.

## **6S2 Non-Traditional Completion**

Unfortunately, non-traditional completion continues to present a challenge for CTE. There has been an increase in the underrepresented gender enrolling in the non-traditional programs. Unfortunately, student involvement decreases and students do not complete the program. CTE believes that the students are not aware of the value that is added to one's credentialing for completing a non-traditional program. Career awareness will need to be extensive to ensure that students are aware of the high paying, high demand careers available to them. The following is a list of strategies that are in place and/or will be implemented in the fall of 2012.

- CTE will use the walls and halls of the CTE high school wings to market non-traditional careers.
- CTE will increase the classroom visibility of underrepresented PAC, business, and community members. CTE will suggest a topic for the presentation such as sexual harassment in the workplace.
- Action plans will be written in PLCs to ensure that all CTE teachers are able to identify the non-traditional careers by cluster. The action plans will include any non-traditional issues and steps to address the issues.
- CTE will continue to take advantage of job shadowing and financial literacy months. These events will afford opportunities to place students under the mentorship of an individual working in an underrepresented career.
- CTE will evaluate curriculum to ensure that all students are receiving teaching and learning that prepares them for all careers regardless of gender.
- CTE will invite those from the underrepresented careers to take an active part in the career day activity hosted by special educators (provide all funding for the event) and career center paraeducators (plan and facilitate the event). It is an annual event that is held at Chopticon High School (CHS) in the spring. This event is open to all CTE students across the three high schools.
- CTE will increase staff development opportunities to include topics on recruitment and retention of non-traditional CTE students.
- CTE will work with business, community, and industry partners, to ensure that non-traditional students are encouraged to seek employment in a non-traditional career.

- c.) For FY 12, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.

<b>CTE Cluster Activity #</b>	<b>Worksheet A</b>	<b>Core Indicator</b>
<b>CMA-1</b>	<b>Graphics Communications:</b> Local funds have been granted for FY 2011 to be used in conjunction with Perkins' funds to certify students via GAERF. The concentration will be on Digital Production Printing Competencies where students may be required to demonstrate competency in digital printing technologies.	5S1 Placement The printer is an upgrade. Certification is a marketing strategy to increase placement, 5S1.
<b>CMA-2</b>	<b>TV/Video Production:</b> This computer purchase provides improved performance in Intel processors and ports. This purchase will allow students to create finished projects quicker while cutting down on production time. This purchase will allow the instructor to assign readings, view videos, and introduce students to online and offline advanced editing techniques via the computer screen. Students' technical reading and writing skills will improve.	5S1 Placement
<b>BMF-1</b>	<b>Business Administration:</b> CTE would like to make more electronic learning resources available to the program teachers and students. Due to the emphasis that is placed on certifications, CTE is finding that laptops make the process more efficient. Additionally, CD ROMs are often used in the classroom. Most CTE's PCs do not have CD ROMs. With earned certifications, students will be better equipped to enter a placement upon graduation.	5S1 Placement
<b>BMF-3</b>	<b>Business Administration:</b> The Smartboard is being purchased to improve teaching and learning. It will allow the teacher to accommodate various learning styles. Both teachers and students will use the Smartboard to make demonstrations and presentations.	5S1 Placement
<b>BMF-4</b>	<b>Business Administrative Services:</b> Purchase software licenses to be used in Office Technology and/or Business Administrative Services to afford opportunities for credentialing.	5S1 Placement
<b>EST-2</b>	<b>Computer Aided Drafting and Design (CADD):</b> CADD is one of CTE's best performing programs. The PAC has suggested the purchase of this state-of-the-art piece of equipment that offers students opportunities to be exposed to multiple rapid prototyping and 3D	5S1 Placement

	printing technologies from their CADD files—which is an advanced skill. The students' communication skills and their understanding of the fundamentals of engineering via graphics will attribute to the success of all students meeting the state performance on 1S1 (Academic Attainment) from 76.82 (LEA) to 80.67 (state). Additionally, students will be better prepared to enter a CADD program at a post-secondary institution.	
<b>EST-3</b>	<b>Computer Networking:</b> This purchase will expose students to network architecture and topology of laptops.	5S1 Placement  6S2 Non-Traditional
<b>EST-4</b>	<b>Engineering Technology:</b> The curriculum is replete with problem-solving skills by tackling real-world engineering problems. Many career fields, including engineering, require computer technology skills. The PAC has suggested for some time that portions of this hands-on curriculum be taught in a computer lab. The computers will be used to assist students with collecting and categorizing data. The classroom environment will appear more inviting (underrepresented females) and students will be better prepared for placement.	5S1 Placement  6S2 Non-Traditional
<b>CHS-4</b>	<b>Child Development:</b> The Smartboard is being purchased to improve teaching and learning. It will allow the teacher to accommodate the various learning styles. It will engage students. It will allow the teachers to reinforce concepts in a different way. Both teachers and students will use the Smartboard to make demonstrations and presentations—social skill development.	5S1 Placement
<b>LSSES-1</b>	<b>Dental:</b> Dental tools are being purchased to help the students develop their knowledge in all facets of dental assisting - including the care and restoration of teeth. Items are needed to enhance the current curriculum and better prepare the students for the dental assisting national board examination after high school.	6S1 Non-Traditional
<b>B1-1</b>	Annual articulation meeting. 10 teachers @ \$100 per day/with FICA	5S1 Placement
<b>B1-2</b>	Marketing materials to promote placement and non-traditional completion	5S1 Placement
<b>B1-3</b>	Purchase a site license for MS Office and Adobe Indesign certification	5S1 Placement
<b>B1-4</b>	KIS Training Vouchers (Certification)	5S1 Placement

<b>B1-5</b>	Three site licenses for practice exams for MOS	5S1 Placement
<b>B1-6</b>	Contract the services of consultants to assist with curriculum integration strategies to improve 1S1, and 1S2 (Integration of Academics); provide professional development to teachers on rising trends and initiatives—including placement; conduct and evaluate the CTE follow-up surveys (5S1); program development, implementation, and evaluation; and to assist teachers with marketing and developing materials to make students/parents aware of nontraditional careers/CTE options (6S1 and 6S2).	5S1 Placement  6S1 Non-Traditional
<b>B2-1</b>	Use funds to provide substitutes during the day to offer teachers common planning time to review data; and to develop, implement, and evaluate strategies that will improve non-traditional enrollment. Teachers will also be offered opportunities to attend staff development opportunities	6S1 Non-Traditional
<b>B3-1</b>	Use funds to offer CTE teachers common planning time to work with special population and Career Research and Development students to plan and develop future plans for education, training, and employment of these two groups of students.	5S1 Placement
<b>B3-2</b>	Purchase a set of textbooks focusing on helping students to become College and Career Ready. Textbooks will be housed in the CTE library at each high school site.	5S1 Placement
<b>B4-1</b>	Use Perkins funds to offer CTE and special population teachers common planning time to devise strategies for academic success and program retention of the special population.	Placement Completion



## Early Learning

A. Based on the examination of 2010-2011 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):

1. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.

The 2010–2011 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, 90 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.

Careful analysis of the 2010–2011 data by school teams indicates that continued emphasis should be placed on experiences that develop a wide oral vocabulary with many ways of applying skills and creating understanding. Using DIBELS data and ratings from the Counting Profile Assessments, instructional resource teachers will work with teachers to provide focused interventions on identified readiness needs. Staff development funds in the Maryland Model for School Readiness and Title II Grants will provide focused, age-appropriate instruction for young children by training staff in understanding and implementing the Maryland Common Core Standards. Teacher workgroups in pre-kindergarten and kindergarten will work throughout the year to develop instructional maps that will align the Language Arts themes with the Common Core standards and the Work Sampling system indicators. Each workgroup will include 4–6 teachers, an early childhood resource support teacher, and the supervisors of Early Childhood and Reading. A major emphasis of the system-wide staff development will focus on the Common Core Writing standards. Grant funding will add new titles about early literacy and emergent writing to the system-wide professional library. Other staff development opportunities are planned throughout the year focusing on instruction and assessment.

2. What are the school system's plans to work with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering school ready to learn?

Early childhood programs in St. Mary's County include pre-kindergarten 3, pre-kindergarten 4, kindergarten, preschool special education, Head Start classes for 3- and 4-year-olds, child care programs, infants and toddlers, and Judy Center playgroups. The Work Sampling System is used to record ratings for each child, based on observations, formative assessments, and work

samples in each child's portfolio. All staff receives training in using the domains and exemplars. The ratings are used to communicate a child's progress to families and to create a variety of data reports including those used by MSDE.

Staff development includes trainings and workshops on identified topics that include instruction and assessments within the domains of the Work Sampling System, classroom environments, and classroom management. St. Mary's County Public Schools collaborates with the Promise Center (Southern Maryland) to provide resources and workshops for family members, day care providers, child care programs, and Head Start staff. Collaborative meetings occur between teachers of children that are dually placed to identify goals, plan instructions, and analyze assessment data.

The 2010–2011 Maryland Model for School Readiness (MMSR) data shows major progress in the school readiness of St. Mary's County kindergarten students with Individual Education Plans. In 2010–2011, 69 percent of students with IEPs were fully ready for kindergarten. This rating is due in part to programs that specifically address the special education population birth through five years. Children and their families who are enrolled in the Infants and Toddlers program receive programming in their homes, at the library, in private and public daycare, and in playgroups at school. The families also receive family training to ensure that carryover of skills introduced by the service providers may occur in the time between visits.

At age three or age four if the child is enrolled in the extended IFSP option, transition occurs. Transitions to programs include pre-school Special Education in the schools, Head Start; community pre-schools are currently provided.

Head Start programs are supported by a Speech-language pathologist one to two days each week. Certified teacher support one to two times each month is provided in the Head Start Center.

B. Based on the examination of the 2010–2011 Public Prekindergarten Enrollment Data (Table 8.3):

1. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2010–2011.

All pre-kindergarten children are entered into the *eSchool+* central database upon registration in St. Mary's County Public Schools. Daily attendance is monitored through electronic entry by each teacher. The 2010–2011 Public Prekindergarten Enrollment Data (Table 8.3) is accurate and reflects enrollment data reported to MSDE.

2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.6.02.

The Early Childhood supervisor is responsible for ensuring that all eligible children are enrolled in the pre-kindergarten program. Beginning in January, information about prekindergarten enrollment, including age and income eligibility, is distributed publically to local newspapers and electronic news sites, local radio and television broadcasts, and on the SMCPs website. Flyers are distributed through partner programs, including the Judy Center, Head Start, and the St. Mary's County Local Management Board's Early Childhood team.

In March, professional development training is held for the attendance and registration secretaries at each of the elementary schools. Updates and forms are put into a binder for each school. The supervisors for Early Childhood, Preschool Special Education, the attendance data specialist, and a Pupil Personnel Worker conduct this training and are available to answer any questions. The supervisor for Early Childhood also conducts training for the elementary Instructional Resource teachers who do the screening at each site.

System-wide pre-kindergarten round-ups are held in April and May. The Early Childhood Team sponsors an Early Childhood Fair each spring that provides screenings, immunizations, school supplies, and other assistance for families of children living in the most economically disadvantaged areas (20653 and 20634). The success of these practices is seen in the expansion of the program with an additional two classrooms in the past two years.

Applications for the pre-kindergarten program are accepted throughout the year. The attendance secretaries maintain an up-to-date record of all Priority I and Priority II applicants. These are monitored on a week-to-week basis by the Supervisor of Early Childhood.

## **Gifted and Talented Programs**

1. List the goals, objectives, and strategies for the Gifted and Talented Program student identification and services along with the progress made in 2010–2011 toward meeting those goals, objectives, and strategies. Include supporting data as needed to document progress.

The 2010–2011 school year marked the fourth full year of formal GT identification. With full implementation of the Primary Talent Development program at all schools, teachers and schools were able to report REPI data electronically through the use of a REPI database. This data was merged with information available through the Stanford-10/OLSAT test administration in the spring of second grade. Information used included total reading and total math percentile rankings, total reading and total math stanines, and SAI score, which serves in place of an IQ score. Data also included progress on county reading and mathematics benchmark scores. This data was color-coded and sent back to schools so that teams could begin to look at the data. Since blue and green colors signified advanced or above average ability, color-coding made identification of students a highly visual process. Data from the identification round indicated that the procedures for identification continue to be revised as identification gaps still exist among minority and economically disadvantaged students. In addition, the procedures for identification need to become institutionalized as part of the weekly data team meetings in order to maintain fluidity between and among skills groups for instruction. The procedures for identification continued to reflect the addition of the county gifted and talented supervisor to elementary school teams in order to help school teams identify students and determine whether underrepresented students have met at least one of the criteria in each category. In addition, content area supervisors have been brought into these discussions as benchmark data is collected and reviewed after each assessment.

In addition to progress in establishing GT identification procedures, and providing instructional materials that provide enrichment and challenge to identified students, central office supervisors have developed curriculum maps which clearly identify and mandate instruction for highly able students. Challenge opportunities have been identified for each math unit in grades 1–5 and all revisions have been made accessible to teachers through SharePoint. These materials include the Johns Hopkins CTY program, Descartes' Cove, which has been purchased and used at the elementary level for very highly able students. In addition, the school system has reviewed several other mathematics units that can be used to supplement grade level instruction. These include Project M3 materials, and Interact mathematics simulations. GT Math Extension maps were created in order to provide daily suggestions for extending the mathematics in each unit and increasing the level of challenge. These extensions also address the need to fill instructional gaps that can be anticipated with the implementation of the common core standards in the 2011–2012 school year. Grouping suggestions were included to provide for the need for highly able students to work together in a peer group.

The program was formalized in grade 5, with students receiving heterogeneous instruction for the first part of mathematics instruction and then switching for homogeneous instruction for the second part of the 90 minute math block. Students were flex- grouped based on multiple data points and team decision making. Information such as the Math Level Indicator Score, Pre-Assessment data, previous year's MSA data and OLSAT data was used. Groups were re-considered and re-formed for each unit, in order to allow for the fact that students are still developing and each unit provided students another opportunity to have their specific needs met. Materials of instruction were chosen in order to compliment core instruction and extend to the rigor of the Common Core.

Assessments were given throughout the year to monitor student progress and program progress. Teachers were allowed to choose which assessment items to give. The assessment information itself provided valuable information regarding potential strengths and weaknesses in background and instruction as we move to the rigor of the Common Core State Standards. For example, one of the grade four assessment items called for students to compare the value of a fraction and a decimal number. This is currently a grade 5 objective. Sixty seven percent of students were successful. However, when students were asked to explain why that comparison was true, 0 percent of the students were capable of explaining it. Significant professional development will need to be provided to teachers regarding how to teach fundamental fraction concepts conceptually as well as procedurally. On another item, 83 percent of grade 4 students were able to write a story problem reflecting a division equation. Only 50 percent of students were able to perform the computation and the same percentage could explain their strategy using base ten strategies or the properties of operations. This sort of information will guide our instruction as we move into the Common Core State Standards.

A survey was given at the end of the year regarding the level of implementation of the flex grouping model. Resource teachers were asked to rate implementation of five components of the program using a scale of 1–5, with 5 being full implementation. Nine out of 17 elementary schools responded. Of the schools that responded, degree of implementation ranged from 40 percent to 95 percent. While there was some variety in the degree of implementation of each of the components, the mean implementation only ranged from 3.2 in the use of the materials, to 3.8 in the use of the structure of flex grouping. The two schools with the highest degree of implementation saw significant increases in their advanced MSA scores. That is not true of all schools. This is discussed further in the Mathematics Section of the Master Plan.

In reading/language arts, professional development has focused on the implementation of Junior Great Books (JGB), and the shared inquiry model of literature discussion and analysis. Level 1 training for the program was held, with a cohort of teachers ready to participate in follow-up training that will now be available from within the school system. Emphasis was placed on building system capacity to in-service teachers from within the ranks of the teachers, and future leaders were identified.

SMCPS continues to implement the Primary Talent Development program in Pre-K through Grade 2. This program continues to yield data regarding student strengths, as well as professional development needs, such as reaching underrepresented populations such as minorities and boys.

Communication regarding gifted and talented programs was increased during the school year through an updated school system website. Communication with school principals, via face to face updates, emails, or professional development workshops will continue to be a focus.

Goal 1: Increase system awareness of gifted and talented services.

- Objective 1: Increase communication regarding services available to elementary school students in the areas of Reading/Language Arts, Mathematics, and enrichment programs.
- Objective 2: Improve communication practices to clarify for stakeholders what programs are available to highly able learners and what resources beyond the school day exist.

Strategies:

- Communicate regularly with schools via content area newsletters in the areas of Mathematics and Reading/Language Arts. Newsletter features include implementation strategies and pacing tips for PAC-TD services including, Junior Great Books (K–8), William and Mary Reading/Language Arts units (2–8), Capstone projects (3–5), GT Math Extension Maps (1–4), Interact math simulations (5), and Project M3 (3–5). Additional communication to schools will be handled through Administrative (A&S) and Supervisory meetings, as well as through instructional resource teacher (IRT) meetings.
- Continue to refer students to Johns Hopkins Center for Talented Youth (CTY) programs.
- Provide increased local opportunities for CTY testing by providing at least three local testing centers.
- Invite students to apply to high school signature programs for STEM and GIS (Global and International Studies) particularly those students whose performance data indicate a special talent in the areas of math and science (STEM) and humanities (GIS).
- Continue to provide talent development opportunities for students with special talent and interest in Business and Finance through the National Academy of Finance signature program at Chopticon High School.
- Regularly post updates to program initiatives on the school system intranet, SharePoint, and the SMCPS website.

Goal 2: All schools will fully implement GT program services and instruction for rigor in Reading/Language Arts and Mathematics.

Objective 2: Provide technical assistance at school sites for program implementation.

Strategies:

- Conduct professional development sessions, model lessons, and classroom walkthroughs.
- Integrate opportunities for challenge and rigor within the math curriculum maps and delineated materials in Grades 1–5.
- Provide professional development for implementation of the updated Primary Talent Development units by master teachers on county professional development days, as well as through the distribution of PTD CDs and posting the PTD materials and resources on the intranet.
- Provide technical assistance for middle schools in the implementation of Junior Great Books and William and Mary units for Reading/Language Arts.
- Integrate opportunities for challenge and rigor in Reading/Language Arts through capstone projects and themed reading in Grades 1–5.

Goal 3: Identify all potential students for gifted and talented services at the elementary level.

Objective 3: Ensure that placement criteria and procedures are in place to achieve representative participation.

Strategies:

- Provide a multiple measures approach to identification for gifted and talented services, using a combination of ability and achievement data.
- Provide regular opportunities for identification by instructional unit and skill.
- Supervisor for Instruction for Gifted and Talented will meet with administrative and instructional teams at each elementary school to provide technical assistance in identifying students for participation in PAC-TD services.
- Supervisor for Instruction for Gifted and Talented will meet regularly with primary teams to ensure consistency and reliability in REPI scoring of PTD artifacts.
- Conduct portfolio checks to ensure consistent documentation of PTD behaviors, with a goal of a system composite score of at least a 3.25.

Goal 4: 65 percent of all students will complete Algebra in Middle School.

The percentage of students who completed Algebra in middle school, by year, is as follows: 2007, 19 percent; 2008, 31 percent; 2009, 63 percent; 2010, 67 percent.

Objective 4: Ensure that placement criteria and procedures are in place to achieve representative participation in high level middle school courses.

Strategies:

- Collaborate with the supervisors of instruction for English, Mathematics, Science, Social Studies, and Fine Arts to ensure that placement criteria allow equitable access to higher level coursework, with the goal of mirrored demographics between the Honors, Pre-AP and AP courses and school system enrollment. Gifted and Talented programming at the middle and high school levels consists of leveled courses, with Honors/Pre-AP and AP courses in each content area.
- Work with the supervisor of mathematics to ensure that the Pre-Algebra course for sixth grade students provides rigor for mathematics, while supporting the state curriculum and common core standards for sixth grade math.
- Implement the Springboard program in middle school Algebra 1 courses to ensure alignment to AP coursework and preparation for rigorous high school curriculum.

Goal 5: All high schools will achieve a 1.5 AP challenge index and a 60 percent pass rate cumulatively.

- 2010 Challenge Index—Leonardtwn 2.14, Great Mills 1.32, Chopticon 1.95
- 2008 SMCPS Pass Rate—44.8 percent, 2009 SMCPS Pass Rate—49.4 percent, 2010 SMCPS Pass Rate—46.4 percent

Objective 5: Ensure that placement criteria and procedures are in place to achieve representative participation in Pre-AP and AP courses.

Strategies:

- Fully utilize data, such as AP Potential, to identify students for enrollment in AP courses.
- Implement common assessments to monitor student progress and support student performance in AP courses.
- Implement common syllabi for all high school courses to ensure system-wide alignment to the course standards.
- Provide resources, such as released AP exams and common syllabi, to ensure daily instruction at the rigor of the AP assessment.

2. Identify the strategies, including resource allocations, which appear related to the 2010–2011 progress.

Professional development and technical assistance provided through the Primary Talent Development grant had provided the school system with support in identifying and developing teacher leaders to assist in professional development and in supporting the theoretical framework behind the need for gifted and talented programs. The opportunity to explore



materials of instruction that provide the challenge that gifted and talented students require has been critical. The school system commitment to gifted and talented education, including funding for supplemental materials, is critical to continued success for these programs. Professional development in the JGB Shared Inquiry model continued to provide teachers with strategies that can be used to increase rigor through questioning. Integration of the questioning model and the question types can be found embedded in the new 2010–2011 curriculum maps and materials provided to teachers. Providing young students with quality texts that are worthy of in-depth discussion at the primary level, has been critical to teaching students to think as well as in reinforcing and supporting PTD behaviors such as perceptive, inquisitive, and communicative. This will continue to be supported even more through the implementation of the common core standards, which require students to read at (and above) their instructional level.

Strategies such as Cognitively Guided Instruction (CGI) as part of the elementary mathematics curriculum, continue to support the idea of higher order thinking and creative problem solving. This type of instruction emphasizes math problem solving and communication about problem solving strategies. In fact, these assignments are most often the additional artifacts that can be found in PTD portfolios in support of communicative, resourceful, perceptive, and creative behaviors. Higher level questioning and an emphasis on investigation in the elementary grades increases rigor of instruction for ALL and allows students to explore multiple approaches to problem solving. More and more teachers are making the connections between PTD, Junior Great Books, and CGI. Early Algebraic Thinking was emphasized as a way to increase rigor through the classroom routines outlined in the Investigations math program.

Funding for materials of instruction and county in-service has realigned under the new Department of Teaching, Learning, and Professional Development. This department has fully aligned the curriculum program and funding streams for professional development. These funds are considered to deliver the most impact for meeting the needs of GT students in SMCPS. Over the past two years, the school system has been able to train enough people to build capacity for in-house professional development. The school system continues to acquire materials to supplement the curriculum for highly able students. Materials of instruction funds are used to purchase Project M3, Descartes' Cove, Interact math simulations, William and Mary Reading/Language Arts units, leveled chapter books, and Junior Great Books materials. The remaining funds allow for substitutes for collaborative planning, coaching, mentoring, and professional development for teachers. All funding for is supported through the general fund.

3. Describe where challenges are evident in meeting the Gifted and Talented Program goals, objectives, and strategies.

The greatest challenge evident in the gifted and talented program continues to be the identification of students from underrepresented populations. Professional development opportunities will continue to focus on this initiative. Budget cuts continued in the 2011–2012 school year, with little in the actual budget for gifted and talented materials of instruction or stipends for curriculum development. Supplemental resources for the Project M3 and Interact

units are essential for the success of gifted and talented initiatives, especially the goal of ensuring that regrouping is done by skill, not necessarily by ability. The GT supervisor position was cut in this year's budget and content supervisors are working collaboratively to provide support to this program.

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

Professional development for the 2011–2012 school year will include strategies for reaching at-risk students, including boys, minorities, and students from poverty. The assessment schedule and curriculum maps for math and the Reading/Language Arts strategy folder are the primary focus as teachers become familiar with how to raise the expectations and increase rigor for students as they are ready to accept it. Data meetings will continue to be a key component, and discussions regarding regrouping of students within the grade levels are expected to continue on an ongoing basis. The new math curriculum maps will provide a method of monitoring which students received program services at any time within the school year. In addition, new curriculum maps for 2011–2012 include extended objectives mapped to the Common Core. With the system-wide implementation of the new PTD modules, new and stronger opportunities exist to document the targeted behaviors, including CGI. At the intermediate grade levels, *Project M3*, Descartes' Cove, Interact, Junior Great Books, and the introduction of Reading/Language Arts capstone experiences will provide a more deliberate program of rigor to students needing that additional challenge. Program implementation measures, such as PTD Walkthroughs and PTD Portfolio Reviews, will continue. PTD walkthroughs will be held in February, and portfolio reviews will continue at the end of the year.

A tiered approach, such as that found in Response to Intervention (RtI), will be implemented for highly able students. The introduction of specially identified materials of instruction, and the reference to “tiers” of intervention for both at-risk and highly able students will lead to the establishment of differentiated levels of program services, with William and Mary for the highly able, and Junior Great Books having a wider scope of reach to include average to high average readers. Mathematics materials, including implementation of the GT Math Extension maps, will be examined to allow for the same differentiation of program services, with Descartes' Cove reserved for “Tier 3 Challenge Intervention” and *Project M3* and Interact reaching a wider band of students.

## Section C: Data Systems to Support Instruction

### **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. For the past five years, SMCPS teachers and administrators have employed *Performance Matters* to analyze student performance. This system allows for cohort and individual student data analysis which 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. SMCPS will provide workshops for parents when modules are available for their use.

#### **(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;
- Working to build integrated web based content into the instruction;

- Integrate the unique teacher State IDs in our student information system;
- Develop and implement 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 FY2011, SMCPS completed filing for state IDs for all teachers in order to be compliant with the new data system. We completed our crosswalk for course alignments with the state system. The main focus of FY2011 was on the prep work for rebuilding our infrastructure to support the data system and online professional development. Information Technology (IT) began work on the central network solution in June. We are implementing a backbone hardware solution, Brocade, to ensure connectivity for our sites. Additionally, IT collaborated with *One Maryland Broadband Network* Grant group to complete the initial planning for fiber installation at our elementary schools.**

#### **Action Plan: Section C**

**LEA: St. Mary's County Public Schools**

**Date: October 2011**

**Goal(s):** 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.

<b>Section C: Data Systems to Support Instruction</b>	<b>Correlation to State Plan</b>	<b>Project. #</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Performance Measure</b>	<b>Recurring Expense: Y/N</b>
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Replace wired network infrastructure	C (3)		September-November, 2011	James Corns, Director of Information Technology; Van Sage System Administrator/Analyst	Successful rollover and operation of network.	N

2. Begin installation of fiber to replace the cable modems at elementary schools.	C (3)		December 1, 2011 – June 30, 2012	James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology; Bob Kelly, St. Mary's County Government Director of Technology	Implementation at each site broken out over designated timeline as determined by state.	Y
3. Participate in the alignment of the state and SMCPS data systems	C (3)		December 1, 2011 – June 30, 2012	James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology; Tony Marcino, Supervisor of Assessment	Aligned data requirements	N
4. Install Brocade a backbone hardware solution to support connectivity	C (3)		July, 2011 – February, 2012	James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology	Successful connectivity for all schools.	N
5. Install wireless in buildings to help facilitate online instruction.	C (3)		December, 2011- June, 2012	James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology;	Successful wireless access by students and staff . Receipt of heat lamps for each wired building.	N
6. Create and implement plan as well as develop exit survey to roll out online 8 <sup>th</sup> science assessment in some the middle schools.	C (3) B (3)		January - April, 2012	James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology; Jeff Maher, Director of Teaching, Learning, and Professional Development; Deb Faller, Supervisor of Professional Dev.	Evaluation of survey successful Science MSA online testing	N
7. Conceptualize LDS PD plan for staff and parents if infrastructure has been completed.	C(3) B(3)		May 30- June 30, 2012	Regina Greely, Director of Instructional Technology; Jeff Maher, Director of Teaching, Learning, and Professional Development	PD plan structure for use in developing plan for LDS resources	N

**Year 3 Goals:**

- Complete evaluation and modify implementation of science online testing in order to accommodate 5<sup>th</sup> grade testing for FY13.
- Design and provide professional development about the online resources for staff and parents as developed around the longitudinal data system and curriculum support.
- Purchase laptops for students to integrate into web-based instruction.

**Year 4 Goals:**

- Evaluate and modify professional development about the longitudinal data system and curriculum support.
- Complete the purchase of laptops for elementary schools.
- Continue to facilitate PD to support the longitudinal data system and web-based instruction.

**Budget Narrative:**

For year 2, the budget expenditures will occur with the new wired and wireless network infrastructure. In August 2011 we spent \$640,000. In addition, we will be spending \$500,000 on wireless infrastructure. Please look at the original scope Race to the Top budget for more detail.

## Section D. Great Teachers and Leaders

### **(D)(2) Improving teacher and principal effectiveness based on performance:**

We are dedicated to making a rapid, significant impact on student achievement via our Action Plan in the area of teacher and principal effectiveness.

#### ***Teacher and Principal Evaluation Systems***

St. Mary's County is one of seven school districts who are participating in a pilot project with the Maryland State Department of Education (MSDE) to work through the specific mechanics, metrics, and protocols for the new evaluation systems during the next two school years (2010–2012) to ensure the new systems can be successfully scaled statewide in the fall of 2012. The new evaluation systems, for both teachers and principals, are anchored in the Education Reform Act of 2010 signed by Governor O'Malley on May 3, 2010.

For the 2011-2012 school year, St. Mary's County Public Schools (SMCPS) will work with a leadership committee consisting of teachers, administrators, central office staff, the teacher association president, and the uniserve director. Through bi-monthly meetings and focus groups sessions at each of the seven pilot schools, we will identify the specific elements that will comprise the 50 student growth measure responsible for fifty percent of the teacher and principal evaluation.

St. Mary's County will implement the new system in all public schools beginning in the 2012–2013 school year. Following the standards established by the Maryland State Board of Education in April 2010, we will use the student growth component as 50 percent of the evaluation for teachers and principals. Of that 50 percent, 30 percent will be based on the final approved regulation of the Maryland State Board of Education (anticipated in early 2011). For the remaining 20 percent, we are committed to working with the Education Association to arrive at mutually agreed upon measures of student growth linked to our local goals and priorities.

The remaining 50 percent of the evaluation for teachers shall include the following four components: planning and preparation, classroom environment, instruction, and professional responsibility. For principals, the evaluation shall include at least the eight standards for instructional leadership set forth in the *Maryland Instructional Leadership Framework*. St. Mary's County will enhance the principal evaluation model with locally-crafted standards as well. Our new evaluation systems for both teachers and principals will move from a binary system to a system that has multiple ratings: Highly Effective, Effective, Developing, and Ineffective.

Every teacher and principal shall be evaluated at least once annually. We will also work with the Education Association to agree on a process for implementing annual evaluations that

include timely and constructive feedback using the individual teacher's student growth metric as the underlying basis for those conversations.

### ***Teacher Induction***

In the summer of 2011, SMCPS participated in the State's Teacher Induction Academies. We sent our Teacher Induction program coordinator and a cadre of mentors as determined by state budget constraints to these academies. In July 2011, we did a complete 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 will now 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 have been put on a second-class certificate with a similar program. Although we have principal mentors in place, we will look at participating in the principal mentor-certificating program being proposed by MSDE.

Veteran teachers will be expected to develop detailed professional development plans linked to specific needs identified in their annual evaluations.

### ***Evaluation Informing Decision Regarding Teachers and Principals***

St. Mary's County will convene a study group to consider compensation systems for educators that will address connecting teacher effectiveness and teacher compensation in differentiated models. We will address both the aspect of Highly Effective teachers and principals who agree to move to our lowest achieving schools as well as incentives for attracting and retaining teachers in hard-to-fill areas.

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 Association.

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, 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. St. Mary's County has only one school identified as high poverty as defined by the poverty measures (the percentage of students who qualify for free and reduced meals FARM). That elementary school has made AYP over several years.

When the new evaluation for teachers and principals is implemented, we will use the data to review teacher and principal placement across the district based on the ratings of teachers and principals at each school across the district.

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

SMCPs will participate in the Educator Instructional Improvement Academies and the Induction Program Academies. We will continue to send our newest principals to the Maryland Principals' Academy, and will participate 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.

With any program, it is imperative to evaluate the program regularly assuring continuous improvement. Ongoing evaluation is part of each of our professional development programs.

SMCPS uses the *Maryland Teacher Professional Development Evaluation Guide* in designing evaluations for major programs, such as the Induction Program. For this program, multiple measures are used to determine the effectiveness of the program relative to its stated goals of new teacher retention, new teacher development, and new teacher effectiveness. These measures include questionnaires and surveys of new teacher perceptions of program values, review of mentor teacher logs, surveys reflecting mentor teacher support, focus groups (with new teachers, veteran teachers new to the system, and mentors), and teacher evaluations through the Teacher Performance Assessment System.

### **Action Plan: Section D**

**LEA: St. Mary's County Public Schools**

**Date: October 2011**

#### **Goal(s):**

**(D)(2)(i-iv)** To create a system for measuring student growth that marries State expectations with local flexibility, innovation, and community priorities.

**(D)(3)(i-ii)** To continue the equitable distribution of effective teachers and principals

**(D)(5)(i-iv)** To assure Induction and Mentoring Programs that follow state guidelines

<b>Section D: Great Teachers and Leaders</b>	<b>Correlation to State Plan</b>	<b>Project #</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Performance Measure</b>	<b>Recurring Expense: Y/N</b>
<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)		2011–2012	Linda Dudderar, Chief Academic Officer; Directors in the Division of Instruction; Education Association leadership	Review of plan	N
2. Participate in the State Pilot Project for the new state evaluation	(D) (2)		2011–2013	Linda Dudderar, Chief Academic Officer; Directors in the Division of Instruction	Participation in pilot; review of pilot results	N

3. Develop a pilot evaluation system with multiple rating categories through collaboration with the education association and the pilot schools	(D) (2)		June 2011	Linda Dudderar, Chief Academic Officer	Agendas from bi-monthly meetings with stakeholders	N
4. Continue induction program to a third year  • Provide differentiated program of induction	(D) (2) (D) (2) (D) (2) (D) (2)		August 2011, with quarterly meetings to follow  (November, March, June, September)	Linda Dudderar, Chief Academic Officer; Greg Nourse, Chief Financial Officer, Directors in the Division of Instruction	Final plan for evaluation protocol PD completed	N
5. Implement an articulated plan to assure equitable distribution of highly effective educators to lowest performing schools	(D) (3)		February, 2012	Dale Farrell, Supervisor of Human Resources	Complete and implement plan	N
6. Increase the number of effective teachers assigned in hard to staff areas such as special education, math, and science.	(D) (3)		June 2012	Dale Farrell, Supervisor of Human Resources	Show an increased number of highly effective teachers in these areas	N
7. Yearly program review of induction program	(D) (5)		Each June 2011-2015	Jeff Maher, Director of Teaching, Learning, and Professional Development	Assure continued fidelity to state model	N
<i>Additional Required Activities:</i>						
8. Participate in MSDE-led Educator Effectiveness Academies	(D) (5)		Beginning in the summer of 2011, with following bi-monthly meetings throughout the 2012 school year	Jeff Maher, Director of Teaching, Learning, and Professional Development	Identification of staff for EEA Participation in EEA Local PD agendas	Y

9. 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
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### **Year 3 Goals:**

- Pilot the student growth component of the teacher and principal evaluation at all school sites
- Monitor student achievement data compared to observational data gathered through TPAS

### **Year 4 Goals:**

- Implement the new evaluation system with fifty percent dependent upon student growth
- Gather comprehensive data relative to the impact of the new evaluation system

## Highly Qualified Staff

- Identify the major priority areas that will move the district to achieving 100% of CAS taught by highly qualified teachers, particularly in hard-to-staff schools and critical subject-area shortages as well as establish an equal distribution of highly qualified teachers in high- and low-poverty schools.

St. Mary's County Public Schools strives to continually recruit and retain highly qualified teachers, in our effort to have 100 percent of our classes taught by highly qualified teachers. Major priority areas include:

- Training for our administrators and open lines of communication with school-based administrators pertaining to assignment of teachers in CAS with respect to the individual's certification;
- Increased awareness of administrators and applicants regarding the requirements for meeting Maryland certification requirements prior to being hired in CAS;
- Conferences with individual teachers and their administrators to develop plans to obtain full certification;
- Termination of employment if certification standards are not met.
- Reimbursement for Praxis assessments;
- Providing increased tuition reimbursement;
- Partnerships with local colleges for Direct Billing to the school system for system employees who are enrolled in approved courses;
- Participation in job fairs of colleges/universities that offer Maryland Approved Programs, including the previous year's participation in the Maryland Education Recruitment Consortium (MERC).

The schools that are identified as high-poverty will be given preferential hiring for fully certified teachers when vacancies do occur in those buildings to address equality pertaining to highly qualified teachers, both experienced and inexperienced.

## High Quality Professional Development

### Requirements for Reporting on Option 2 Activities

Districts that submitted plans for integrating the teacher professional development planning framework included in the *Maryland Teacher Professional Development Planning Guide* into school improvement planning should report on their progress on each of the four tasks included under this option. The four questions and specific issues to be addressed in the progress reports follow below.

1. **Has the district integrated the teacher professional development planning framework into planning district-wide professional development initiatives as well as school-based professional development initiatives?** If so, please describe how this was accomplished. If this task has not been completed, include a brief explanation of the challenges and difficulties that were encountered and describe how the task will be completed during the 2011–2012 school year.

Yes.

The Maryland Teacher Professional Development Planning Guide (Revised, November 2008) provides a solid framework for guiding professional development. St. Mary's County Public Schools has integrated these components into our school improvement planning (SIP) process, and we have revised the templates for our SIP process to include components of the planning guidance provided by MSDE. In 2005, the SIP process integrated professional development planning components for each specific goal, and asked schools to outline the context, content, and process, as well as the follow-up necessary to achieve the goals. Over the past few years, the system has worked to revise the guidance for school improvement professional development, with specific attention to the components of the teacher professional development planning framework. In 2009 the SIP model was modified, with specific guiding questions relative to the Professional Development Standards and the key planning components. The process continued for the 2011–2012 school year, and it includes the following:

- **Needs Assessment/Identified Need:** As an integral component of the SIP process, for each identified goal area, schools were to provide a detailed analysis of their data, including root causes. In this discussion, school teams should identify staff needs relative to these root causes of student achievement. A key initiative this year is implementing a process for tracking teacher observation data, so elements of proficiency can be identified across a school. This will allow a school to identify areas of need for professional development as observations will focus on direct connections between teacher behaviors and student learning. This needs assessment set the priorities for the professional development. Key questions include:

- In what ways does the PD plan support the needs articulated in your SIP plan?
- Be explicit in your description of how this connects to SIP goals.
- **Goals:** Schools were asked to identify specific professional development goals *aligned with their SIP needs assessment for each identified area* (e.g., mathematics or reading). These goals must be objectively stated, and indicate specific teacher learning outcomes. Staff are expected to design indicators related to these outcomes with the school improvement team. Guiding questions for this area included, but were not limited to:
  - What are the goals for the professional development activity?
  - How will staff be involved in establishing learning goals?
    - *PD goals are based on the participants' learning and implementation.*
    - *Provide ways for input from participants*
- **Learning Activities:** As part of this component of the SIP, school teams developed a plan for high quality learning experiences for staff. Participants for each activity were identified, and may be differentiated by the need for the professional development, the intended outcomes, and the level of student proficiency. Guiding questions included:
  - What is the process and design of the professional development?
  - What strategies will be employed?
    - *Include appropriate, active learning opportunities.*
    - *Ensure full participation, incl. leadership involvement*
- **Follow Up:** “Staff Development without follow-up is malpractice.” These words by Dennis Sparks, former executive director of the National Staff Development Council, ring in the ears of our school leaders, as follow-up has been emphasized as a critical and non-negotiable component of the SIP process. For this element, guiding questions included:
  - What follow-up will occur?
  - When will it occur?
  - How have you matched the follow-up design with the learning activities?
    - *Consider job-embedded approaches*
    - *Allow for frequent, collaborative interactions*
- **Evaluation:** Evaluation is a critical step in the process. Principals guide the evaluation of collaborative teams and Professional Learning Communities (PLCs)

through regular meetings and open dialogue with staff. This is also an embedded component of the SIP process for professional development. To this end, the evaluation extends beyond what Tom Guskey would describe as “Level 1” staff development evaluation, where participants rate their satisfaction or dissatisfaction with the presentation or initial participation in an activity. Instead, this key guiding question is asked:

- How will you evaluate the impact on instruction and student learning?
  - *Measure staff learning*
  - *Measure the extent and level of implementation*
  - *Measure the impact on students’ learning*
- Essentially, the evaluation should answer three questions:
  - *Did the professional development take place as planned?*
  - *What were teachers’ perceptions of the professional development?*
  - *Did the professional development achieve the intended outcomes?*

Teams at each school create team action plans, quarterly, that reflect data discussions and target instruction to identified student need. These action plans are recursive, i.e., evaluation information about teacher learning and student learning are used for the development of the next quarter’s plans.

- **Organization and Management:** The School Improvement Process has been revised to include this section where the school team specifically identifies the structure within the school schedule and the processes in place for managing the job-embedded professional development throughout the year. The master calendar for the school system also includes three (3) early release days specifically for staff collaborative planning. This was reduced from four (4) early release days due to budget constraints. In addition, the system provides funding for release time, and schools are directed to provide a schedule of when the collaborative planning time is included in their schedules. Key questions for consideration include:
  - Who is responsible for the professional development? Who are the participants? What scheduling and structures need to be in place to make time for the professional development?
    - *Provide time equitably for staff involved in the initiative*
- **Budget:** Each school is provided funding through Title II, Part A, for collaborative planning and Professional Learning Communities. The funding is specifically targeted for this form of job-embedded professional development. Funds are provided to promote effective collaborative teaming and to support the



teams in working to improve instruction, share effective instructional practices, share student work, analyze data and work products, redesign the instruction based on that analysis and review all formative assessments. The content addressed through these collaborative teams varies based on the both student needs and teacher needs. School leadership teams work in a differentiated model to determine the focus of a team's work. Teams at each school create team action plans, quarterly, that reflect data discussions and target instruction to identified student need. The school principal must submit an initial action plan and the school improvement PD Plan outlining the use of Title II funds for job-embedded professional development prior to accessing the funds.

## Professional Development Plan to Support School Improvement Efforts

Choose 2-3 professional development priorities for your school for the school year. Use this form for each of these identified PD priorities.

Use this planning frame to design the professional development related to your school improvement goals.

Identified Need		Professional Development Goals
<i>In what ways does the PD plan support the needs articulated in your SIP plan?</i> <input type="checkbox"/> Connect to SIP goals.		<i>What are the goals for the professional development activity?</i> <input type="checkbox"/> PD goals are based on the participants' learning and implementation. <input type="checkbox"/> Provide ways for input from participants
<b>Major Emphasis:</b>  <b>Connection to SIP Goal(s):</b>		
Learning Activities	Follow Up	Evaluation
<i>What is the process and design of the professional development? What strategies will be employed?</i> <input type="checkbox"/> Include appropriate, active learning opportunities. <input type="checkbox"/> Ensure full participation, incl. leadership involvement	<i>What follow-up will occur?</i> <i>When and how often will it occur?</i> <input type="checkbox"/> Consider job-embedded approaches <input type="checkbox"/> Allow for frequent, collaborative interactions	<i>How will you assess the PD initiative's impact?</i> <input type="checkbox"/> Measure staff learning <input type="checkbox"/> Measure the extent and level of implementation <input type="checkbox"/> Measure the impact on students' learning

Organization and Management		
<p><i>Who is responsible for the professional development? Who are the participants? What scheduling and structures need to be in place to make time for the professional development?</i></p> <p><input type="checkbox"/> <i>Provide time equitably for staff involved in the initiative</i></p>		
<b>Person(s) Responsible:</b>	<b>Participants/Target Participants:</b>	<b>Budget:</b> <div> <input type="checkbox"/> <i>No Cost</i> <input type="checkbox"/> <i>Grant</i>_____         </div> <div> <input type="checkbox"/> <i>School-Based Funds</i> <input type="checkbox"/> <i>Other</i>_____         </div> <div> <input type="checkbox"/> <i>Title II, Coll. Planning Funds</i> </div>
<b>Structure and Scheduling of Professional Development:</b>		

2. **Has the district implemented a plan to prepare principals, other school leaders, and school-based professional development staff to use the teacher professional development planning framework?**  
If so, describe how this was accomplished. If the district has not implemented a plan to prepare principals and others to use the planning framework, discuss the reasons for not doing so and describe how such a program will be completed during the 2011–2012 school year.

Ongoing professional development for school leaders is evident in the results we have seen through the development of exceptional school improvement plans and the level to which high quality professional development has been attained. Continuous improvement drives our system, so we recognize that more work needs to be done. Multiple opportunities have been provided and ongoing follow-up ensues to ensure that leaders (including administrators, system leaders, and teacher leaders) have the necessary skills, competencies, and dispositions to prepare, design, deliver, and evaluate high quality professional development—and that these opportunities align and support school improvement efforts.

#### **Overview of Professional Development Sessions for Administrators and Supervisors:**

Extensive professional development in this area was provided in the 2008–2009 school year as these components were integrated. Since that time, only three (3) new principals have been appointed, and they each were assistant principals prior to appointment.

Session	Participants	Date/Time	Topics
A&S Leadership Retreat	Administrators and Supervisors	8/4-6/08 8 hrs	Implementing Job-Embedded PD; Focused Work of PLCs; School Improvement Review
A&S Leadership Seminar	Administrators and Supervisors	10/1/08 2 hrs	Review and Discussion of PLC Work; Assessments for Learning
A&S Leadership Seminar	Administrators and Supervisors	11/8/08 2 hrs	Collaborative Planning and Action Planning- Revisiting the Process
A&S Leadership Seminar	Administrators and Supervisors	4/1/09 1 hr.	Collaborative Planning/PLCs Update
A&S Leadership Seminar	Administrators and Supervisors	5/6/09 90 min	Review of School Improvement Process for 2009–2010 – PD Elements

A&S Leadership Retreat	Administrators and Supervisors	8/3-6/09 8 hrs	Implementing Job-Embedded PD; Focused Work of PLCs; School Improvement Review
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In the 2009–2010 school year, follow-up was provided as we examined the continuity and extension of our focus on Professional Learning Communities (PLCs). The schedule of follow up included:

Session	Participants	Date/Time	Topics
A&S Leadership Retreat	Administrators and Supervisors	8/3-6/09 8 hrs	Implementing Job-Embedded PD; Focused Work of PLCs; School Improvement Review
A&S Leadership Seminars	Administrators and Supervisors	10/7/09; 11/4/09; 12/2/09; 1/6/10; 4/7/10; 5/5/10 12 total hrs	Analysis of teacher evaluation process to include data analysis and collaborative planning with teams; Review and Discussion of PLC Work- focus on common assessments
A&S Leadership Seminar	Administrators and Supervisors	Weekly	Emailed “leader tips” providing strategies and tools for working with collaborative teams and PLCs
A&S Leadership Retreat	Administrators and Supervisors	8/9–12/10 8 hrs	Implementing Job-Embedded PD; Focused Work of PLCs; School Improvement Review

The 2010–11 year continued to include monthly follow-up sessions for administrators and supervisors, as well as Instructional Resource Teachers. For all administrators and supervisors, monthly leadership

seminars include a major focus on professional development. In these sessions, principals and supervisors investigate ways in which they can make the most of the professional learning communities at their schools. Guidance from system leaders, as well as funding support, both through Title II, Part A, and local funding (e.g., with the addition of four early release days for collaborative planning), provide the support and accountability for schools to engage in this type of high quality professional development. The Maryland Teacher Professional Development Planning Guide offers clear guidance and detailed, supportive explanations that lend another layer of professional development. These strategies are indicative of how SMCPs has prepared leaders, school teams, and coaches in the use of the principles and practices in the Maryland Teacher Professional Development Planning Guide. Weekly “leader tips” were sent to all administrators and supervisors, with suggested strategies for supporting professional learning teams.

Over the last few years, several opportunities were provided to offer school leaders and school-based staff guidance and support in designing high quality professional development:

- **School Improvement Guidance:** In both the spring of 2008 and the spring of 2009, one full day was provided for SIP guidance and professional development (in 2010 and 2011, follow-up was provided as part of our monthly Administrator and Supervisory leadership seminars). As part of this day, the professional development guidance was an overt and emphasized component. Through this component, results of the 2008 SMCPs Survey of Teacher Participation in High Quality Professional Development were shared, with a clear emphasis on job-embedded professional development. With the accompanying template for professional development as part of the SIP, schools had an accountability measure in place to ensure that the components of planning framework were met. Funding for follow-up days were provided to each school for planning and feedback. Detailed feedback and collaborative dialogue is built in as part of the process in our August Leadership Retreat, which is outlined in #3 below.
- **Professional Development Institute:** The Professional Development Institute was implemented during 2008–2009 and 2009–2010. Through a three (3) day summer institute (and 8 follow-up sessions delivered throughout the school year), school leaders, system leaders, teacher leaders, and school-based coaches (known locally as Instructional Resource Teachers) participated in an in-depth professional development academy designed and delivered by the SMCPs Department of Professional and Organizational Development and Cindy Harrison, national consultant and author of *Taking the Lead: New Roles for Teachers and School-Based Coaches* (NSDC, 2006). In this institute, over 55 leaders in 2008–2009, and 36 leaders in 2009–2010, actively utilized the standards for staff development and were responsible for designing a high-quality experience—and received feedback on their design. This institute set the stage for effective planning in the school improvement process, and built a cadre of highly-skilled professional developers. Embedded in this institute was training in the use of the planning guide, and the plans developed by participants were to reflect these elements of high quality professional development. SMCPs received the *2009 MCSD Excellence in Staff Development Award* for the Professional Development Institute.

- **IRT Professional Development:** Instructional Resource Teachers (IRTs) are the school-based coaches in place at schools. The IRT works with the school principal to facilitate the job-embedded professional development with the staff. The evaluation system for IRTs includes clear language explicitly stating the expectation for providing high quality professional development. More specifically, this year, the roles and responsibilities were clarified to emphasize their role as a professional development leader. To this end, they have been part of ongoing PD in designing high quality professional development, using the work of Cindy Harrison and Joellen Killian (*Taking the Lead* was used as a book study). IRTs participated in the PD Institute, and components of the PD Planning Guide were reviewed as part of the IRT monthly meetings (held on the fourth Friday of every month).
- **PLC Leader Training:** In alignment with the practices set forth in the planning guide and Teacher Development Standards, teacher leaders and Professional Learning Communities (PLC) leaders engaged in ongoing learning opportunities to understand their roles and best practices for job-embedded professional development. In July, the first part of a multi-day training for PLC leaders took place. As part of this professional development opportunity, both administrators and teacher leaders examined and practiced protocols and processes for leading effective collaborative teams and professional learning communities. Further, they were given strategies for planning effective collaborative team meetings and ongoing professional development, for which the Planning Guide is used in the follow up sessions. This effort, in which over 145 leaders participated in the 2008, 2009, 2010, and 2011 cohorts, helped to prepare school-based individuals for their roles in facilitating engaging sessions with teams focused on critical and guiding questions for our PLCs:
  - Exactly what is it we want all students to learn?
  - How will we know when each student has acquired the essential knowledge and skills?
  - What happens in our school when a student does not learn?

3. **Has the district implemented a program to prepare district staff for reviewing and providing feedback on school-based professional development plans?** If so, describe the program. If the district has not implemented a program to prepare district staff for reviewing and providing feedback on the professional development plans, discuss the reasons for not doing so and describe how such a program will be completed during the 2011–2012 school year.

As part of the SMCPS August Leadership Retreat, a full day is built in for collaborative reviews of school improvement plans. Because the professional development plan is an integrated part of the SIP, it is reviewed actively by the group of leaders and feedback is provided consistently for every school improvement team. Our design for review and feedback includes a team approach, where four to five school leadership teams sit together with representative school system supervisors, directors, and Instructional Resource Teachers, to review each school's plans. The group utilizes a rubric, inclusive of all components, to provide oral feedback. Key Questions provided for the discussion of School Improvement Plans for PD included:

- What are the key professional development initiatives your school is undertaking this year?
  - In what ways does the PD plan support the needs articulated in your SIP plan?
  - What are the goals for the professional development activity?
  - What is the process and design of the professional development? What strategies will be employed?
- How is follow-up provided?
  - What follow-up will occur?
  - When and how often will it occur?
  - How will you assess the PD initiative's impact?
- How are you ensuring the time is scheduled for PD?
  - Who is responsible for the professional development? Who is the audience? What scheduling and structures need to be in place to make time for the professional development?

Notes and written feedback are provided to schools shortly thereafter, and schools have an opportunity to revise their plans. Following the finalization of the school plans, the Department of Professional Development compiles a summary report to each school, offering support and delineating where commonalities are noted between schools (thereby promoting networking and sharing of resources).

### **Inclusion of Educator Effectiveness Academy (EEA) Transition Plans**

This year (2010–2011), as school teams participated in MSDE's EEAs, the transition plans each school developed were embedded into the school improvement planning process as part of their professional development plan. While plans like those above were included previously, the focus on embedding the Common Core professional development will be a prevailing activity for this year.

As part of the systemic focus on job-embedded professional development and professional learning communities, the monthly administrative and supervisory seminars have been designed to review and revisit the work of PLCs. Action plans are developed at the school level, reflective of staff understandings, reflection, and action on student learning, and are sent to the Director of Teaching, Learning and Professional Development one week before designated administrative and supervisory seminars on a quarterly basis. Plans will be reviewed collaboratively at these sessions and follow-up sessions with assistant principals will be provided as well to ensure that multiple layers of school leadership are included in the process of review and discussion.

4. **How is the district monitoring implementation and impact of the school-based professional development activities?** If so, discuss the results of the review process and any lessons learned about the need for additional and/or different kinds of training and support for school and district staff. What specific strategies are in place for working with schools to monitor implementation and impact of school-based professional development in 2011–2012 and beyond?



As indicated above, the regular interaction with administrators and supervisors will provide the systemic support and ongoing focus through these collaborative meetings. However, the truly impactful review sessions will occur at the school level. Each school was provided both guidance and support to design and implement collaborative teams on a regular basis. Through the PLCs, it is essential that individually designed teams review student data and professional development activities reflective of those needs. Action plans (which are essentially quarterly updates and team-level school improvement plans) include the following components:

- Identified learning challenges, connected to identified SC indicators/objectives.
- Root cause(s), i.e., evidence of causes that staff can effectually address.
- Strategies to address learning challenges.
  - Includes identified students who will receive appropriate interventions, support, or acceleration, based on needs.
- Timeline for implementation.
- Resources, as appropriate.
- Professional development and support needed.
- Parent/Community connections, as appropriate.
- Process and timeline for evaluating effectiveness.

As described above, these action plans are brought to quarterly administrative and supervisory seminars for collaborative review.

All schools have submitted school improvement plans that included professional development planners and EEA Transition Plans. More specific guidance and an example were provided for this school year that helped school teams to design high quality activities. The process remained consistent for the 2011–2012 school year.

Building a cadre of strong professional development leaders is essential. Through the professional learning opportunities outlined above (leadership training, PLC leader training, and the Professional Development Institute), more leaders throughout St. Mary's County Public Schools are gaining an understanding of high quality professional development. Through a review of the School Improvement PD Plan as well as quarterly action plans, we are able to support and coach leaders in the design and delivery of job-embedded professional development. During this school year, directors are assigned to school teams to provide coaching and feedback to PLC leaders and facilitators. This will provide both the accountability to the process and the support for effective implementation.

Throughout the year, ongoing collaborative discussions with our teachers' association has focused on continuing the expectation for teacher collaboration. In this vein, the teacher evaluation framework, our Teacher Performance Assessment System (TPAS) includes direct emphasis on job-embedded

professional development. TPAS aligns directly with the Maryland framework for the professional practice component of teacher evaluation. An excerpted component from TPAS appears below:

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>COMPONENT 4c: PARTICIPATES IN A PROFESSIONAL LEARNING COMMUNITY</b>				
<b>LEVELS OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>DEVELOPING</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>1 PARTICIPATION IN PROFESSIONAL LEARNING COMMUNITIES</b>	The teacher does not participate in collaborative teams or professional learning communities during the duty day (or compensated time) or participation subverts the work of the group.	Teacher's participation in collaborative teams/professional learning communities during the duty day (or compensated time) is inconsistent.	Teacher participates in collaborative teams/professional learning communities meetings during the duty day (or compensated time) on a regular basis, contributing to group analysis of student achievement and to instructional and assessment planning.	Teacher actively participates in collaborative teams/professional learning communities during the duty day (or compensated time), making contributions toward group learning and individual learning. Teacher's regular attendance at meetings and contributions to group work production (e.g., common assessments) are evident.

With the expectation of collaborative planning built into the teacher evaluation system, there is a level of accountability both for the teachers and the administrators for participation in job-embedded, high quality professional development. These efforts are monitored systemically as well, through the continuation of the Survey of Teacher Participation in High Quality Professional Development.

### **Monitoring High Quality Professional Development**

In 2004, MSDE commissioned a survey conducted by Policy Studies Associates, Inc., in which teachers were asked to report on their participation in five categories of professional development for

that school year. In 2006, 2008, and 2010, St. Mary's County Public Schools administered the survey locally. We are scheduled to conduct the survey again in 2012. The survey questions were structured similarly, with permission from Policy Studies Associates, Inc., to utilize the same survey questions, so results are comparative.

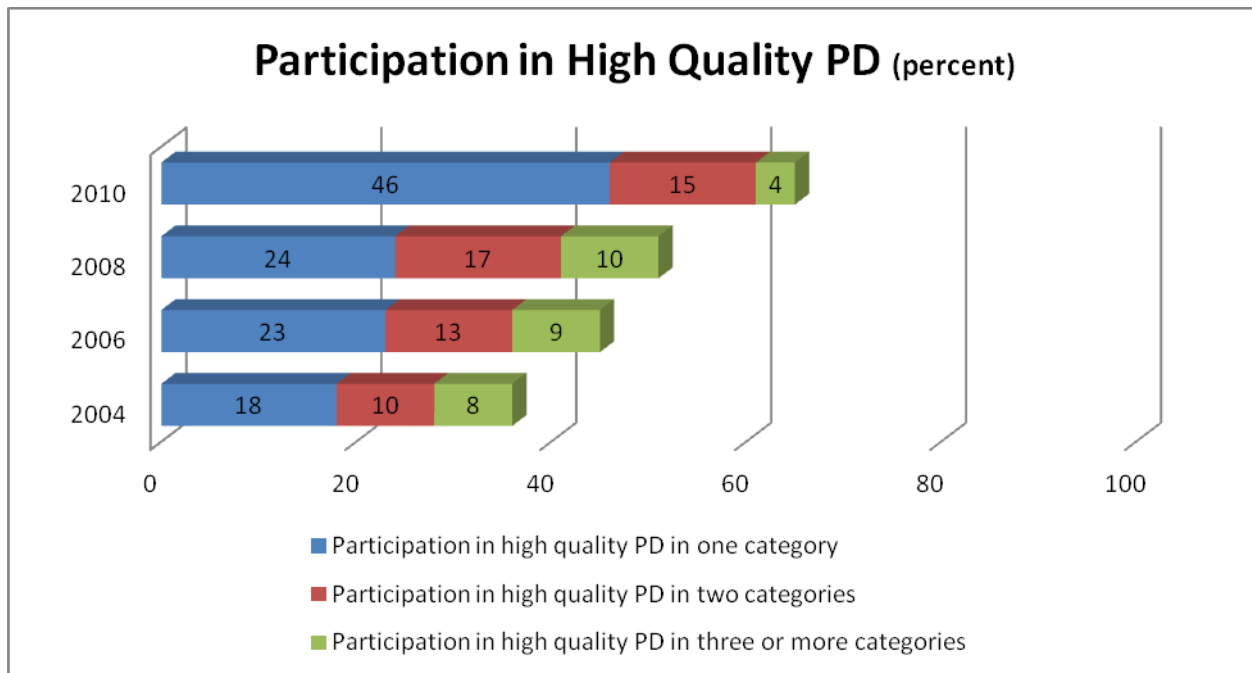
### ***Key Findings:***

- **65 percent of teachers reported participating in one or more of the five categories of activities that are defined as high quality activities.** This is an increase of 14 percent over the previous survey (+29 percent since 2004)
- **The high standard of professional development is consistently illustrated in response patterns.** Teacher responses that rank experiences as high quality have increased, though the standard remained high. Of particular note:
  - The percentage of teachers who participated in *job-embedded* professional development who ranked the experience as high quality increased by 6 percent (+29 percent since 2004).
  - Participation in *job-embedded* professional development increased by 11 percent (+33 percent since 2004).
- **The percentage of teachers** who participated in *workshops, institutes, and academies* who ranked the experience as high quality increased by 16 percent (+19 percent since 2004).
- **The percentage of teachers** who participated in *coaching and mentoring* who ranked the experience as high quality increased by 5 percent (+50 percent since 2004).
- **The quality of professional meetings and conferences improved substantially.** The percentage of teachers participating in professional meetings and conferences that lasted one day or longer who ranked the experience as high quality increased by 17 percent (+31 percent since 2004).
- **Teacher experiences that met the criteria for high quality (learning opportunities, planning and decision making, follow up, and benefits) increased in all activities.**
- **Teachers expressed collaborative planning** was the most ideal learning format for professional development, with **69 percent** of respondents indicating this format as the most desirable.

### ***Summary of Results:***

Results from selected exhibits are included below. All exhibits from the survey can be found in the complete attachment of exhibits from the survey administration.

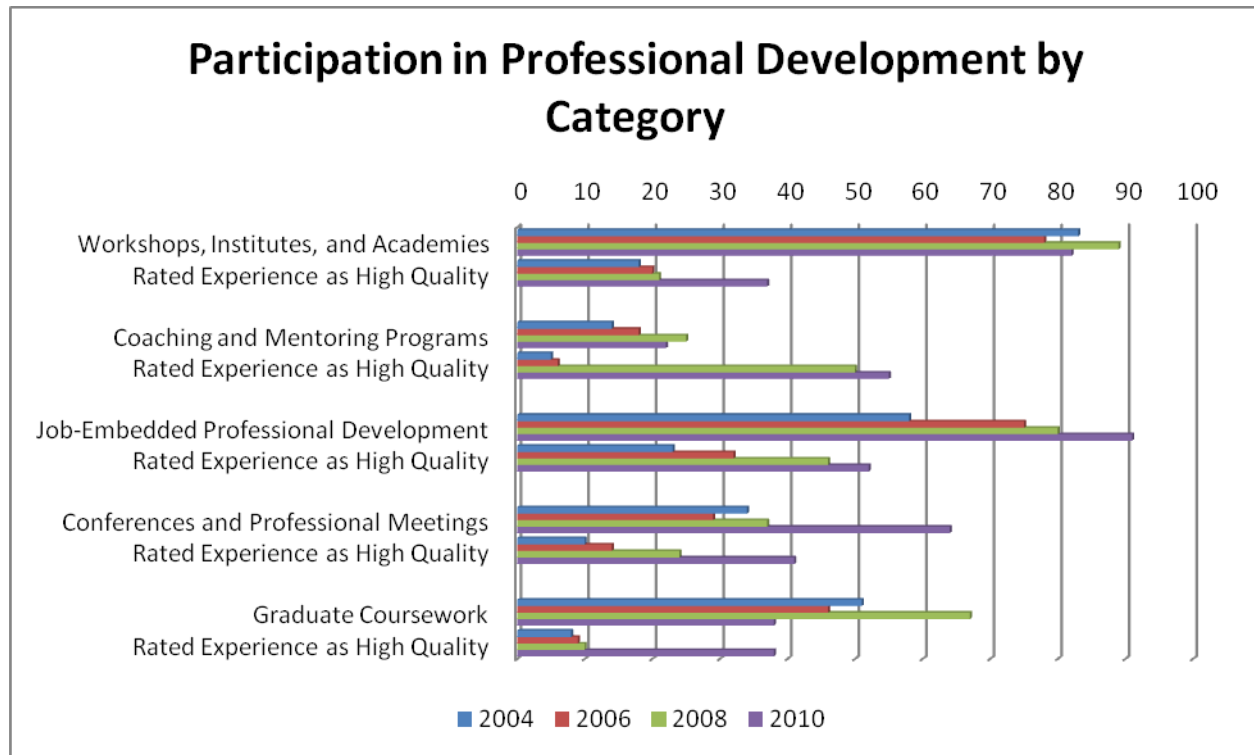
## Participation in High Quality Professional Development



	2004	2006	2008	2010
Participation in one or more high-quality professional development activities	36 percent	45 percent	51 percent	65 percent
Participation in high quality PD in <u>one</u> category	18 percent	23 percent	24 percent	46 percent
Participation in high quality PD in <u>two</u> categories	10 percent	13 percent	17 percent	15 percent
Participation in high quality PD in <u>three or more</u> categories	8 percent	9 percent	10 percent	4 percent

The 2010 Survey of Teacher Participation in High Quality Professional Development shows that **since 2004, there has been an increase of 29 percent** of teachers participating in one or more high quality professional development activities, and currently, nearly two-thirds (65 percent) of teachers participate in at least one high quality professional development activity in the categories defined by the MSDE Teacher Professional Development Standards. The 2010 data shows **a 14 percent increase in participation since 2008**.

## Participation in Professional Development, By Category



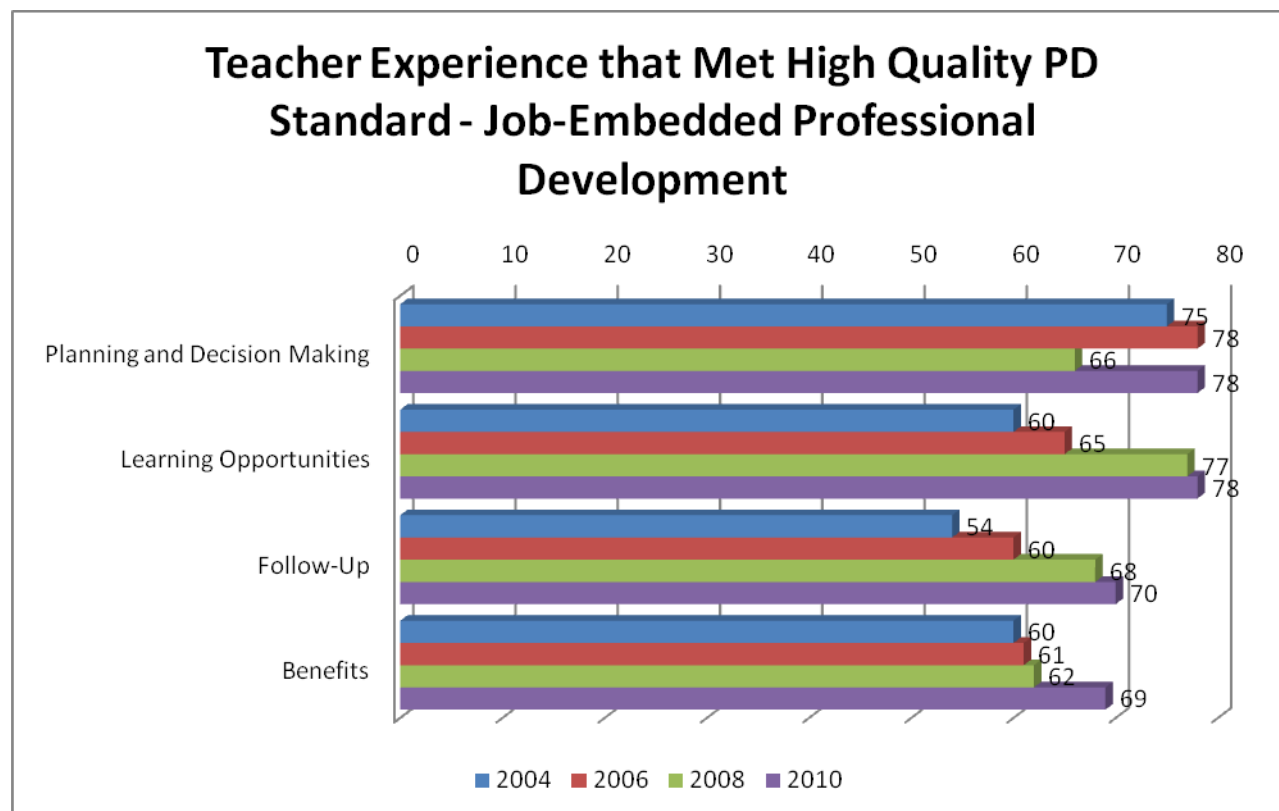
	2004	2006	2008	2010	Six Year Trend
<b>Workshops, Institutes, and Academies</b>	<b>83</b>	<b>78</b>	<b>89</b>	<b>82</b>	-1
Rated Experience as High Quality	18	20	21	37	+19
<b>Coaching and Mentoring Programs</b>	<b>14</b>	<b>18</b>	<b>25</b>	<b>22</b>	+8
Rated Experience as High Quality	5	6	50	55	+50
<b>Job-Embedded Professional Development</b>	<b>58</b>	<b>75</b>	<b>80</b>	<b>91</b>	+33
Rated Experience as High Quality	23	32	46	52	+29
<b>Conferences and Professional Meetings</b>	<b>34</b>	<b>29</b>	<b>37</b>	<b>64</b>	+30
Rated Experience as High Quality	10	14	24	41	+31
<b>Graduate Coursework</b>	<b>51</b>	<b>46</b>	<b>67</b>	<b>38</b>	-13
Rated Experience as High Quality	8	9	10	38	+30

Since 2004 there has been a consistent participation in the categories that represented long-term high quality professional development activities within St. Mary's County Public Schools.

- Workshops, Institutes, and Academies: steady at just -1 percent since 2004
- Coaching or Mentoring Programs: +8 percent since 2004
- Job-Embedded Professional Development Activities: +33 percent since 2004
- Conferences or Professional Meetings: +30 percent since 2004
- Graduate Coursework: -13 percent since 2004

Further, the percentage of teachers who participated in these activities consistently **ranked those activities as high quality** professional development at an increased level.

- Workshops, Institutes, and Academies: +19 percent since 2004; +16 percent since 2008
- Coaching or Mentoring Programs: +50 percent since 2004; +5 percent since 2008
- Job-Embedded Professional Development Activities: +29 percent since 2004; +6 percent since 2008
- Conferences or Professional Meetings: +21 percent since 2004; + 17 percent since 2006
- Graduate Courses: +30 percent since 2004; + 28 percent since 2008



In the above chart, teacher participation in the category of **Job-Embedded Professional Development** is delineated by Standard Area. In this category, **78 percent** of teachers who reported participating in activities to increase learning opportunities that enhanced their knowledge and skills, meeting the Maryland criteria for high quality in the 2009-2010 school year. This represents **an increase of 18 percent** since the 2004 administration of the survey, and compares to 77 percent from the 2007-2008 school year. **70 percent** of teachers reported participating in follow-up activities that met the high quality standard (**a 16 percent increase** from 2004); and **69 percent** of teachers reported benefits to their instruction resulted from participating in these activities (**a 9 percent increase** from 2004).

It should be noted that there is a consistent percentage of teachers who reported participating in the planning and decision making for this category over a 6 year trend. **78 percent** of teachers reported that activities met this Maryland standard for high quality. This represents a **12 percent increase** from the 2008 survey administration.

It should be further noted that at the recommendation of the Superintendent and the calendar committee, and subsequent approval of the Board of Education, four (4) two-hour early dismissal days were added to the system calendars for the purpose of collaborative planning. This decision is supportive of the teachers' favored design for professional development. During the 2011–2012 school year the number of collaborative planning days was reduced to three (3) due to budget constraints.

Preferred Design	Percent
Online learning	45
Study groups for teachers in my school	51
Study groups with teachers from other schools	46
Presentations and demonstrations	59
Grade-level/content team collaboration and planning	69
Vertical content team articulation and planning	50
College and university courses	43

**New for 2011:**

COMAR regarding teacher induction/mentoring and new reporting requirements as part of the Master Plan process were submitted to the State Board of Education for approval in March, 2011. Each LEA must provide the following information regarding their teacher induction/mentoring program:

A description of the mentoring program;

Data regarding the scope of the mentoring program, including the number of probationary teachers and the number of mentors who have been assigned; and

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

The New Teacher Induction 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; and new teacher socials. Throughout the initial phase in 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.

Induction is a process through which new teachers become effective teachers within the school system. Through this process, teachers are provided with the professional development they need to be successful in their first three years of teaching. Induction is a process that must be individualized, i.e., the needs of one teacher will differ from the needs of another; therefore, training must be differentiated by grade, content, and teacher experience. Mentoring is a critical component of induction, in that it provides for this differentiation and offers on-site, just-in-time support and coaching to teachers as they hone their craft.

**New Teacher Supports*****Orientation***

A three-day period in which teachers new to St. Mary's County Public Schools (SMCPS) are oriented to our school community, with the following objectives:

- Teachers will develop an understanding of the mission, goals, and priorities of St. Mary's County Public Schools;
- Teachers will develop an understanding of SMCPS curricular and instructional priorities and develop an instructional plan for the first three weeks of school; and
- Teachers will develop an understanding of what good teachers in SMCPS should know and be able to do to prepare for, conduct, and reflect upon their instructional interactions with children.



New teachers are also invited to participate in two days of “Early Bird” sessions differentiated by content, grade level, and system initiative. During 2011–2012 New Teacher Orientation our Early Bird Sessions were reduced to one day due to budget constraints.

### ***Resources***

- During New Teacher Orientation, each teacher new to our system receives:
  - *The Teacher’s Guide to Success*
    - This text “provides a practical approach to teaching through tried and true experience-based suggestions and research-based strategies.”
  - Learning Log
    - We expect that new teachers reflect on their daily practice.
  - New Teacher Handbook
    - This school system handbook was designed with new teachers in mind, and has information about system initiatives and facts (including contact information for departments, directions to schools, etc.), instructional tips, human resources and certification information, among other relevant information. The handbook is also posted online so updates can be made regularly.

### ***Model Demonstration Teacher Program***

The Model Demonstration Teacher Program provides support to teachers new to our system during their first year in the classroom. The program begins before the teacher steps foot into the classroom. Each teacher new to SMCPS spends a full day in the classroom of a master teacher at his/her grade level or content area. On this day, a team of master teachers provides our new hires with ideas to help prepare them for the first month of school. Master teachers provide three-and-a-half weeks of high quality lesson plans consistent with the Maryland State Curriculum. The Model Demonstration Teacher program also provides teachers new to SMCPS ongoing monthly support throughout the school year.

### ***Mentoring***

St. Mary's County Public Schools believes in the importance of mentors for new teachers. The Department of Teaching, Learning and Professional and Organizational Development, in collaboration with the Department of Human Resources, provides formal orientation and on-going development for all mentors of teachers new to our system. School administrators pair experienced teachers with novice teachers and teachers new to our county. These mentor teachers provide coaching, support, and guidance as the new teachers transition in their first three years.

Each school is provided release time (substitute funding) to allow for new teachers to observe their mentors or other master teachers, or to have a mentor come into the new teacher’s classroom to observe and coach. The school system expectation is that this occurs at least once per quarter for each new teacher. This allows for a cycle of feedback to new teachers focused on the Teacher Performance

Assessment System (TPAS). The domains and components align with the *Maryland Teacher Evaluation Framework*.

**Domain 1 Planning and Preparation**

Component 1a Demonstrates Knowledge of Content and Pedagogy  
Component 1b Demonstrates Knowledge of Students  
Component 1c Selects Instructional Outcomes  
Component 1d Demonstrates Utilization of Resources  
Component 1e Designs Coherent Instruction  
Component 1f Assesses Student Learning

**Domain 2 The Learning Environment**

Component 2a Establishes an Environment of Respect and Rapport  
Component 2b Establishes a Culture for Learning  
Component 2c Manages Classroom Procedures  
Component 2d Manages Student Behavior  
Component 2e Organizes Physical Space

**Domain 3 Instruction**

Component 3a Communicates Clearly and Accurately  
Component 3b Uses Higher Order Questioning and Discussion Techniques  
Component 3c Engages Students in Learning  
Component 3d Uses Assessment in Instruction  
Component 3e Demonstrates Flexibility and Responsiveness

**Domain 4 Professional Responsibilities**

Component 4a Grows and Develops Professionally  
Component 4b Communicates with Families  
Component 4c Participates in a Professional Learning Community  
Component 4d Shows Professionalism  
Component 4e Maintains Accurate Records

***Feedback and Formative Review***

With higher standards for student learning, teachers are also expected to demonstrate higher standards of professional practice. The SMCPs assessment system as a whole is designed to support professional growth and development. The SMCPs assessment system reflects the following:

- the use of multiple sources of information to evaluate teaching in addition to direct classroom observation (for example student work, teacher artifacts, planning documents, teacher reflection);
- an emphasis on teacher self-assessment, reflection, and collegial support;
- a role for teacher autonomy in the assessment process, combined with adherence to accepted measurement principles in the assessment processes for accountability purposes; and

- the use of multi-year assessment cycles, with different procedures for teachers in different phases of the cycle.

The assessment system includes two different processes: a formative process, under the direction of the teacher, and a summative process which involves administrators in making judgments regarding teaching performances. All probationary teachers are engaged in the summative process each year. Once teachers receive continuing contracts, however, they participate annually in either the formative process or the summative process.

This evaluation system is one based on professional growth. As such, the cycle of feedback provided by supervisor—as well as by mentors—is an integral component.

### ***New Teacher Seminars***

Ongoing professional development is built into the program of support for new teachers.

- These sessions are planned for every 2nd Wednesday of the month.
- Sessions offer practical strategies for immediate application with differentiated processes for elementary and secondary teachers. Time is allotted for discussion, problem solving, and learning.
- Teachers are paid a stipend for up to three sessions.
- Teachers new to teaching are required to attend New Teacher Orientation, participate fully in all seminar sessions, and complete a reflection log to earn three MSDE Continuing Professional Development credits that can be applied toward the renewal of their certificate.
- Teachers new to our system are required to New Teacher Orientation, participate fully in 4 or more seminar sessions, and complete a reflection log to earn one to three MSDE Continuing Professional Development credits that can be applied toward the renewal of their certificate.

### ***Email Support***

- On Wednesdays, each teacher new to SMCPS and their instructional mentors receive a *Teaching Tip* via school system email. The tips are practical and can be applied in classrooms immediately.
- Second-year teachers and their instructional mentors receive an Instructional Strategy bi-weekly. These strategies align closely with Robert Marzano's Classroom Instruction that Works!
- Instructional mentor teachers and instructional resource teachers are also provided weekly updates with strategies to enhance their skills and their role as supports to new teachers.
- These emails also provide updates and reminders to each audience about initiatives and upcoming professional development.

### ***New Teacher Socials***

The school system sponsors outings in and around St. Mary's County to help new teachers connect on a personal level with the community. These excursions are both educational and fun. Past socials included:

- A trip to St. Clement's Island—"Birthplace of Maryland"
- Historic St. Mary's City
- A walking tour of the United States Naval Academy and Annapolis State House
- Bowling
- A tour of the United States Capitol and the White House

### ***Differentiated Support for New Teachers***

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***. Recognizing that teachers come with different levels of experience, we have differentiated support for our new teachers in their first three years and veteran teachers who are new to St. Mary's County Public Schools.

- 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.

### **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)
- **New Teacher Seminars**
  - Monthly seminars designed to support new teachers' professional development (required) (up to 3 credits)
    - Held 2nd Wednesday of the month
    - Each participant who attends is paid \$57.50 per session for up to three sessions

- **Instructional 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. During the 2010-2011 school year observation/co-teaching experiences occurred:
    - 1st quarter: 94 percent
    - 2nd quarter: 96 percent
    - 3rd quarter: 99 percent
    - 4th quarter: 96 percent
- **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 instructional 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. If teachers are enrolled in a graduate program and take a 3-credit course, this requirement may be waived.
- **Instructional Mentoring**
  - A site-based, experienced teacher provides coaching, support, and guidance
  - 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 instructional 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)
    - Potential Instructional Leaders of Tomorrow's Schools (PILOTS) program (1 credit)
- **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 instructional 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)

### **VETERANS NEW TO THE SYSTEM:**

- **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)
- **New Teacher Seminars**
  - Monthly seminars designed to support teachers’ professional development (choose 4 or more to attend) (2-3 credits)
    - Each participant who attends is paid \$57.50 per session for up to three sessions
- **Instructional Mentoring**
  - A site-based, experienced teacher provides coaching, support, and guidance (as appropriate)
- **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 instructional 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

### **Staffing to Support New Teacher Induction**

Teacher induction is coordinated as a collaborative effort spearheaded by the Department of Teaching, Learning, and Professional Development. The director of that team, along with the Supervisor of Professional Development, implements the program with collaboration from Human Resources, other departments, and schools. Instructional mentor teachers and school-based Instructional Resource Teachers provide input through quarterly meetings.

For the 2011-2012 school year SMCPS hired 40 new teachers. All first year teachers are assigned an instructional mentor; second-year teachers continue the mentor support from the previous year; and third-year teachers are given the option of continued support. This year, 95 instructional mentors support these first, second, and third-year teachers, with a maximum ratio of one (1) mentor to up to three (3) new teachers.

### **Mentor Support, Selection, and Training**

At the heart of St. Mary's County Public Schools' Teacher Induction Program are our instructional peer mentors. Instructional peer mentors work directly with beginning teachers providing model demonstration lessons, team teaching, lesson planning, coaching and feedback, as well as guidance and support in other areas of professional development. Coordination, supervision, training, and support for the program are provided through the Department of Teaching, Learning, and Professional Development.

In St. Mary's County Public Schools, school-based instructional peer mentors are selected and approved by each school's administrator. Applications are reviewed centrally for qualifications and training. Instructional mentors are aware of new teacher needs and personally take on the success of our new colleagues. To be selected as an instructional peer mentor, a teacher **must**:

- Demonstrate successful experience as a professional for at least three years in our school district;
- Hold or be eligible for an Advanced Professional Certificate (APC) (94 percent of active mentors currently hold their APC.);
- Take the one-credit *Skills for Coaching and Mentoring* training, which is offered systemically three times per year (85 percent of active mentors have taken this course);
- Show evidence of support for colleagues, a positive attitude, and enthusiasm about teaching;
- Listen and respond to questions and concerns of new teachers;
- Meet with the new teachers during New Teacher Induction Week (August);
- Meet regularly with, observe, and conference with new teachers (mentors are to meet with their new teachers for 40 minutes per week.);

- Actively participate in three mentor meetings throughout the school year; and
- Maintain confidentiality.

Based on the current negotiated agreement, the stipend for peer mentors is \$700 above their base salary, paid semi-annually. For each additional assigned new teacher, the peer mentor receives \$300. A mentor is assigned no more than three new teachers in a given school year.

To support mentors' work, each are required to successfully complete the 1-credit course, *Skills for Coaching and Mentoring*. Through this course, mentors develop effective coaching and communication skills to build rapport among colleagues, create positive instructional change, and enhance self-esteem for new teachers. Mentors learn a prescriptive process for communicating with a colleague in pre- and post- classroom observation conferences.

### **Training for Administrators and Central Office Supervisors**

During the monthly administrative and supervisory leadership seminars in the spring, leaders are provided an update to changes and recommendations for selecting mentors for the following year, followed up by a memorandum and application for mentors. In addition, they are provided the new teacher and instructional mentor teacher handbooks as well as a calendar of new teacher induction activities that are scheduled. In August, all administrators and supervisors participate in the first day of new teacher induction, conveying the message that each are there to support new teachers throughout the journey. In addition, all administrators have participated in professional development on new teacher induction and supports for new teachers, especially in light of new COMAR requirements. In September, the leadership seminar focuses on support for teachers, emphasizing needs related to beginning of the year conferences, mentor assignments, and quarterly coaching experiences for new teachers.

### **New Teacher Responsibilities**

In support of effective induction practices and new COMAR requirements, principals were given guidance regarding options to consider in assignments for new teachers. As per guidance, to the extent practicable given staffing and fiscal concerns, the following options were provided:

1. *A reduction in the teaching schedule;*
  - During the 2010–2011 school year, 6 new hires were provided option 1.
2. *A reduction or elimination of responsibilities in non-instructional duties; and/or*
  - Principals were asked to consider this option by reducing the number of committees on which teachers may be serving, or in reducing other responsibilities. As new teachers are participating in new teacher induction activities (and this calendar was provided in advance), principals were able to keep teachers' schedules under consideration and to assign fewer duties.



- During the 2010–2011 school year 11 percent of new hires were provided option 2; 3 percent of new hires were provided both options 2 and 3.
3. *Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline or attendance challenges.*
- Principals may certainly consider this option, and decisions are made with a student-centered approach.
  - During the 2010–2011 school year 74 of new hires were provided with option 3.
- \* During the 2010–2011 school year 6 percent of new hires (3 nurses and 2 psychologists) were provided with none of the options.

## Family Engagement

### Introduction

The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. One of the four principles of NCLB includes more choices for parents. In addition to a natural parent, NCLB defines a parents as a legal guardian or other person standing in *loco parentis* (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). Under NCLB, the participation of parents is regular, two way, and meaningful communication involving student academic learning and other school activities.

### Questions

Q1: Describe how the local school system shares information with parents about student academic standards, assessments, and data with parents? (ex. publications, website, workshops, etc.)

Parents are communicated with by a variety of staff regarding the specific need and purpose of their inquiry. The school administration (principal, assistant principals) regularly speak to parents about school and system academic goals. They have open house events, school improvement meetings, posting on websites and individual conferences to give parent multiple opportunities to receive and share information. The Assistant Principals are tasked as site base assessment coordinators, make phone calls and have a working knowledge of each student's academic cluster, the assessments a student needs for graduation and the strategies and remediation that is occurring to achieve graduation status.

Counselors, College and Career Coaches, and Career Center Staff play a different role in monitoring student's academic program. They are tasked with keeping parents informed of the progress students are making in their program cluster and informed of special offering that are available for enrichment, remediation, tutoring, mentoring, etc. These staff members spend a lot of time meeting with parents individually, through phone conferences and by written correspondence.

The classroom teacher maintains an electronic gradebook which post students grades, progress, assessment scores, and attendance. Parents can access this information through the internet or by contacting the classroom teacher directly.

Q2: Does the local school system provide professional development to instructional and non-instructional staff, grades preK-12, on working with parents? If yes, please describe. (ex. New teacher/staff training, administrative meetings, district wide conferences/workshops, etc.)

All Title I schools have regularly schedule training and in-services that address parental and family involvement. In 2010, St. Mary's County Public School hosted a Parenting Matters Conference in conjunction with the National Network of Partnership Schools. During that conference, several workshops addressed skills for developing professional relationships with parents and academic advocates.

There are also a number of schools who are members of the National Network of Partnership Schools. These schools have direct access to staff and resources that promote family involvement. They receive a yearly handbook of Best Practices and monthly newsletters that have articles on the topic of parenting.

In 2010, two SMCPS administrators attended the NNPS Conference where they participated in numerous workshops on topics such as "Developing Effective Partnerships," "Motivating Action Teams for Partnerships," and roundtable discussions on school, family, and community partnerships. Due to budget constraints in recent years, training at this level has not been continued.

## **Schools that are Safe, Drug-free, and Conducive to Learning**

**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 (2.5 percent) 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. **Note:** Information associated with Safe Schools is also included in Part II, Additional Federal and State Reporting Requirements and Attachment 11: Title IV Part A, Safe and Drug-Free Schools and Communities.

A. Based on the Examination of Persistently Dangerous Schools Data (Table 7.1 – 7.5):

- Where first-time schools are identified, what steps are being taken by the school system to reverse this trend and prevent the identified school(s) from moving into probationary status?

This does not apply to St. Mary’s County Public Schools.

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.<sup>1</sup>

B. Based on the Examination of Data on Incidents of Bullying, Harassment, or Intimidation (Table 7.6):

1. How would you characterize the prevalence of bullying, harassment, and intimidation in the schools in your system? If you have seen an increase or decrease in reports over the past three school years, explain those in terms of programs and/or procedures that you have implemented.

The number of incidents of bullying, harassment, or intimidation increased over the last three years from 93 in 2008–2009 and 129 in 2009–2010 to 135 in 2010–2011.

<sup>1</sup> Section 7-424 of the Education Article of the Annotated Code.

Since 2009, St. Mary's County Public Schools implemented the Superintendent's Bullying Prevention and Community Awareness Initiative to address bullying, harassment, and intimidation. The initiative supports bullying prevention efforts through continuing professional development for staff, student-based presentations, and parent community meetings addressing prevention strategies, recognition of victims, staff and parent response to victimization (to include reporting procedures), and addressing the bully through school-based intervention strategies. Supported by a grant from the Maryland Association of Boards of Education, Jodee Blanco, nationally acclaimed anti-bullying expert and author of the book, *Please Stop Laughing at Me*, provided professional development for staff, parents/legal guardians, and community members, as well as a guest speaker for middle school and high school students. The presentations and professional development reached 3,7000 middle school students, 1,417 high school students, 2,000 staff members, and over 200 parents, guardians, and concerned community members. We did anticipate some increased reporting as a result of the initiative to increase awareness and we hope the continued emphasis will lead to a decrease in reports.

For the 2010–2011 school year, the school system formed a partnership with the St. Mary's Commission for Women, College of Southern Maryland, and Walden Sierra Counseling Group. The partnership is targeted to high school students and will focus on the importance of building and maintaining positive, healthy relationships with their peers. Students will view the one act play "don't u luv me?" performed by students from the College of Southern Maryland while engaged in classroom activities using the novel, *Speak*. School counselors and counselors from Walden Sierra will provide services and support to students during the programs. A major public awareness campaign is planned as part of the initiative.

2. What methods has your school system used to make staff, parents, and students aware of the Bullying, Harassment, and Intimidation Form?

Schools at each level implemented the bullying reporting law by providing the reporting form in the front offices and in the offices of administrators, teachers-in-charge, school counselors, school nurses, and pupil personnel workers. The form was included in the student handbook and is available on the school system's website. The link to the form is included in the student handbook as well. The availability of forms allows parents to communicate their concerns in a concise and effective manner that encourages administrators to follow through on their investigations with complete information. Completed investigations are then reviewed by the Director of Student Services to ensure appropriate follow-up and intervention.

C. Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Table 7.7):

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying.

In addition to the Superintendent's Bullying Prevention and Community Awareness Initiative, the St. Mary's County Public School System utilizes a variety of strategies to prevent and/or reduce incidents of sexual harassment, harassment, and bullying.

Students in grades 3–9 receive instruction in one of two research-based curriculums: Steps to Respect (elementary) and Second Step (secondary). Classroom discussion is used to evaluate the effectiveness of the lessons.

Each school creates a school-wide discipline plan that includes recognition for appropriate behavior, referrals for student support, and scaled consequences for repeated behavioral infractions. Assistant principals, school counselors, pupil personnel workers (PPWs), and school psychologists provide intervention and support as do school-based and community mentors at some sites.

Positive Behavior Intervention and Supports (PBIS) initiatives include a focus on respectful behaviors among different groups. The Sexual Assault/Sexual Harassment Prevention and the Disproportionality (Special Education Discretionary) grants continue to support PBIS school incentives. The PBIS initiative includes a focus on defining, teaching, acknowledging, and reinforcing the positive and appropriate behavior of our students.

Professional Development is a key strategy for improving school climate and reducing disruptions to learning. New teacher orientation includes demonstration classrooms and specific sessions on classroom management. Assistant principals are trained annually by the Department of Student Services relative to policies, regulations, laws, and strategies for enhancing student behavioral success. Student Services staff development is planned annually based on system data and state and local trends/issues. Pupil Services Team members, including school counselors, nurses, psychologists, and pupil personnel workers, will also attend training in 2011-2012 on brain research related to students who bully others.

The focus of identifying students with academic gaps/deficiencies and to match each student to the interventions that move them forward academically will continue. Those students will then become more engaged and less likely to disrupt the school environment because of boredom or an attempt to mask their academic weaknesses. The data-driven approach to individualized student intervention that has improved our MSA and HSA results has had an impact on our elementary and middle school discipline data as well. Teachers and instructional resource teachers represent the human resources that work directly with these students.

This same individualized support for students who continue to disrupt the learning environment will be the focus of our school-based Pupil Services Team (PST) discussions. This team consists of an administrator, school counselors, nurses, PPWs, and school psychologists who work with others such as parents/legal guardians, special educators, and instructional resource staff to assess the behavioral needs of students and the climate needs of the school. The team

will continue to identify and implement school improvement strategies and interventions for individual students as identified by school data.

D. Based on the Examination of Suspension Data (Tables 7.8 - 7.10):

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among the race/ethnicity subgroups and between genders.

The key to a positive school climate and sound classroom management is a strong and effective instructional program. Our local and state instructional data points are indicative of a strong instructional program taught by highly qualified teachers. This is the first key to our success in our efforts to improve safety and reduce suspensions.

Character education is tied to school climate in each of our schools. Direct instruction in terms of character education takes place in elementary schools and enhances our PBIS initiatives as appropriate. The six pillars of character education are tied to our discipline codes and are used as additional supports for our teachers.

PBIS was fully implemented in eight schools. Discipline data indicates that four of those schools demonstrated fewer suspensions in 2011. Two schools reduced the disproportionate representation of African American students and four schools reduced the number of students with disabilities who were suspended from school. Suspensions for students with disabilities, males, and African American males, in particular, continue to be of concern and remain areas needing targeted focus. A summer 2011 training was held for all PBIS school teams focused on African American males with a follow-up keynote address for all school staff of targeted schools. In addition, all PBIS school teams developed their improvement plans to address the needs of these targeted groups.

The group mentoring programs focuses on the needs of underachieving students who are experiencing social, behavioral, and academic problems. We are targeting those students who are in the student groups who are underachieving district wide- including our African American, FARMS, and special education student groups. In addition to the mentoring opportunities, these students will also be provided with additional interventions.

Each school has a school discipline plan and the school system's code of conduct is consistent across schools. Administrators receive annual training on school climate, discipline investigations, and behavioral strategies. There is a crisis team, as well as a restraint team in each school with regular training for those staff who are assigned to those teams. Five emergency drills are conducted annually.

Each school implemented an in-school intervention program in 2010–2011 to reduce both the number of in-school and out of school suspensions. The in-school intervention program

provided a more systematic focus on student's educational progress by providing both behavioral and academic interventions to students. Teachers provided the classroom instruction while counselors provided behavioral interventions. Special educators were assigned to provide services for any student with an IEP. The classrooms were also staffed with paraeducators to assist with non-instructional duties and provide individualized student support.

Safety assistants meet regularly with the Director of Safety and Security. Their role in prevention and intervention will be expanded to ensure that they serve as an additional resource for the school in the hallways and in the cafeteria.

In order to address the need to acknowledge the effects of community disruption on our schools, the Division of Supporting Services assessed physical plant safety and included physical changes in the general and capital improvement budgets with the addition of security vestibules and visitor check in equipment.

The Superintendent established the Superintendent's Safety and Security Advisory Committee (SSSAC) under the direction of the Director of Safety and Security. This committee composed of the Superintendent's School Support Team (SSST), all site administrators, supporting outside agencies, school-based and central office staff, employee association representatives, parents/legal guardians, students, and community partners as authorized and appointed by the Superintendent of Schools. The committee provides an opportunity for community collaboration and guidance in strategically planning for the safety and security of our schools. The committee examines all aspects of safety, security, and school climate to assess needs and make program and enhancement recommendations to the Superintendent. The Director of Safety and Security is responsible for the scheduling of quarterly meetings, documentation of attendance, and meeting agendas.

Annual professional development for assistant principals supports their ability to develop relationships with students and their families. These sessions also provide them opportunities to network and identify successful practices in other schools within the county. Finally, the assistant principals are updated annually on the discipline trends and training topics are developed based on our local data.

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

The school system will continue to expand and implement the model for tiered behavioral support to those schools that are confronting challenges in this area. We will provide our team leaders and district coaches with training from the statewide PBIS management team to ensure that the initiative is being implemented with fidelity. As our local school system PBIS coaches and school leaders are trained from each school, we will continue training staff members at the school level.



As a component of the school improvement plans, school-based pupil services teams will meet regularly to identify students who have accumulated discipline referrals and/or suspensions. Individualized plans will be developed to assist these students in changing behavioral patterns that interfere with learning.

The superintendent of schools in collaboration with the sheriff's department joined resources to create and implement a "Keeping Our Schools Safe" campaign for the 2011-2012 school year. The focus will be on elementary school students and parents/guardians using public service messages throughout the school year to address what should and should not be brought to school. The public service messages are further supported by classroom activities. The intent is to remind students not to bring inappropriate items to school that often result in suspension from school.

Professional development is provided to key staff in targeted areas. Central office staff and school-based administrators will be trained in evaluating and managing student threats of harm to others or themselves in the fall of 2011. In addition, several required trainings, including Child Abuse/Sexual Harassment Prevention, Crisis Intervention Information and Responsibilities, Bloodborne Pathogen Exposure Prevention, and Health Emergencies: Life Threatening Allergies have been developed as online modules to allow for ease of staff access and ongoing training, as well as compliance monitoring. A new training was added for this year, Diversity Awareness: Staff to Student.

The school system completed the third year of implementing a federal mentoring grant, Future Leaders of the World (FLOW) Mentoring, through the office of Safe and Drug Free Schools. The FLOW Mentoring initiative supported school-based mentoring programs for students who are encountering social and behavioral challenges. For the first two years of the grant, FLOW Mentoring operated programs in elementary and middle schools, serving students in grades 4-8. In the 2010-2011 school year, with the additional support of a new grant from the Office of Juvenile Justice and Delinquency Prevention and funding from the Department of College and Career Readiness, FLOW Mentoring began programs in each high school in the county. At the elementary level, students are matched one-to-one with a volunteer from the community. At the middle and high school levels students are matched in small groups of 4-5 with a teacher or staff mentor from their school. Programs meet once a week, after-school, for an hour and a half and every student is provided with bus transportation home. In every site a school Site Leader supervises mentor/mentee matches and coordinates programming to help support each student and each match.

In addition, the school system has also provided funding for male and female group mentoring programs at specific elementary and high schools throughout the county. These programs meet once a week after-school and provide programming and enrichment activities based on gender-specific issues and needs. Male and female group mentoring programs target students who need

additional academic and social support. This initiative continues to be expanded to other secondary and elementary schools in the school system.

Four elementary schools will be implementing Social Emotional Activity (SEA) kits for prekindergarten and kindergarten classes. The kits focus on improving student's social behavior. Training for staff will be provided in fall 2011. The initiative is in collaboration with The Promise Center, a local agency providing mental health resources for families.

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13.A.05.05.01.A)<sup>2, 3, 4</sup> and that the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

E. Based on the Examination of Programs and Services Coordinated with Community Mental Health Providers and Agencies to Support Students with Emotional and Behavioral Needs:

1. Describe how the local school system coordinates programs and services with community mental health providers and agencies that provide services for students with personal and/or interpersonal needs (i.e., emotional and/or social needs) in order for these students to progress in the general curriculum.

St. Mary's County Public Schools (SMCPS) coordinates programs and services with community mental health providers and agencies on a consistent and regular basis to provide support to students with personal/ interpersonal needs to be successful at school.

Some of the programs and services include Interagency Committee on School Attendance, Multidisciplinary Team with the Department of Social Services, Transition Team for students involved with the Department of Social Services. At these meetings the various service providers and agencies wrap around the student to support school attendance and success. Often students, who have attendance problems, family conflict or problems in the community, are in need of assistance with personal/interpersonal issues. At these meetings, the different providers and agencies determine a plan to assist these students.

St. Mary's County Public Schools also work closely with the Local Management Board to coordinate services and bring in support mental health services within the school directly or

<sup>2</sup> COMAR 13A.05.05.03(A). The Pupil Personnel Program is a systematic approach to programs and services that use the resources of the home, school, and community to enhance the social adjustment of students.

<sup>3</sup> COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.

<sup>4</sup> COMAR 13A.05.05.06B(12). "Special health needs" means temporary or long-term health problems arising from physical, emotional, or social factors or any combination of these.

through agencies. In cooperation with the Local Management Board, a position was created, “Interagency Liaison” to help coordinate services to students.

The Code of Maryland Regulations (COMAR) 13.A.08.06.01-02 requires that each local school system ensure that any elementary school with a suspension rate<sup>5</sup> of 10 percent or higher implement Positive Behavioral Intervention and Supports (PBIS) or another behavior management system. If a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene. In addition, COMAR 13.A.08.06.01-02 requires that each local school system ensure that ALL schools with a habitual truancy rate<sup>6</sup> of 6 percent (SY 2009/2010) implement PBIS or another behavior management system. This percentage decreases to 4 percent in SY 2010/2011; 2 percent in SY 2011/2012 and 1 percent in SY 2012/2013.

Once again, if a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene.

F. Based on the number of schools in the LSS currently implementing PBIS, please describe the district’s capacity to provide ongoing support and training to the school teams and coaches in your system. Where does responsibility for PBIS sit in your system? Is there an FTE (or a portion of an FTE) assigned to provide local support, sustain the initiative and attend statewide activities.

Currently, eight schools in St. Mary’s County are implementing PBIS. Four school psychologists and two pupil personnel workers in the Department of Student Services serve as coaches to these school teams. One of the school psychologists has a reduced school caseload in order to coordinate the initiative locally and attend statewide meetings. St. Mary’s County Public Schools partners with the other Southern Maryland county school systems in order to combine resources and provide regional training to these established teams. Funding for PBIS initiatives in past years has been provided through a Special Education discretionary grant, the Sexual Assault/Sexual Harassment Prevention grant and the SDFS grant. For 2010-2011, funding was provided solely through a Special Education discretionary grant. Only local funds will be available for 2011–2012.

G. Based on the examination of Suspension data:

<sup>5</sup> The calculation for suspensions is an offender rate: The unduplicated number of suspended students divided by Sept. 30 student enrollment.

<sup>6</sup> Habitually truant means a student that meets all of the following criteria: (a) The student was age 5 through 20 during the school year; (b) The student was in membership in a school for 91 or more days; and (c) The student was unlawfully absent from school for more than 20 percent of the days in membership.

1. Identify how many elementary schools have a suspension rate of 10 percent or higher, how many of those schools have already been formally trained in PBIS, and how many have not.

No elementary school in St. Mary's County has a suspension rate that exceeds 10 percent.

2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of elementary schools that will require New Team PBIS Training in the summer of 2011 based on this regulation.

No elementary school in St. Mary's County has a suspension rate that exceeds 10 percent.

3. Please identify other district level strategies to address the needs of schools that meet the target for suspension. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?

No elementary school in St. Mary's County has a suspension rate that exceeds 10 percent.

H. Based on the examination of Habitual Truancy<sup>10</sup> data:

1. Identify how many schools have a habitual truancy rate of 4 percent or higher, how many of those schools have already been formally trained in PBIS, and how many have not.

No school in St. Mary's County has a Habitual Truancy rate that exceeds 4 percent.

2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of schools that will require New Team PBIS Training in the summer of 2011, based on this regulation.

No school in St. Mary's County has a Habitual Truancy rate that exceeds 4 percent.

3. Please identify other district level strategies to address the needs of schools that meet the target for Truancy. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?

No school in St. Mary's County has a Habitual Truancy rate that exceeds 4 percent.

## Attendance Rates

**Attendance rates are an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.**

Based on the Examination of the Attendance Data (Table 5.5):

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

Even though improvement was made for all students generally, challenges exist. One of our biggest challenges is the attendance rate for the FARMS, Special Education, African American student. 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 (92.6 percent) and **High** school level (90.4 percent) did not meet the AMO of 94 percent. However, there was overall improvement at all levels.

Special Education: **Middle** school level (93.7 percent) and **High** school level (91.2 percent) did not meet the AMO of 94 percent rate. However, there was improvement at these levels.

African/American: **High** school level (92.5 percent) did not meet the AMO of 94 percent rate.

American Indian/Alaskan Native: Both the **Middle** school level (93.9 percent) and **High** school level (91.5 percent) did not meet the AMO of 94 percent.

The Hispanic/Latino of any race: **High** school level (93.5 percent) school level did not meet the AMO of 94 percent.

LEP: **High** school level (93.5 percent) did not meet the AMO of 94 percent, and the rate decreased for the **Elementary** school level (96.3 percent to 95.7 percent) and the **Middle** school level (96.3 percent to 95.7 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.

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 has been identified by the Superintendent of School as a major school system initiative for the 2011–2012 SY. Schools must establish 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, will be initiated at one designated high school with the greatest attendance concerns. This program will provide students with additional support to earn credit toward high school graduation.
- New technology has been developed to assist staff in tracking tardiness, class cutting, and 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.
- 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. Career and College Coaches (2.5) serve the high schools and Fairlead II to monitor student attendance and academic performance as they transition to the grades 10, 11, and 12.
- 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 was appointed 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 2011–2012 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 for student services staff in August 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 Rates and Dropout Rates

### **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.

Graduation rate is an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.

Based on the Examination of Graduation and Dropout Rate Data (Tables 5.6 and 5.7):

1. Describe where progress in moving toward the graduation/dropout target is evident. In your response, identify progress in terms of subgroups.

The SMCPS 2010 Four-Year Cohort Graduation Rate posted a modest gain of .23 percent reaching 82.76 percent up from 82.53 percent in 2009. The SMCPS 2010 Five-Year Cohort Graduation Rate also posted a gain of .83 percent reaching 86.28 percent up from 85.45 percent in 2009. While the aggregate increase is unremarkable, several persistently challenging student groups saw great gains—namely African American, Special Education, and FARMS students.

The 2010 Four-Year Cohort Graduation Rate for African American students moved from 65.53 percent in 2009 to 71.37 percent in 2010. The 2010 Five-Year Cohort Graduation Rate for African American posted an even more dramatic gain, rising from 71.37 percent in 2009 to 79.84 percent in 2010.

The 2010 Four-Year Cohort Graduation Rate for Special Education students moved from 40.57 percent in 2009 to 50.00 percent in 2010. The 2010 Five-Year Cohort Graduation Rate for Special Education posted an even more dramatic gain, rising from 53.33 percent in 2009 to 60.17 percent in 2010.

The 2010 Four-Year Cohort Graduation Rate for FARMS students moved from 58.42 percent in 2009 to 68.53 percent in 2010. The 2010 Five-Year Cohort Graduation Rate for FARMS posted an even more dramatic gain, rising from 64.95 percent in 2009 to 75.69 percent in 2010.

2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.

The increase in the graduation rate across our traditionally challenging student groups can be attributed to persistent monitoring, intervention, and support provided to students who were at the greatest risk of dropping out. The 2011 school year began with concrete performance targets for each school, lists of students who had the greatest need, and a commitment to monthly meeting with school counseling teams and building leadership to review the work of each school. Each month, the Supervisor of Counseling along with the Director of Secondary Schools, traveled to each high school to meet with the counseling team and discussed individual struggling students. All the high school principals met monthly with the Director of Secondary Schools for a real-time review of performance data—beginning with students withdrawn to date and a discussion of what could be done to retrieve them. Out

of these meetings, Evening High School offered modified courses, and credit recovery options were implemented at the schools.

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

Our challenge continues to be with the gap between African American students and their white counterparts. Although we had success in closing the gap, it still persists. Our special education subgroup also continues to underperform against their counterparts. We will craft the most appropriate educational plan for each student needing services, but this may well include five or more years of high school. Our goal is to keep them in school and moving forward. We did see a slight decrease in the special education dropout rate, but as graduation requirements rise in rigor, this student group struggled most.

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

For the 2012 school year, SMCPS continues to refine the department of Career and College Readiness, by deploying all the staff out to school sites. The Director of Career and College Readiness has assumed the role of principal at the James A. Forrest Career and Technical Center (JAFCTC)—as that school will also host Fairlead students in their junior and senior year. The academic dean who worked with these students has moved with the cohort to the JAFCTC so that direct daily interaction can occur, ensuring each student's best chance to graduate with their peers. A college and career readiness coach was also moved to the JAFCTC. This position will also include direct classroom instruction for cohort students. To round out core classes, an English, science, and mathematics teacher were also moved to the center. For these juniors and seniors, they spend their entire day at the JAFCTC and receive all instruction there—from their core content classes to their CTE completer program pathway.

Additionally, St. Mary's County Public Schools has entered into a partnership with America's Promise Alliance and Apex Learning® to provide comprehensive digital curriculum to students at Great Mills High School (GMHS). Over the course of a three-year partnership, we will expand this opportunity to all our high schools and implement programs for remediation, credit recovery, unit recovery, supplemental courses, Advanced Placement, and summer school. The program at GMHS for this year 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 are extending 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. This after school program will be expanded to our other two high schools by the end of the first semester.

## Section E: Turning Around the Lowest Performing Schools

### Section E: Turning Around the Lowest Performing 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.

We will convene a study committee to address potential incentive programs for teachers and leaders who serve in our Title I schools and the middle and high school into which they feed.

#### **Action Plan: Section E**

**LEA: ST. Mary’s County Public Schools**

**Date: October 2011**

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

<b>Section E: Turning Around Low Achieving Schools</b>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(E)(2)					
1. Monthly leadership meetings with all schools identified as underperforming to review data including: disaggregated trends for attendance, discipline, academic achievement, and			October, November, December, January, February, March , April, May , June	Kelly Hall, Director of Elementary Schools; J. Scott Smith, Director of Secondary Schools	Achievement of targets set for each school with the appropriate director. These vary from school to school dependent on identified needs	N

benchmark scores						
2. Review of teacher observational data collected through our Teacher Performance Assessment System (TPAS), to include direct assistance to and staff member struggling in the classroom			November 2011, January 2012, March 2012, May 2012	Kelly Hall, Director of Elementary Schools; J. Scott Smith, Director of Secondary Schools	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, November, December, January, February, March, April, May, June	Kelly Hall, Director of Elementary Schools; J. Scott Smith, Director of Secondary Schools; Dale Farrell, Supervisor of Human Resources; Content Supervisors	Percentage of improvement in observational data from the staff on Plans of Assistance and if not evidenced, appropriate steps taken to non-renew staff	N
4. Convene study committee regarding incentive programs for Highly Effective teachers in lowest performing schools	E2		January 2012	Linda Dudderar, Chief Academic Officer; Dale Farrell, Supervisor of Human Resources	Opinion paper outlining SMCPS conviction to provide incentives to staff teaching in underperforming schools – including the potential cost to the system	N

### **Year 3 Goals:**

- Increase academic achievement across all subgroups on the MSA and HSA and in doing so move any school in improvement into “exiting”
- Review recommendations from study committee regarding incentive programs for Highly Effective teachers in the lowest performing schools, balanced with the parameters of piloting the teachers’ evaluations dependent upon 50 percent student growth

### **Year 4 Goals:**

- Have all schools make AYP
- Implement recommendations from study committee to incentivize Highly Effective teachers in the lowest performing schools

## **Section E: Turning Around Lowest Performing Schools**

Based on the Examination of School-level AYP Data (Tables 5.1 and 5.2):

1. Identify the challenges, including those specific to Title I schools, in ensuring that schools make Adequate Yearly Progress. Describe the changes or adjustments, and the corresponding resource allocations, which will be made to ensure sufficient progress. Include timelines where appropriate.

AYP has become increasingly more challenging for middle and elementary schools as the AMO rises. Schools are working diligently to provide students with the academic support they need to be successful. This is challenging with a continuously rising target and economic factors causing the dynamic in schools to change, such as increasing class size, no additional classroom teaching positions, and reduction in support staff. As the AMO increases, more students are at risk for failure and schools try to find a means to provide them with the academic intervention they need to be successful.

Seven elementary schools and all four middle schools did not make AYP with each school missing the mark due to the performance of a particular student group. Given the limited number of students who did not make AYP at several of our elementary and middle schools, our intent is to continue with their existing plans but provide more administrative oversight and guidance both from the school and central office. The schools, with support from the Central Office have met with the school staffs and drilled through the data with them. Each school had a meeting with the Superintendent of Schools, the Chief Academic Officer, and Director of Elementary Schools to discuss the plan for next year. Each site understands the status of their school. They are adjusting their schedules as appropriate to provide more time within the existing school day for academic intervention and inclusive service. The goal is to provide more time and academic attention to students in need.

For 2011–2012, data meetings will continue with special education and regular education teams, but they will occur more frequently and with more targeted purpose, particularly at the identified schools. The teams will review and adjust the instructional plan accordingly for at-risk students. Additional materials of instruction are in place at school sites that will support continued progress and more in-depth intervention help. The St. Mary's County Public Schools (SMCPS) Department of Special Education is continually working in collaboration with the general education instructional leaders in the Department of Teaching, Learning, and Professional Development to close the achievement gap between special education and general education students. Collaboratively, both departments are analyzing student data and instructional practices and interventions needed to support both special education and general education students in making adequate yearly progress. It is the philosophy and belief of SMCPS that the achievement gap cannot be closed if special education students are not

provided access to grade-level instructional content materials and expectations. However, SMCPS recognizes that all students, special education and general education, have differing abilities and needs along the continuum of readings and mathematics.

Identified special educators and general educators providing interventions in the areas of decoding, fluency, and implementation of reading strategies within context have been and will continue to be trained on each of the intervention programs proposed in the grant: *Read Naturally*, *Rewards*, and 6 Minute Fluency. The professional activities will focus on the acquisition of decoding and reading strategies our special education students are learning in their intervention blocks. The identified special education and general education teachers providing interventions in the areas of mathematical competencies will be trained in the use and implementation of the Mobius On-Line Intervention. Grant funds are also used to support teacher leaders, intervention teachers, and administrative staff in the analysis of student data and progress monitoring through focused bi-monthly scheduled collaborative team meetings. Special education and general education teachers use these meetings to analyze identified students' performance on county and state assessments in order to initially group students for specific interventions and progress monitor the appropriateness of the selected interventions.

Data meetings will occur at least biweekly at schools sites but more often as needed. Administrators will be present in those meetings and specialized central office special education staff will participate periodically. This process has already begun this academic year and will continue throughout the school year.

Based on the Examination of Schools in Improvement Data (Tables 5.3 and 5.4):

2. Describe the actions that the school system is taking including the changes or adjustments, and the corresponding resource allocations to ensure that the No Child Left Behind and Title I requirements for schools identified for Developing Needs (Improvement-Year 1; Improvement-Year 2; and Corrective Action) and Priority Needs (Restructuring-Planning and Restructuring-Implementation) are being addressed (Tier III schools).
  - Describe actions that the school system took during the 2010–2011 school year.
    - Spring Ridge Middle School continued to have an additional administrative position, academic dean, and one additional counselor. Both positions address students' academic needs.
    - The Science, Technology, Engineering, and Mathematics Academy (STEM) which began with grade 6 in 2007–2008 has added a new cohort each year and serves grades 6–8 at Spring Ridge Middle School.
    - Spring Ridge Middle School will continued to have a 21st Century Learning Center extended day program and a FLOW student mentoring program funded through state and federal grants.

- Spring Ridge Middle School received an attendance monitor funded by the Local Management Board.
- Spring Ridge Middle School had preferential hiring as positions had to be filled first at this school before others.
- Describe the actions that the school system will take once school improvement status is determined for the 2011-2012 school year.
  - All of the above actions will continue for the 2011–2012 school year.
  - Additionally, Spring Ridge will complete its full integration of Windows 7 on all of the computers in the building

Based on your review of "persistently low-performing Tier I and Tier II schools" in your system (affected school systems only):

3. Describe the system's plan for improving student performance at the identified schools, including the programs, practices, and strategies, and corresponding allocations that will be used. Refer to relevant portions of your School Improvement Grant (SIG) application if applicable and as appropriate.

This does not apply to St. Mary's County Public Schools.





## **Section F: General**

### **Section F: General**

F(1) Making education funding a priority

F(2) Ensuring successful conditions for high performing charter schools and other innovative schools

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, 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 314 students in grades K–8. The school will ultimately have 360 K–8 students. 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) 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 recently 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 LESs 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 toward charter schools in order to provide a valuable academic alternative and choice educational pathway to students.

<b>Section F: General</b>	<b>Correlation to State Plan</b>	<b>Project #</b>	<b>Start Date</b>	<b>End Date</b>	<b>Key Personnel</b>	<b>Performance Measures</b>	<b>Recurring Expense: Y/N</b>
<i>MOU Requirements: (No)  Additional Required Activities</i>							
<i>Tasks/Activities:</i>							
1. Support Charter School Self Assessment	F(2)(v)		2012– 2015		Kelly Hall, Director of Elementary Schools	SMCPS charter school compliance with MSDE self assessment requirements	N

#### **Year 3 Goals:**

- Continue to address previously identified goals related to funding and accountability to ensure the academic and fiscal success of charter schools

- Ensuring successful conditions and transparent communication related to academic accountability as St. Mary's County adopts the Common Core curriculum and state wide assessments that are required to be administered and used as an evaluation tool for charter schools

**Year 4 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



## Appendix A: Summary of Guidance Changes

### What's New in the Bridge to Excellence Guidance for 2011 A Quick Reference

Change	Description	Page #(s)
<b>Format</b>	Structure of guidance document has been changed to reflect RTTT four reform areas. Five NCLB goals have been subsumed under the reform areas.  Now respond to two analyzing questions in each NCLB goal area (instead of four): Challenges; Related changes/adjustments and resource allocations. (Optional: Systems may add responses about system successes and strategies contributing to their successes as well.)	Throughout
<b>Introduction</b>	Has been rewritten to reflect integration of RTTT Scopes of Work reviews	iv, v
<b>Cover / Signature Page</b>	Includes language assurance of adherence to BTE <i>and</i> RTTT guidelines.	vi
<b>Executive Summary</b>	Now includes discussion of Scopes of Work summaries. Highlight strategies for closing the gap: AA Males, FARMS, ELL, Special Education	1
<b>Finance Section</b>	Now includes Scopes of Work grant documents (summary c-1-25; c-1-25 forms for Years 2-4; RTTT project budget workbooks)	2
<b>RTTT SOW Narrative &amp; Action Plans</b>	Integration of Scopes of Work narratives and action plans under each RTTT reform area. Focus will be on Year 2.	8-11 and throughout
<b>Government</b>	Deleted from the 2011 Master Plan	
<b>Education that is Multicultural</b>	Compliance status report based on the assessment criteria for Education that is Multicultural and Achievement (ETMA) implementation	25
<b>Family Engagement</b>	NCLB requirement that parent participation and communication is regular, two-way, and meaningful.	66
<b>Social Studies</b>	Included upon recommendation by the Maryland Social Studies Taskforce	15
<b>Finance Section</b>	Updated Guidance reflects new RTTT requirements	2
<b>Highly Qualified Staff</b>	The required response to this section have been reduced	60
<b>Additional Appendices</b>	Race to the Top Liaisons, Race to the Top Finance Officers, Bridge to Excellence and Race to the Top Resources, MSDE Race to the Top Scopes of Work Reviewers	86, 87, 88
<b>Disaggregated Data Tables</b>	Data tables are disaggregated by gender as well as race	

## Appendix B: Contact Information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
<b>Master Plan Requirements</b>	Walt Sallee Portia Bates	410-767-1407 410-767-4420	<a href="mailto:wsallee@msde.state.md.us">wsallee@msde.state.md.us</a> <a href="mailto:pbates@msde.state.md.us">pbates@msde.state.md.us</a>
<b>Race to the Top Requirements</b>	Lyle Patzkowsky	410-767-0379	<a href="mailto:lpatzkowsky@msde.state.md.us">lpatzkowsky@msde.state.md.us</a>
<b>Finance Requirements</b>	Steve Brooks Donna Gunning Patrick Kellinger	410-767-0011 410-767-0757 410-767-0985	<a href="mailto:steve.brooks@msde.state.md.us">steve.brooks@msde.state.md.us</a> <a href="mailto:dgunning@msde.state.md.us">dgunning@msde.state.md.us</a> <a href="mailto:pkellinger@msde.state.md.us">pkellinger@msde.state.md.us</a>
<b>Title I, Part A</b> Improving Basic Programs	Maria Lamb	410-767-0286	<a href="mailto:mlamb@msde.state.md.us">mlamb@msde.state.md.us</a>
<b>Title II, Part A</b> Preparing Training, and Recruiting High Quality Teachers	Scott Pfeifer Heather Lageman	410-767-0349 410-767-0892	<a href="mailto:spfeifer@msde.state.md.us">spfeifer@msde.state.md.us</a> <a href="mailto:hlageman@msde.state.md.us">hlageman@msde.state.md.us</a>
<b>Educational Technology</b>	Jayne Moore	410-767-0382	<a href="mailto:jmoore@msde.state.md.us">jmoore@msde.state.md.us</a>
<b>Title III, Part A</b> English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon Cathy Nelson	410-767-6577 410-767-0714	<a href="mailto:iyoon@msde.state.md.us">iyoon@msde.state.md.us</a> <a href="mailto:cnelson@msde.state.md.us">cnelson@msde.state.md.us</a>
<b>Title I, Part D</b> Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk	William Cohee	410-767-0945	<a href="mailto:wcohee@msde.state.md.us">wcohee@msde.state.md.us</a>
<b>Career Technology Programs</b>	Jeanne-Marie Holly	410-767-0182	<a href="mailto:jmholly@msde.state.md.us">jmholly@msde.state.md.us</a>
<b>Early Childhood Programs</b>	Valerie Kaufmann	410-767-8182	<a href="mailto:ValerieK@msde.state.md.us">ValerieK@msde.state.md.us</a>
<b>School Facilities</b>	Barbara Bice	410-767-0097	<a href="mailto:bbice@msde.state.md.us">bbice@msde.state.md.us</a>
<b>Education That Is Multicultural</b>	Linda Shevitz	410-767-0428	<a href="mailto:lshevitz@msde.state.md.us">lshevitz@msde.state.md.us</a>
<b>Fine Arts Initiative</b>	Jay Tucker	410-767-0352	<a href="mailto:jtucker@msde.state.md.us">jtucker@msde.state.md.us</a>
<b>Gifted and Talented Programs</b>	Jeanne Paynter	410-767-0363	<a href="mailto:jpaynter@msde.state.md.us">jpaynter@msde.state.md.us</a>
<b>Special Education Programs</b>	Karla Marty	410-767-0258	<a href="mailto:kmarty@msde.state.md.us">kmarty@msde.state.md.us</a>
<b>Mental Health Collaboration</b>	Donna Mazyck	410-767-0313	<a href="mailto:dmazyck@msde.state.md.us">dmazyck@msde.state.md.us</a>
<b>Highly Qualified Staff</b>	Liz Neal	410-767-0421	<a href="mailto:eneal@msde.state.md.us">eneal@msde.state.md.us</a>

## Appendix C: List of Data Tables Quick Reference

Table Number	Table Name
	<b>Finance Section</b>
1.1.A	Current Year Variance Table
1.1.B	Prior Year Variance Table
1.1.C	Prior Year ARRA Variance Table
1.1.D	Summary Race to the Top c-1-25 Form
1.1.E	Year 2-4 Race to the Top c-1-25 Form
TBA	Race to the Top Budget Workbooks
	<b>Maryland School Assessments</b>
2.1	Maryland School Assessment – AYP Proficiency Data – Reading - Elementary
2.2	Maryland School Assessment – AYP Proficiency Data – Reading - Middle
2.3	Maryland School Assessment – AYP Proficiency Data – Reading – High (English II)
2.4	Maryland School Assessment – AYP Proficiency Data – Math - Elementary
2.5	Maryland School Assessment – AYP Proficiency Data – Math - Middle
2.6	Maryland School Assessment – AYP Proficiency Data – Math – High (Algebra/Data Analysis)
2.7	Maryland School Assessment – Science – Elementary (Grade 5)
2.8	Maryland School Assessment – Science – Middle (Grade 8)
2.9	Biology
	<b>High School Assessment/Graduation Requirements</b>
3.1	HSA Test Participation and Status – English – Grade 10
3.2	HSA Test Participation and Status – English – Grade 11
3.3	HSA Test Participation and Status – Algebra/Data Analysis – Grade 10
3.4	HSA Test Participation and Status – Algebra/Data Analysis – Grade 11
3.5	HSA Test Participation and Status – Biology – Grade 10
3.6	HSA Test Participation and Status – Biology – Grade 11
3.9	Graduates Who Met the High School Assessment Graduation Requirement by Option
3.10	Bridge Projects Passed
3.11	Rising Seniors Who Have Not Yet Met the Graduation Requirement
	<b>Limited English Proficient Students</b>
4.1	System AMAO 1
4.2	System AMAO 2
4.3	System AMAO 3
	<b>Adequate Yearly Progress</b>
5.1	Number and Percentage of Schools Making Adequate Yearly Progress
5.2	Number and Percentage of Title I Schools Making Adequate Yearly Progress
5.3	Number of All Schools in Improvement
5.4	Number of Title I Schools in Improvement
5.5	Attendance Rates
5.6	Percentage of Students Graduating from High School
5.7	Percentage of Students Dropping Out of School

## Appendix C: List of Data Tables Quick Reference

Table Number	Table Name
	<b>Highly Qualified Staff</b>
6.1	Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers
6.2	Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools
6.3	Number of Classes Not Taught by Highly Qualified Teachers by Reason
6.4	Core Academic Subject Classes Taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools
6.5	Core Academic Subject Classes Taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools by Level and Experience
6.6	Attrition Rates
6.7	Percentage of Qualified Paraprofessionals Working in Title I Schools
	<b>Schools that are Safe, Drug-free, and Conducive to Learning</b>
7.1	Number of Persistently Dangerous Schools
7.2	Probationary Status Schools
7.3	Schools Meeting the 2 ½ Percent Criteria for the First Time
7.4	Elementary Schools with Suspension Rates Exceeding Identified Limits
7.5	Identified Schools That Have Not Implemented PBIS
7.6	Incidents of Bullying, Harassment, or Intimidation
7.7	Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying
7.8	Number of Students Suspended – In School – by Race/Ethnicity and Gender (Unduplicated Count)
7.9	Number of Students Suspended – Out of School – by Race/Ethnicity and Gender (Unduplicated Count)
7.10	In-School and Out-of-School Suspensions by Most Common Offense Category
	<b>Early Learning</b>
8.1	Percentage of All Kindergarten Students at Readiness Stages
8.2	Percentage of Kindergarten Students with Previous Prekindergarten Experience
8.3	September 30 Prekindergarten Enrollment



## Appendix D: Submission Instructions

### General Submission Procedures

Date	Submission
August 15	<p><b><u>Master Plan Part II: Attachments</u></b></p> <p><b>Hardcopy</b></p> <ul style="list-style-type: none"><li>▪ Send four (4) hardcopies, double-sided and three-hole-punched, to the address below.</li><li>▪ Avoid sending documents in binders, where possible.</li></ul> <p><b>Electronic</b></p> <ul style="list-style-type: none"><li>▪ Post to DocuShare using the detailed instructions on the next page.</li><li>▪ Consolidate/merge all documents into one (1) document before submitting. Please do not submit multiple documents. Submit this file in <b>PDF</b> format.</li></ul>
October 14	<p><b><u>Master Plan Part I</u></b></p> <p><b>Hardcopy</b></p> <ul style="list-style-type: none"><li>▪ Send 15 hardcopies, double-sided and three-hole-punched: <u>Master Plan Part I, Finance Section, and Data Section</u>.</li><li>▪ Avoid sending documents in binders where possible.</li></ul> <p><b>Electronic</b></p> <ul style="list-style-type: none"><li>▪ Post to DocuShare using the detailed instructions on the next page. Master Plan Part I should be submitted as one document in <b>PDF</b> format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in <b>Excel format</b>.</li></ul> <p><b><u>Master Plan Part II: Attachments (2<sup>nd</sup> Updated Submission)</u></b></p> <p><b>Hardcopy</b></p> <ul style="list-style-type: none"><li>▪ Send four (4) hardcopies, double-sided and three-hole-punched, to the address below.</li><li>▪ Avoid sending documents in binders, where possible.</li></ul> <p><b>Electronic</b></p> <ul style="list-style-type: none"><li>▪ Post to DocuShare using the detailed instructions on the next page.</li><li>▪ Master Plan Part I should be submitted as one document in <b>PDF</b> format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as a separate document in <b>Excel</b> format.</li></ul>

## Appendix D: Submission Instructions

Date	Submission
November 22	<p><b><u>Final Submission: 2011 Master Plan Annual Update</u></b></p> <p><b>Hardcopy</b></p> <ul style="list-style-type: none"><li>▪ Submit two (2) hardcopies of the entire final 2011 Annual Update, double-sided and three-hole-punched, including Parts I and II to the address below. <b><u>ONE</u></b> final hardcopy submitted on this date <b><u>must contain original signatures in all areas where required</u></b>.</li><li>▪ Avoid sending documents in binders where possible.</li></ul> <p><b>Electronic</b></p> <ul style="list-style-type: none"><li>▪ Post the 2011 Master Plan Annual Update to DocuShare. This posting should include Part I, Part II, and the <b>Excel workbooks</b> containing the final Finance, Data sections, RTTT Project Budgets and RTTT C-125 workbooks</li><li>▪ Parts I and II should be submitted in <b>PDF</b> format. The Excel workbooks should be submitted in <b>Excel format</b>.</li></ul>

### **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 (4<sup>th</sup> Floor)  
Baltimore, Maryland 21201  
Phone: 410-767-0784

## Appendix E: Bridge to Excellence Resources

### Bridge to Excellence

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

### Race to the Top

Maryland's Race to the Top	<a href="http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top"><u>http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top</u></a>
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## Appendix F: Race to the Top Liaisons

### Race to the Top Liaisons -2011

First Name	Last Name	LEA	Email Address
John	Logsdon	Allegany County Public Schools	<a href="mailto:john.logsdonjr@acps.k12.md.us">john.logsdonjr@acps.k12.md.us</a>
Andrea	Kane	Anne Arundel County Public Schools	<a href="mailto:amkane@aacps.org">amkane@aacps.org</a>
Sarah	McLean	Baltimore City Public Schools	<a href="mailto:skmclean@bcps.k12.md.us">skmclean@bcps.k12.md.us</a>
William	Burke	Baltimore County Public Schools	<a href="mailto:wburke@bcps.org">wburke@bcps.org</a>
Carrie	Campbell	Calvert County Public Schools	<a href="mailto:campbellca@calvertnet.k12.md.us">campbellca@calvertnet.k12.md.us</a>
Erin	Thornton	Caroline County Public Schools	<a href="mailto:erin_thornton@mail.cl.k12.md.us">erin_thornton@mail.cl.k12.md.us</a>
Steven	Johnson	Carroll County Public Schools	<a href="mailto:smjohns@carrollk12.org">smjohns@carrollk12.org</a>
Jeffrey	Lawson	Cecil County Public Schools	<a href="mailto:jalawson@ccps.org">jalawson@ccps.org</a>
Judy	Estep	Charles County Public Schools	<a href="mailto:jestep@ccboe.com">jestep@ccboe.com</a>
Lorenzo	Hughes	Dorchester County Public Schools	<a href="mailto:hughesl@dcpsmd.org">hughesl@dcpsmd.org</a>
Sue	Waggoner	Garrett County Public Schools	<a href="mailto:swaggoner@ga.k12.md.us">swaggoner@ga.k12.md.us</a>
Susan	Brown	Harford County Public Schools	<a href="mailto:susan.brown@hcps.org">susan.brown@hcps.org</a>
Linda	Wise	Howard County Public Schools	<a href="mailto:linda_wise@hcpss.org">linda_wise@hcpss.org</a>
Ed	Silver	Kent County Public Schools	<a href="mailto:esilver@kent.k12.md.us">esilver@kent.k12.md.us</a>
Duane	Arbogast	Prince George's County Public Schools	<a href="mailto:duane.arbogast@pgcps.org">duane.arbogast@pgcps.org</a>
Anne	Thomas	Queen Anne's County Public Schools	<a href="mailto:thomasa@qacps.k12.md.us">thomasa@qacps.k12.md.us</a>
Douglas	Bloodsworth	Somerset County Public Schools	<a href="mailto:dbloodsworth@somerset.k12.md.us">dbloodsworth@somerset.k12.md.us</a>
Linda	Dudderar	St. Mary's County Public Schools	<a href="mailto:ljdudderar@smcps.org">ljdudderar@smcps.org</a>
Pam	Heaston	Talbot County Public Schools	<a href="mailto:pheaston@tcps.k12.md.us">pheaston@tcps.k12.md.us</a>
Shulamit	Finkelstein	Washington County Public Schools	<a href="mailto:finkeshu@wcboe.k12.md.us">finkeshu@wcboe.k12.md.us</a>
Linda	Stark	Wicomico County Public Schools	<a href="mailto:lstark@wcboe.org">lstark@wcboe.org</a>
John	Gaddis	Worcester County Public Schools	<a href="mailto:jbgaddis@mail.worcester.k12.md.us">jbgaddis@mail.worcester.k12.md.us</a>

## Appendix G: Race to the Top Finance Officers

### Race to the Top Chief Finance Officer-2011

First Name	Last Name	LEA	Email Address
Randall	Bittinger	Allegany County Public Schools	<a href="mailto:randall.bittinger@acps.k12.md.us">randall.bittinger@acps.k12.md.us</a>
Susan	Bowen	Anne Arundel County Public Schools	<a href="mailto:sbowen@aacps.org">sbowen@aacps.org</a>
Michael	Frist	Baltimore City Public Schools	<a href="mailto:mfrist@bcps.k12.md.us">mfrist@bcps.k12.md.us</a>
Barbara	Burnopp	Baltimore County Public Schools	<a href="mailto:bburnopp@bcps.org">bburnopp@bcps.org</a>
Tammy	McCourt	Calvert County Public Schools	<a href="mailto:mccourt@calvertnet.k12.md.us">mccourt@calvertnet.k12.md.us</a>
Milton	Nagel	Caroline County Public Schools	<a href="mailto:milton_nagel@mail.cl.k12.md.us">milton_nagel@mail.cl.k12.md.us</a>
Christopher	Hartlove	Carroll County Public Schools	<a href="mailto:cjhartl@carrollk12.org">cjhartl@carrollk12.org</a>
Tom	Kappra	Cecil County Public Schools	<a href="mailto:tkappra@ccps.org">tkappra@ccps.org</a>
Randy	Sotomayor	Charles County Public Schools	<a href="mailto:rsotomayor@ccboe.com">rsotomayor@ccboe.com</a>
Timothy	Brooke	Dorchester County Public Schools	<a href="mailto:brocket@dcpsmd.org">brocket@dcpsmd.org</a>
Larry	McKenzie	Garrett County Public Schools	<a href="mailto:lmckenzie@ga.k12.md.us">lmckenzie@ga.k12.md.us</a>
Jim	Jewell	Harford County Public Schools	<a href="mailto:james.jewell@hcps.org">james.jewell@hcps.org</a>
Raymond	Brown	Howard County Public School System	<a href="mailto:raymond_brown@hcpss.org">raymond_brown@hcpss.org</a>
Dexter	Lockamy	Kent County Public Schools	<a href="mailto:dlockamy@kent.k12.md.us">dlockamy@kent.k12.md.us</a>
Matthew	Stanski	Prince George's County Public Schools	<a href="mailto:matthew.stanski@pgcps.org">matthew.stanski@pgcps.org</a>
Robin	Landgraf	Queen Anne's County Public Schools	<a href="mailto:robin.landgraf@qacps.org">robin.landgraf@qacps.org</a>
Vicki	Miller	Somerset County Public Schools	<a href="mailto:vmiller@somerset.k12.md.us">vmiller@somerset.k12.md.us</a>
Greg	Nourse	St. Mary's County Public Schools	<a href="mailto:gvnourse@smcps.org">gvnourse@smcps.org</a>
Charles	Connolly	Talbot County Public Schools	<a href="mailto:cconnolly@tcps.k12.md.us">cconnolly@tcps.k12.md.us</a>
David	Brandenburg	Washington County Public Schools	<a href="mailto:branddav@wcboe.k12.md.us">branddav@wcboe.k12.md.us</a>
Bruce	Ford	Wicomico County Public Schools	<a href="mailto:bford@wcboe.org">bford@wcboe.org</a>
Vincent	Tolbert	Worcester County Public Schools	<a href="mailto:vetolbert@mail.worcester.k12.md.us">vetolbert@mail.worcester.k12.md.us</a>

## Appendix H: MSDE Race to the Top Scopes of Work Reviewers

### 2011 MSDE Race to the Top Scopes of Work Reviewers

First Name	Last Name	LEA Assignments	Phone Number	Email Address
Tony	Anello	Queen Anne's County, Wicomico County, Worcester County	(410) 767-3765	tannello@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	(410) 767-0793	pdunford@msde.state.md.us
Bob	Glascock	Baltimore County, Somerset County, Washington County	(410) 767-0322	rglascock@msde.state.md.us
Ann	Glazer	Baltimore City, Caroline County	(410) 767-0321	aglazer@msde.state.md.us
Lyle	Patzkowsky	Anne Arundel County, Cecil County, St. Mary's County	(410) 767-0367	lpatzkowsky@msde.state.md.us
Ilene	Swirnow	Calvert County, Dorchester County, Harford County	(410) 767-5317	iswirnow@msde.state.md.us
David	Volrath	Carroll County, Charles County, Kent County	(410) 767-0725	dvolrath@msde.state.md.us

\*Race to the Top Financial Liaison for participating systems: Pat Kellinger, [pkellinger@msde.state.md.us](mailto:pkellinger@msde.state.md.us)

## Appendix I: Local Bridge to Excellence Points of Contact

Local School System	Name	E-mail
Allegany	Janet Wilson	<a href="mailto:janet.wilson@acps.k12.md.us">janet.wilson@acps.k12.md.us</a>
Anne Arundel	Marti Pogonowski	<a href="mailto:mpogonowski@aacps.org">mpogonowski@aacps.org</a>
Baltimore City	LaWanda Burwell	<a href="mailto:lburwell@bcps.k12.md.us">lburwell@bcps.k12.md.us</a>
Baltimore County	Mandi Dietrich	<a href="mailto:mdietrich@bcps.org">mdietrich@bcps.org</a>
Calvert	Gail Bennett	<a href="mailto:bennettg@calvertnet.k12.md.us">bennettg@calvertnet.k12.md.us</a>
Caroline	Tina Brown	<a href="mailto:tina_brown@mail.cl.k12.md.us">tina_brown@mail.cl.k12.md.us</a>
Carroll	Robert Caples	<a href="mailto:rkcaple@carrollk12.org">rkcaple@carrollk12.org</a>
Cecil	Michael Schmook	<a href="mailto:mschmook@ccps.org">mschmook@ccps.org</a>
Charles	Judy Estep	<a href="mailto:jestep@ccboe.com">jestep@ccboe.com</a>
Dorchester	Lorenzo Hughes	<a href="mailto:hughesl@dcpsmd.org">hughesl@dcpsmd.org</a>
Frederick	Steve Hess	<a href="mailto:steve.hess@fcps.org">steve.hess@fcps.org</a>
Garrett	Barbara Baker	<a href="mailto:bbaker@ga.k12.md.us">bbaker@ga.k12.md.us</a>
Harford	Susan Brown	<a href="mailto:susan.brown@hcps.org">susan.brown@hcps.org</a>
Howard	Caryn Lasser	<a href="mailto:caryn_lasser@hcpss.org">caryn_lasser@hcpss.org</a>
Kent	Dawn Vangrin	<a href="mailto:dvangrin@kent.k12.md.us">dvangrin@kent.k12.md.us</a>
Montgomery	Jody Silvio	<a href="mailto:jody_silvio@mcpsmd.org">jody_silvio@mcpsmd.org</a>
Prince George's	Sheila Gray	<a href="mailto:sheilag@pgcps.org">sheilag@pgcps.org</a>
Queen Anne's	Carol Williamson	<a href="mailto:williamc@qacps.k12.md.us">williamc@qacps.k12.md.us</a>
Somerset	Doug Bloodsworth	<a href="mailto:dbloodsworth@somerset.k12.md.us">dbloodsworth@somerset.k12.md.us</a>
St. Mary's	Linda Dudderar	<a href="mailto:ljdudderar@smcps.org">ljdudderar@smcps.org</a>
Talbot	Pamela Heaston	<a href="mailto:pheaston@tcps.k12.md.us">pheaston@tcps.k12.md.us</a>
Washington	Shula Finkelstein	<a href="mailto:finkeshu@wcboe.k12.md.us">finkeshu@wcboe.k12.md.us</a>
Wicomico	Linda Stark	<a href="mailto:lstark@wcboe.org">lstark@wcboe.org</a>
Worcester	John Gaddis	<a href="mailto:JBGaddis@mail.worcester.k12.md.us">JBGaddis@mail.worcester.k12.md.us</a>





**Clarifying Question Responses**  
**November 16, 2011**

<b>Section</b>	<b>Pages</b>
Section I A Executive Summary (Closing the Achievement Gap for Student Groups)	20
Section B Core Content Areas (Maryland School Assessment – Reading)	35–37
Section B Cross Cutting Themes (Limited English Proficient Students)	103