

St. Mary's County Public Schools

Bridge to Excellence Master Plan 2012 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, Maryland integrated the Race to the Top (RTTT) Local Scopes of Work with the existing Bridge to Excellence Master Plan (BTE) and reviewed and approved the Scopes of Work within the Master Plan review infrastructure in accordance with RTTT and BTE guidelines. The purpose of this integration was to allow Maryland's Local Education Agencies (LEAs) to streamline their efforts under these programs to increase student achievement and eliminate achievement gaps by implementing ambitious plans in the four RTTT reform areas. This integration also enabled the Maryland State Department of Education to leverage personnel resources to ensure that all Scopes of Work receive comprehensive programmatic and fiscal reviews.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 school systems to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each LEA to develop a comprehensive Master Plan, to be updated annually, which links school finance directly and centrally to decisions about improving student learning. By design, the legislation requires school systems to integrate State, federal, and local funding and initiatives into the Master Plan. Under Bridge to Excellence, academic programming and fiscal alignment are carefully monitored by the Master Plan review process.

In August 2010, Maryland was awarded one of the Race to the Top (RTTT) education grants. The grant provided an additional \$250 million in funds over four years and will be used to implement Maryland's Third Wave of Reform, moving the State from national leader to World Class. Local RTTT Scopes of Work have been developed by Maryland school systems and are closely aligned with the overall State plan to guide the implementation of educational reforms. In 2012, local Scopes of Work were integrated and reviewed as part of the BTE Master Plan.

In May 2012, the United States Department of Education approved Maryland's application for flexibility from some of the long-standing requirements of No Child Left Behind. The flexibility waiver is intended to support the education reform already underway through programs like Race to the Top. The Master Plan has been adjusted to address the demands of Maryland's new accountability structure.

2012 Master Plan Annual Update

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

Master Plan Annual Update Part I

Due: October 15, 2012

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, Assistant Superintendent of Instruction

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2012 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**

10/15/12

Date



Signature of Local Point of Contact

10.15.12

Date

Local Planning Team Members

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

Name	Affiliation/Title
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Mrs. Melissa B. Charbonnet	Exec. Director of Special Education
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Mrs. Rhonda K. Meleen	Coordinator of Fiscal Services

Section A: Executive Summary

I.A

INTRODUCTION

In June 2012, St. Mary's County Public Schools (SMCPS) graduated the largest number of students *ever*. More than 1,200 seniors walked across the stage, shook hands with their Superintendent, and embarked upon their post-secondary journey. Most will enter two- or four-year colleges or begin technical training programs, while others will serve our country or start full-time employment.

To get these young men and women to this milestone, SMCPS embraced the mantra, “*whatever it takes*.” Teachers worked with students before and after school, counselors poured over transcripts and college applications, coaches worked with scouts and recruiters, administrators marshaled resources to offer online credit recovery, and community partners mentored students one-on-one. All the adults pulled together and tirelessly supported our children. We could not be more proud of our students and of those who helped them along their paths.

“Whatever it takes” became our fundamental response and bedrock principle when dealing with our students and working to meet their ever-evolving needs.

- What will we do when teacher evaluation is coupled with student achievement? *Whatever it takes*.
- What will we do when the Common Core State Standards must be fully implemented and assessed in a meaningful manner? *Whatever it takes*.
- What will we do to make sure that all of our students earn a high school diploma and that their diploma means they are college- and career-ready? *Whatever it takes*.

Whatever It Takes ... to Have Educator Evaluation Mirror Student Achievement

In the spring of 2011, St. Mary's County Public Schools volunteered to become one of the Maryland counties developing and piloting an educator-effectiveness evaluation system that based half of the final rating on student performance. This was driven by the Maryland State Department of Education's (MSDE) need to comply with the United States Department of Education's (USDE) mandate that all teacher evaluation be 50% dependent on student growth by the 2013–2014 school year. While agencies much larger and more influential than SMCPS argued about the validity of this practice, we focused on improving education by centering on student achievement.

As we have always been a data-driven system—using student performance to drive instructional decisions—we knew we had a great deal of historical expertise to utilize during this development process. We also knew that we would prefer to design a system

ourselves to meet our students' needs, rather than rely on an outside agency to develop a tool and mandate its use.

To that end, we began by identifying five schools to pilot the program: three elementary schools, one middle school, and one high school. We engaged in detailed discussions with *all* of the teachers about what data we gather and how we can use it to predict performance, deliver intervention, and move achievement ever upward. This effort rewarded us with a wealth of information about all the work that is going on in all of our classrooms—from Pre-K to senior English. It also demonstrated that there is no simple way of capturing all of this data and distilling it into a simple number or rating. We ended our first round of teacher sessions with four concrete conclusions:

1. Teachers can reach and teach students in front of them; habitually truant students should not be included in teacher effectiveness calculations.
2. Teachers want recognition for student growth and acknowledgment for interventions and support given—even if the student misses the goal set.
3. Teaching assignments are different and data used must be appropriate to the course and the students taught.
4. Multiple and varied measures are essential for authentic assessments; one test should never determine achievement or effectiveness.

These four absolutes governed the rest of our work for 2012 as we developed “Domain 5, Student Performance.” This new domain will contain five different components and 16 elements that will chronicle our teachers' excellent work with their students—all of which will be underpinned by achievement data.

For the 2012–2013 school year, all of our teachers will pilot this new domain and work with their administrators to refine this powerful tool. Throughout this process, we recognize that the relationships between students and their teachers and teachers and their administrators underpin everything. Respect for the teacher and all the effort, dedication, and determination that goes into educating children is paramount. This is coupled with the foundational belief that everyone—including students, teachers, and administrators—is accountable for the success or failure of the children in our charge.

Whatever It Takes ... to Fully Move to the Maryland Common Core State Standards

In the summer of 2011 and 2012, each school in SMCPs sent a team of teachers and administrators to the Educator Effectiveness Academies (EEA) hosted by the Maryland State Department of Education (MSDE). The purposes for the EEAs were to introduce the Maryland Common Core State Standards, develop an understanding of their scope, make attendees familiar with the educational tools being developed by MSDE, and to develop and implement lessons aligned to the new standards.

For the 2011–2012 school year, SMCPs closely followed each school's Educator Effectiveness Action (EEA) plan as they educated staff, students, and stakeholders about the Maryland Common Core State Standards and the implications for instructional pacing

and academic rigor. Support for the curriculum transition was distributed across all levels of the school system—from the Division of Instruction, to the individual schools, the teacher teams, and, finally, the classroom. Each level had identified expectations and responsibilities for the transition. They were as follows:

SMCPS Central Office Support

- Curriculum mapping for transitional content
- Piloting transitional assessment items
- Providing non-fiction text resources
- Professional development

School Support

- Implementing EEA plans
- Coordinating collaborative planning for department, content, and grade-level teams
- Participating in online modules provided by MSDE

Instructional Team Support

- Developing quarterly performance tasks
- Performing data analysis of benchmark assessments
- Reviewing student work for rigor, relevance, and higher-order thinking
- Collaborative team planning

Teacher Support

- Understanding Common Core
- Embedding analytical reading and writing in instruction
- Promoting problem-solving and independence

Through each level, SMCPS identified three common learning expectations. SMCPS expects that all students will do the following:

- Demonstrate independence and perseverance
- Construct arguments, comprehend, critique, and support with evidence
- Use resources, strategies, and tools to demonstrate strong content knowledge

For the 2012–2013 school year, SMCPS took this all one step farther and incorporated the Educator Effectiveness Academy (EEA) Outcomes into our annual School Improvement Plan (SIP) template. Each school’s 2013 SIP is organized around the EEA Outcomes for English/Language Arts, Mathematics, STEM, and the Literacy Standards across all contents. With this concrete combination of School Improvement and the Outcomes from the EEA, we are confident that all staff, students, and stakeholders will actively participate in the migration to the new Maryland Common Core State Standards and understand the rationale behind this new, rigorous curriculum.

Whatever It Takes ... to Have All Students Graduate College- and Career-Ready with Their Peers

The culmination of all our efforts occurs on three special evenings in June. Decked out in flowing robes, sporting their school colors with a mortar board and tassel perched on their heads, our seniors anxiously await the sound of their name being called so they can walk up to receive their diploma and begin the transition to the next great stage of their lives.

The ultimate measure for any school system is how many students successfully complete four years of high school, meet all graduation requirements, and leave their school system ready for whatever lies ahead. In 2010, the Maryland State Department of Education (MSDE) introduced their new “4-Year Adjusted Cohort” graduation rate—and SMCPS recorded an 82.76%. In 2011, we did slightly better, with 83.66% of our students graduating from high school in four years. While this percentage exceeded the Maryland state average and would be envied by other systems across the nation, our Superintendent was not satisfied.

SMCPS had taken a long, hard look at what was preventing students from completing high school and, in 2009, set about shutting down failed practices and promoting new initiatives to support struggling students. That year, we closed an alternative learning program, zero-based the staff, and reopened a new academy called Fairlead. Its mission was to enroll 60 rising freshman students identified as those most likely to drop out of high school by their middle school teachers, counselors, and administrators. The Fairlead Academy provided these students with immersive, supported classrooms where they benefited from a 10-to-1 student-to-teacher ratio. The classrooms were outfitted with cutting-edge instructional technologies and professional development was provided to the teachers to maximize its impact. A dedicated counselor worked with students and supporting services encircled the entire program. There was no magical “secret ingredient” to the program—just the unflagging belief that “all children can and will learn” and a dedicated staff who refused to give up on kids. In June 2012, the inaugural cohort of the Fairlead Academy posted an 84% “4-Year Adjusted Cohort” graduation rate. When the remaining active students complete their requirements in 2013, the “5-Year Adjusted Cohort” graduation rate will be 90%. Each year we have added another cohort to the Fairlead Academy and it now serves over 200 students.

Fairlead is just one bright star in the constellation of achievements garnered by the class of 2012. As a group, they have posted an 89.2% “4-Year Adjusted Cohort” graduation rate—the highest rate ever recorded in St. Mary’s County and 5.5% higher than the previous year’s rate. For the teachers and support staff working in the schools—interacting daily with students, tirelessly supporting their work, and persistently driving our school system forward—this is the greatest validation that what we are doing is working for all of the students of St. Mary’s County Public Schools.

BUDGET NARRATIVE

School System Priorities and Distribution of Fiscal Resources

System Priorities—Educational Pathways

Educational Pathways have been established and take priority to assure that students are given varied opportunities to pursue instructional programs that are tailored to their needs:

Science, Technology, Engineering, and Mathematics (STEM) Academies: We are now beginning our sixth year of STEM academies at the elementary, middle, and high school levels. The academies serve students from all elementary, middle, and high schools across the county. Currently 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. After the 2011–2012 school year our commitment to our first cohort concluded when 84% of the students in the program earned their diplomas and began the next phase of their lives. This graduation rate will rise to over 90% when the students needing an additional year graduate. In all levels, the students receive extended instructional time in their core content classes, mentoring opportunities, academic and enrichment field trips, and an infusion of interactive technology, while being placed in smaller classes with a 15:1 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 to include Advanced Placement courses and a four-year college focus.

Global and International Studies: SMCPS implemented the latest signature program, Global and International Studies, at Leonardtown High School beginning with the 2009–2010 school year. Students from our other two high schools (Great Mills High School and Chopticon High School) were able to transfer to Leonardtown High School for enrollment in the program. The program is designed to provide a rigorous, engaging educational pathway focused on an advanced study of world cultures, contemporary issues, history, and world languages. We currently have a 9th, 10th, 11th and 12th grade cohort serving over 130 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 and seniors take a dedicated Advanced Placement Comparative Government and Politics, Advanced Placement English Language, and an additional Global and International Studies course. Additional credits for high school graduation, Advanced Placement courses, and a senior capstone project are part of the program requirements.

System Priorities—Other Initiatives

Technology Enhancements: For staff, we continued to incorporate technology (Teacher Access Center and Performance Matters Data Warehouse) as administrative tools for data-driven decision making while providing students and parents with information via the Home Access Center. As a system focus, we have moved to the Google web-based suite of products—including Gmail, Google Docs, and Google Chat for staff to

communicate, manage documentation, and provide a collaborative platform for information sharing via the intranet.

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

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

In 2012, our average class size was 19.6 in Pre-K; 21.5 in Kindergarten; 22.5 in grades 1 and 2; 23.8 in grades 3–5; 21.8 in middle schools, and 22.6 in high schools. Our projected 4-Year Adjusted Cohort graduation rate will exceed 89%.

Fiscal Outlook

For FY 2012, SMCPS realized a net asset decrease of \$11.1 million. The major components of which were an increase in our net OPEB obligation of \$6.1 million and usage of \$3.4 million of fund balance. Our unassigned fund balance fell to \$4.7 million and our OPEB obligation increased to \$25 million. We have budgeted another \$1 million to balance our general fund budget for FY 2013. Interest rates continue to remain at record lows, which prevents us from earning anything significant on our investments, while the banking sector continues to increase fees—essentially offsetting any interest income. Health insurance premiums continue to be a challenge, although we have implemented a more main stream PAYGO system with our current provider for FY 2013, as well as offering a new health insurance package to our employees that we hope will keep fee increases at bay for both the Board and staff for the next year or so. Most of the American Recovery and Reinvestment Act (ARRA) funding was spent out in 2011 with some residual funds finishing in 2012. The loss of ARRA funding from 2011 was essentially picked up by our fund balance in 2012. The 2013 budget represents our efforts to deal with this “funding cliff” without relying on fund balance, which is essentially dried up. The county increased its funding to us by \$8.6 million over FY 2012 with \$2.5 million designated for the pension shift, \$2.6 million designated for OPEB, and the remainder to be used to balance our operating costs.

Climate Changes

Funding for the retirement of staff members currently enrolled in the Teacher’s Pension System is now being pushed back to the local school systems starting in 2013. Time will tell how the shifting of revenues, MOE, and other things will impact us for this new requirement, but in the long run we expect this to be a burden for the LEAs and county governments. The costs of fossil fuels can rise at any time and those costs will be passed on to the school system and impact LEAs very heavily in their transportation budgets.

This pass through cost also holds true for most of our utility fees. The State of Maryland continues to struggle with its budget. Federal ARRA, RTTT, and other programs are offering some financial relief, but only for a short time period and all have a “fund cliff” to contend with. The long-term economic health of the State will severely impact all the school systems within Maryland, including SMCPs.

GOAL PROGRESS

Race to the Top Scopes of Work Update

During the fall of 2010, SMCPs gathered a dedicated group of system stakeholders to craft the Scopes of Work (SOW) for our implementation of the Four Assurances embedded in Race to the Top (RTTT). For each assurance, Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, and Turning Around Lowest Achieving Schools, we created a multi-year plan—replete with expected costs to the system in terms of personnel, capital improvements, materials of instruction, and professional development. The Scopes of Work were presented to our Board of Education, submitted for approval to MSDE, and initiated in earnest in the late spring of 2011 and continue into 2013

Standards and Assessments: Our most concrete work to date was over the summer of 2012 as we had instructional teams from each school, composed of the building principal, a math teacher, a reading/language arts teacher, and a science teacher, attend the summer Educator Effectiveness Academy (EEA) held at North Point High School in Charles County. The three days of professional development and collegial interactions were quite productive and left us eager to start our work. We convened meetings after the academy concluded to debrief participants and explicitly communicate the expectations that each school develop, disseminate, and implement the EEA Transition Plans they created. We integrated the EEA Transition Plans to the annual School Improvement Plan (SIP) created by each instructional site. Two additional days (one in August and one in September) were provided to all teachers with career-based professional development as follow-up for the transition to CCSS. Our goal this year is to have all teachers transitioning to the Maryland Common Core State Standards and able to demonstrate their understanding by creating aligned, rigorous, trans-disciplinary performance tasks for all students quarterly.

Data Systems that Support Instruction: We are moving forward with our technology plan by deploying over 2,000 laptops across our four middle schools and selected elementary schools. Our goal is to maintain our 3-to-1 ratio of computers to students—with a move to mobile computing technology. Coupled with this purchase, all our schools will be connected to the internet with a fiber connection so that digital content can be delivered 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 pilot the teacher evaluation system and a leadership evaluation system that places half of its emphasis on student growth. All schools will be participating in the pilot. All teachers are included in the pilot regardless of evaluation cycle or instructional assignment. All administrators are included in the pilot. The difficult work now will be to mine testing 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: As MSDE implements the new rules governing school improvement and moves from Annual Yearly Progress (AYP) to site specific Annual Measurable Objectives (AMO), SMCPs will shift its work to reflect these new targets. Using this measure, we have no schools identified as “Low Achieving.”

Maryland’s Accountability System Components

Reading: Across grades 3–5, SMCPs posted stable results for 2012, with 87.5% of students proficient or advanced in grade 3, 91.2% in grade 4, and 92.6% in grade 5. These results varied slightly from 2011. In grade 6, proficient and advanced scores rose to 85.4%, yet dipped in grade 7 to 81.4% and 83.3% in grade 8.

Mathematics: Across grades 3–5, SMCPs posted enviable results for 2012, with 92.6% of students proficient or advanced in grade 3, 92.2% in grade 4, and 91.4% in grade 5. These results mirrored 2011 results. In grades 6 and 7, proficient and advanced scores declined to 87% and 81.0% respectively. Grade 8 rose 2% to 81.3%.

Science: The average overall score for student performance on the grade 5 Science MSA rose in 2012 by 3.3% to 80.0%. This score placed SMCPs seventh in the state. In grade 8, the percentage of students scoring proficient or advanced rose by 0.9% to 81.6. This score places SMCPs eighth in the state.

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-K 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 FY2012, SMCPs targeted professional development centered on collaborative planning of curriculum-aligned reading and mathematics activities. SMCPs was effective in expanding the use of MOODLE, our learning

management system, into both the elementary and secondary classrooms. Much of our success in building student and teacher technology literacy is attributed to our first Instructional e-Coach who worked across the school system to provide personalized professional development in both small and large groups. While data driven decision-making is a common focus in SMCPs professional development, interactive technologies and digital resources were a part of the customized professional development.

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

Education That Is Multicultural: For the 2012–2013 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, SMCPs will continue to institute the Study Circles Program on an as-needed basis. The Study Circles’ process has allowed our school system and community to discuss cultural and social issues that impact student achievement.

For the 2012–2013 school year, SMCPs has hired a Diversity Specialist to lead a system-wide initiative to deliver classroom lessons that emphasize the strength a diverse, inclusive community adds to education. Through a partnership with the College of Southern Maryland, an acting troupe presented excerpts from “A Raisin in the Sun” to all high school students with follow-up lessons in students’ English classes.

The superintendent and the superintendent’s leadership team will continue to meet with and establish community partnerships with groups and organizations. There are a series of partnerships, events, and meetings scheduled for the 2012–2013 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.

English Language Learners: Pending.

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 2011–2012 Maryland Model for School Readiness (MMSR) data shows major progress in the school readiness of St. Mary’s County kindergarten students over the past five years. Of the students entering kindergarten, 90% were fully ready for school; a significant gain from 70% 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-K and progress through the Junior Great Books program, and the William and Mary curriculum units for Reading/Language Arts. The 2012–2013 school year will continue our rigorous and standardized instruction that incorporates capstone projects each marking period for highly able students. A literacy lab model is utilized at the elementary level, which facilitates differentiation for challenge and increased rigor. Mathematics instruction is supplemented with locally developed math extension maps and supplemental materials of instruction which include the *Project M³*: Mentoring Mathematical Minds series, Interact math simulations, and the *Descartes’ Cove* program. SMCPS 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. At the high school level, there is an explicit expectation that students will continue with rigorous coursework and “stretch up” to Advanced Placement level courses. Prerequisites for Advanced Placement courses have been reviewed and obstacles such as screening tests have been removed. In fact, all students taking honors level courses in grade 10 are expected and encouraged to continue to Advanced Placement courses in their junior and senior years.

Special Education: The Department of Special Education is included at every level of collaboration throughout the system. Special Education teachers, general education teachers, instructional resource teachers, and content specialists meet regularly as Professional Learning Communities to discuss student performance based on data obtained in Performance Matters, formative assessments, progress on IEP goals and objectives and anecdotal records. Instructional recommendations are made and when appropriate and necessary, IEP Teams are convened to amend a student’s IEP. Special Education Supervisors are included and participate in system Administrative and Support (A&S) monthly meetings.

Closing the Achievement Gap for Student Groups

FARMS: For our students receiving Free and Reduced Meal Status (FARMS), double-digit gaps persist in reading and mathematics. The gap is also present in our 2011–2012 school year 4- and 5-Year Adjusted Cohort Graduation Rate, with FARMS students failing to reach 70%. 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 4- and 5-Year Adjusted Cohort Graduation Rate, with African American males trailing all other students by more than 10%. 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 2011–2012 school year, SMCPS has met AMAO I, II, and III yet double-digit gaps persist for our English Language Learners (ELL) in reading and mathematics, as one might expect when students learning an additional language are held to the same standards as fluent English speakers.

Special Education: Students with disabilities comprise 10.7% of our population and accounted for 17.6% of those who were suspended out-of-school. Grade 7 Special Education students achieved a 59.8% 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% of all special education students assessed using the ALT MSA have achieved proficiency.

SUMMARY

Whatever It Takes

The 2012–2013 school year will see St. Mary’s County Public Schools focusing on what matters most—moving our students forward to the goal of graduating college- and career-ready. We will do this by having assessment data drive our decisions and applying creative and persistent solutions for students who historically struggle. We will harness

technology to engage students in the classroom and extend their learning beyond the traditional four walls of the school.

We will do this as we transition from the current Maryland State Curriculum to the new Maryland Common Core State Curriculum (MCCSC). We will refine our assessments and reconsider what we are asking students to learn and demonstrate. New baselines will be set as we tether student achievement to teacher evaluation. And all our efforts will be bound by the Race to the Top Assurances and Scopes of Work.

Creating a Sense of Unity

So that we may all equally own this new curriculum and demonstrated student mastery of its content, we are instituting greater achievement accountability for our teachers and principals. For the 2012–2013 school year, we are piloting an evaluation system that places half of the annual rating on the performance of students. Communication and an open collaborative process has resulted 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 and we are all committed to doing whatever it takes.

I.B

Finance Section

Revenue and Expenditure Analysis

1. Did actual FY2012 revenue meet expectations as anticipated in the Master Plan Update for 2011?

St. Mary's County Public Schools (SMCPS) realized a lower than expected revenue for state, federal, and other local revenue, but a higher than anticipated fund balance for FY2012, which increased our net revenue base by 2%. The fund balance increase was the result of cost reduction measures and initiatives that did not compromise classroom instruction.

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

Standards and Assessments

Under this reform area the SMCPS Race to the Top allocation was lower than anticipated by \$190.25 due to the difference between projected and actual costs for EEA.

For IDEA Part B – Grants to States-Pass-Through (84.391) St. Mary's County Public Schools spent \$158,743.17 less than anticipated in this area. The costs for educational assessment tools and hourly support staff were less than anticipated. From the time the 2012 Master Plan data was submitted to actual implementation the reported budget amount changed along with the realignment of budgeted line items to reallocate resources in the support of complimentary initiatives.

Data Systems to Support Instruction

St. Mary's County Public Schools spent \$6,649.53 less of IDEA Part B – Grants to States-Pass-Through (84.391) funding on the desktop computers for the support of intervention and monitoring due to the difference between the anticipated price and the actual price.

The Race to the Top initiative supported data systems to support instruction with the purchase of a SAN server, wireless access, and Brocade infrastructure solutions. These solutions provide needed backbone and accessibility for our growing network. A robust infrastructure is a vital component to support students and teachers with curriculum-based technologies. St. Mary's County Public Schools did not spend the total amount allocated for FY2012 by \$92,692.07. However, this amount has been

expended in FY2013 to continue our technology plan of providing laptops to students and staff through a leasing contract.

Great Teachers and Leaders

St. Mary's County Public Schools spent more on unrestricted recruitment, retention, and orientation of professional staff by \$55,752.11. SMCPS increased efforts to attract highly qualified teachers through varying recruiting initiatives while increasing teacher retention efforts through professional development and personnel support.

St. Mary's County Public Schools spent less of IDEA Part B – Grants to States-Pass-Through (84.391 and 84.392) funding for intervention materials and professional development due to the cost of providing needed support not being as originally calculated. From the time the 2012 Master Plan data was submitted to actual implementation the reported budget amount changed along with the realignment of budgeted line items to reallocate resources in the support of complimentary initiatives.

Turning Around the Lowest Achieving Schools

St. Mary's County Public Schools spent more on this reform area as actual need was identified throughout the fiscal year for IDEA Part B – Grants to States-Pass-Through funding (84.391 and 84.392). Additional assistive technologies, physical therapy, audiology, and deaf education supplies and materials were purchased.

Mandatory Cost of Doing Business

St. Mary's County Public Schools expended a net of \$750,037.43 more in mandatory cost of doing business due to an increase of contractual agreements for salaries and benefits from the reinstatement of three furlough days which were in the original FY2012. Other areas realized a decrease in spending due to cost saving measures, stabilization of diesel fuel costs, lower than anticipated heating fuel cost due to a mild winter, and a decrease in Special Education non-public placements by implementing intervention initiatives.

St. Mary's County Public Schools also utilized available funding from IDEA Part B (84.391 and 84.392) to offset restricted salaries and fixed charges. From the time the 2012 Master Plan data was submitted to actual implementation the reported budget amount changed along with the realignment of budgeted line items to reallocate resources in the support of complimentary initiatives. The relief provided by the reallocation of salaries and fixed charges helps to support the identified needs of our student population.

Other

St. Mary's County Public Schools had a decrease in other planned costs due to cost savings measures, unexpended restricted fund allocations, and a reduction in property and liability insurance premiums due to decreased claims.

St. Mary's County Public Schools also utilized available funding from IDEA Part B (84.391) to offset administrative cost by allocating \$90,037 to business support.

3. 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.

St. Mary's County Public Schools expended all ARRA SFSF funds by June 30, 2011.

4. If the State Fiscal Stabilization (SFS) funds were used for specific construction projects, please provide a list of the specific construction projects.

Not applicable.

5. Please describe, if applicable, one-time uses of SFSF funds. Include individual activities and corresponding resource allocations in your description. Since the SFSF funds have expired, is there a need for a plan of sustainability. If so, please briefly describe the plan.

St. Mary's County Public Schools utilized ARRA SFSF funds for one-time expenditures of Special Education Non-Public placements, payment of school bus contractors, electricity, employee tuition assistance, and Other Post-Employment Benefits (OPEB).

6. Please describe the steps that the school system proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers that impeded access to, or participation in, a program or activity.
 - 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.
 - Ensure that all learning environments are safe, orderly, nurturing, and healthy.
 - Teach EVERY child to read, on-grade level, by the beginning of grade 3.
 - Frequently monitor student progress (weekly, monthly, and quarterly) in READING and MATH.

- Develop and utilize local assessments that align with state standards and exams.
 - Align Curriculum, Instruction, and Assessments with the state standards with an emphasis on teaching for learning with high expectations for ALL students.
 - 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.
 - Promote, recruit, and retain a quality and diverse workforce. Foster professional learning and leadership capacity of the entire workforce.
 - Strengthen partnerships with the community, businesses, military, and local colleges.
 - Expand the use of technology to increase student learning and to analyze our student data via our data warehouse and the Home Access Center.
 - Ensure that all students graduate and ensure that each child attends school every day.
 - Ensure that early childhood and after school programs are of high quality.
 - 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.
 - Develop extensive and meaningful parent and community relationships and communicate regularly and often with all stakeholders. Promote a customer service approach.
 - 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.
7. 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 2013 operating budget and continue as we evaluate and formulate subsequent budgets. St. Mary’s County Public Schools utilized ARRA funds to lessen the major impact mandatory expenditures had on our system. This resulted in our ability to provide resources for instruction.

Race to the Top Monitoring Questions

1. Is a balance available in any project at the end of Project Year 2? If so, please provide the reason for the balance for each project.

Race to the Top Project Year 2 realized a balance of \$128,509.20 as of June 30, 2012. St. Mary's County Public Schools has allocated RTTT funds into two initiatives, Data Systems and Academies. The Data Systems initiative had a balance of \$92,692.07 as of June 30, 2012, which has already been expended to the planned computer lease contract for student and staff support. The Academies initiative had a balance of \$35,423.21, which remains unspent. SMCPS is submitting a budget amendment to reallocate this balance to the Data Systems initiative.

2. How did the availability of unused funds at the conclusion of Project Year 2 impact the LEA's planning for Project Year 3 and beyond?

The budget amendment for the Academies unused funds will enable SMCPS to enhance the Data Systems initiative by adding additional student/teacher laptops and enhancing instructional driven decision making with data analysis and reporting through Performance Matters.

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

SMCPS will amend RTTT Year 3 to expend all funds and will monitor the funding and amend as necessary to support instructional activities.

4. What will the LEA do differently in Project Year 3 as a result of lessons learned in implementing Project Year 2?

St. Mary's County Public Schools will continue to monitor and plan technology initiatives in the support of instructional goals.

5. Does the LEA anticipate any challenges in implementing Project Year 3? If so, please identify the challenges at the grant and project level, if applicable.

St. Mary's Public Schools does not anticipate any challenges in the implementation of Project Year 3. Close monitoring and completion of intended projects will ensure that all funds are utilized within the specified timeframe.

Race to the Top Scopes of Work

Section A: State Success Factors

St. Mary's County Public Schools believes that Race to the Top (RTTT) has provided us a unique opportunity to improve student outcomes. It is the catalyst for comprehensive statewide reform. In St. Mary's County, we have aligned our Scopes of Work to the four assurances of the state plan. The goals in each assurance will, in and of themselves, provide opportunities for profound change, but it is the integration of the goals across the assurances that provide a substantive change in the way business is done and, in turn, in the results produced.

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 a teacher and principal evaluation system that includes student learning and growth as a significant factor in the evaluation; and the study of 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 do the following:

Action Plan: Section A

Goal(s):

- 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

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.

Race to the Top Scopes of Work

Section B: Standards and Assessments

Section B: Standards and Assessments

Narrative: the narrative for Section B will describe the LEA's commitment to implementing the Common Core Standards and assessments. LEAs must identify all goals and all tasks/activities that will be implemented in year three to achieve the stated goal(s).

Action Plan: directions are included on pages 7-8

Common Standards and Common High-Quality Assessment

High quality, consistent standards drive high levels of student achievement. Maryland's transition to the Common Core State Standards (CCSS) sets the bar for student achievement based on a rigorous set of expectations across content areas. Concomitantly, providing high quality formative and summative assessments measuring student proficiency is critical. Over the past seven years, St. Mary's County Public Schools (SMCPS) has implemented a robust assessment system through which professional learning communities examine student proficiencies to make instructional decisions. This assessment system includes a combination of summative assessments (e.g., state assessments, mid-course, and end-of-course tests) and formative assessments (e.g., local diagnostic and benchmark assessments). This assessment model aligns with the PARCC assessment framework that includes a summative assessment and "through" assessments at intervals throughout the year. Each of these measures of student proficiency is designed in alignment to our curriculum pacing guides, which are in turn fully aligned with Maryland's State Curriculum. Student proficiencies, item analyses, and comparative reports through our systemic data warehouse (*Performance Matters*) are available and used as collaborative instructional teams use this information to determine student interventions, flexible grouping, re-teaching, and redesigning instruction to ensure student mastery.

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 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 continues to translate the standards into challenging and engaging curriculum, lesson plans, classroom projects and homework assignments. As a result of the Educator Effectiveness Academies (EEAs), teacher specialists representing the areas of mathematics, reading/English language arts, and STEM have convened several times to review transitional plans and to develop both curriculum resources and related professional development. Over the summers of 2011 and 2012, 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. Using these look-fors, content supervisors work with the school’s instructional team to provide coaching and support. Across multiple grades and content areas, the curriculum documents were revised to match the CCSS for full implementation.

STEM

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

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

World Languages

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

In Conclusion

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

Action Plan: Section B

LEA: St. Mary's County Public Schools

Date: October 2012

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

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</i>	(B)(3)					
1. Review and revise local curriculum frameworks in alignment with the Common Core State Standards (CCSS) Implement CCSS across multiple grades (full implementation K-2, English classes, secondary math)	B (1) B (3)		June– August 2012 Implement 2012-2013 school year	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development; Content Supervisors	Local curriculum aligned with CCSS Notations embedded within curriculum to articulate CCSS connections	N
2. Align locally-developed assessments with CCSS. Pilot assessment items aligned to CCSS.	B (3)		Quarterly, 2012-2013	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development; Content Supervisors	Local assessments aligned with CCSS Feedback provided related to CCSS assessment items Quarterly benchmarks with additional items as appropriate	N
3. Implement state and local assessments and use assessment data to guide instruction through a comprehensive data system.	B (3)		Quarterly, 2012-2013	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)		August 2012, September 2012, and quarterly	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development; Content Supervisors	PD Agendas PD Evaluations	N
5. Provide integrated STEM curriculum across all grade levels and schools (STEM for All)	B (3)		Quarterly, 2012-2013	Tracey Heibel, Supervisor of Science and STEM; Content Supervisors	Revised curriculum documents Quarterly STEM performance tasks developed and piloted	N
6. Collaborate with local colleges and university partners to align our high school exit criteria and the college entrance requirements	B (3)		September 2012	Theo Cramer, Exec. Director of College and Career Readiness; J. Scott Smith, Exec. Director of Secondary Schools; Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development	Memorandum of Understanding Partnership meeting agendas	N
<i>Tasks/Activities</i>						
1. Participate in MSDE-led Educator Effectiveness Academies.	(D(5)		Follow up Monthly	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development	Participation in EEA follow-up sessions Local PD agendas Monthly follow-up with IRTs and EEA specialists (rotating monthly)	Y

2. Examine local materials of instruction to ensure alignment with CCSS.	B (3)		Summer 2012 and quarterly	Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development; Content Supervisors	Newly adopted materials	N
3. Continue Chinese language program	B(3)		2012-2013	Linda Lymas, Supervisor of World Languages	Course implementation Student enrollment data	N
4. Explore options for world language integrated instruction in elementary school	B(3)		April 2012	Linda Lymas, Supervisor of World Languages	Curriculum review Stakeholder input	N

Year 4 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, with full implementation of the Common Core across multiple content areas
- Provide ongoing professional development to staff related to CCSS frameworks, mathematical practices, and literacy capacities.
- Examine texts and instructional resources to support full implementation.
- Revision of county assessments aligned to the Common Core
- Implementation of county assessments aligned and articulated to the Common Core

Maryland's New Accountability Plan

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

Reward*, Focus*, and Priority Schools**

*designations relate to Title I schools only

**designation relates to Title I or Title I eligible

Maryland school systems consist of the following:

	Number of Schools	Number of LEAs
Reward	30	9
Focus	41	15
Priority	21	2

Reward Schools:

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

High Progress Reward Schools are those Title I Schools that have significantly reduced the gap in achievement between subgroups. These schools must have made at least an 18 percentage point gain in the "all students" group between 2007-2011 MSAs and have a 10 percent or less gap between any other performing subgroup. Reward Schools in either category will be recognized by the State Department of Education and act as models of success for other Title I

schools. A list of reward schools can be found in Table 2 of Maryland's [ESEA Flexibility Request Application \(pgs 129-132\)](http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=present%2525%2525%253e%2525%2525) at http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=present%2525%2525%253e%2525%2525

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

Focus Schools:

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

Note: Questions related to planning and support for Focus Schools are contained in Attachment 7 of Part II of the Master Plan and School Improvement Grant reporting documents.

2012 Annual Measurable Objectives (AMOs)

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

LEA Level AMO Analysis for Reading and Mathematics:

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

At the elementary review level, for 2011-2012 the scores for proficient plus advanced students increased in the All Student group by 1.5 percentage points. Proficient and advanced scores for all students in grades 3, 4, 5, are 87.5, 91.2, and 92.6 percentage points respectively (compared to 85.4, 90.9, and 90.4, respectively for 2010-2011). Although an increase was seen in all subgroups the progress was minimal and the trend data remains primarily flat. Thus, while achievement levels are relatively high overall, scores have leveled off. Achievement gaps still persist for our special education (75.3), African American (78.6), LEP (81.6) and FARMS students (81.5). Our female students are out-performing our males by 3.5 percentage points with proficient and advanced scores at 92.2 and 88.7 percentage points respectively.

At the middle school level, for 2011-2012 the scores for proficient plus advanced students decreased in the All Student group by 1.4 percentage points (84.8% in 2011 to 83.4% in 2012). Achievement gaps still persist for our special education (45.7), African American (66.2), LEP (31.3) and FARMS students (68.9). Our female students are out-performing our males by 8.1 percentage points with proficient and advanced scores at 87.5 and 79.4 percentage points respectively.

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

This year, curriculum expectations are designed with explicit attention to increasing the rigor and depth of assignments and the inclusion of writing in response to text. This renewed focus will emphasize analytical thinking and higher level thinking and comprehension. For 2012-2013, the literacy lab model will continue to provide students the time daily for intensive reading and writing at their instructional levels. The advantage of this model is that the student spends a greater amount of time reading and writing, with differentiated support provided by the teacher. They also spend time discussing what they have read or written. During 2012-2013, the reading supervisors will be allocating additional time in the classrooms, working with PLC's, and working one-on-one with our instructional staff to fine tune the implementation of our Literacy

Lab model. Ongoing assessments will provide the data teachers need to make instructional decisions in relation to flex grouping for ability and skill needs.

St. Mary's County Public Schools (SMCPS) recognized a lack of specific interventions to address decoding gaps between The Wilson Reading System and REWARDS. As a result, Just Words, published by Wilson, was placed in all elementary and middle schools. This intervention addresses the six syllable types, and provides an excellent bridge from Foundations, which is used in elementary school, to REWARDS. It was determined that all levels of students can benefit from this targeted instruction in order to correct misconceptions, prepare students for the increase in multi-syllabic vocabulary found in higher level texts, and to also serve as a screening for students who need the new intervention. Additional research-based interventions will continue to be used in our elementary and middle schools and include Read Naturally, Six Minute Solution to Fluency, Road to the Code, and Soar to Success. The Leveled Literacy Intervention Program, by Fountas and Pinnell, will be purchased and piloted in second grade as an additional intervention for students in need at the end of the primary developmental years. The reading supervisors will take an active role in assisting with data meetings, helping schools identify the appropriate intervention based on student needs, and developing weekly and daily lesson plans that reflect the rigor of the CCSS.

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 utilize the DIBELS Next assessment and the DAZE component to better identify student comprehension ability along with comprehension checklists on running records. Teachers will be tasked with examining the complexity of texts, focusing on close reading and text dependent questions, increasing student reading stamina, and exposing students to higher levels of literature in order to develop vocabulary and comprehension skills beyond their reading level. The Comprehension Toolkit, by Stephanie Harvey and Anne Goudvis, has been added as an additional resource to increase the use of non-fiction text in our schools. The resource instructs teachers on how to teach nonfiction text through six different strategies and provides multiple text selections.

The 135-minute reading/language arts block at the elementary level and the 90-minute block at the middle school 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 and close analytical reading assignments at least once per quarter to help student's knowledge on a subject through research projects and to respond analytically to literary and informational sources. Writing rubrics for grades K-5, which were back-mapped from the grades 6-8 writing rubrics, have been created and will be implemented during the 2012-2013 school

year. The rubrics provide teachers a tool to assess student writing in alignment with the Common Core.

Pre-kindergarten through grade 3 Reading/ Language Arts curriculum maps have been developed, through the use of teacher teams, to align our current program with the Common Core State Standards (CCSS). These grades will be fully implementing the Common Core during the 2012–2013 school year. Grade 4 and 5 maps will be completed by summer of 2013. In grades 6–8, the curriculum has been completely aligned to the CCSS, and there is an emphasis on complex texts and close analytical reading in each unit.

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

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

Grades 3–5 Challenges

Special Education Achievement Gap

Although the gap is closing, it is closing slowly. There continues to be an achievement gap between the Special Education population and the rest of the student body. At grades 3–5, the percentage of Special Education students scoring proficient or advanced rose from 62.1% to 66.7%, but the gap between the general population and this subgroup remains. In 2011, the gap was 28 points; in 2012, the gap is 25.4 points.

African American Achievement Gap

Although the gap is closing, there continues to be an achievement gap between the African American population and the rest of the student body. At grades 3–5, the percentage of African American students scoring proficient or advanced rose from 76.7% to 81.5%, but the gap between the general population and this subgroup remains. In 2011, the gap was 13.1 points; in 2012, the gap is 10.6 points.

FARMS Achievement Gap

Although the gap is closing, there continues to be an achievement gap between Free and Reduced Meals (FARMS) population and the rest of the student body. At grades 3–5, the percentage of FARMS students scoring proficient or advanced rose from 80.8% to 84.4%, but the gap between the general population and this subgroup remains. In 2011, the gap was 9.3 points; in 2012, the gap is 7.7 points.

Grades 6–8 Challenges

Special Education Achievement Gap

In the middle grades, our proficiency rate for Special Education students dropped to 45.4%—a decrease of 9.6% from the year before. This decrease in Special Education proficiency mirrored our county's overall trend, albeit not as pronounced (-0.7% drop in overall aggregate

proficiency on MSA Mathematics for Grades 6–8). As a result, our 2012 Special Education achievement gap is currently residing at 37.4% as compared to our 2011 Special Education achievement gap of 28.8%.

African American Achievement Gap

Although the gap is closing, there continues to be a noticeable achievement gap between our African American population and the aggregate. At grades 6–8, the percentage of African American students scoring proficient or advanced declined from 68.1% to 66.5% and mirrored the aggregate trend of declining proficiency. In 2011, the African American achievement gap was 15.7%; in 2012, the present African American achievement gap has grown to 16.6%.

FARMS Achievement Gap

Although the gap is closing, there continues to be an achievement gap between Free and Reduced Meals (FARMS) population and the aggregate. At grades 6–8, the percentage of FARMS students scoring proficient or advanced rose from 68.6% to 68.9% and this data trend did not parallel the aggregate in proficiency rate (-0.7% drop in the aggregate). In 2011, the FARMS achievement gap was 9.3 points; in 2012, the FARMS achievement gap is down to 7.7 % points.

Grades 3–5 Adjustments, Allocations, and Time Lines

Special Education, African American, and FARMS Achievement Gap

A series of assessments has been introduced in 2012–2013 to assess student thinking leading to correct or incorrect responses and drive instruction for individual students and groups of students accordingly. This will provide information regarding the misconceptions of our most at risk students and allow teachers to target instruction for each child accordingly. Teachers gave the assessments for the first time in the Spring of 2012, student work was collected and rubrics aligned to the Common Core State Standards were developed. District wide training took place in September 2012 in which teachers were trained in the use of rubrics. They then collaboratively scored and analyzed student work. Teachers will give similar assessment items weekly throughout the year, score them using the rubrics, analyze student work, and make decisions regarding individual and group instruction. District assessments will be given mid-year and at the end of the year. Additional training in analysis of student work and the resulting instructional decisions will be delivered to Instructional Resource Teachers throughout the year using a trainer of trainers model. They will then facilitate team analysis and planning meetings in their schools.

In 2011–2012, 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 - 2013, attention will be paid to the nature and frequency of the collaborative team meetings.

In 2012–2013, 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. Past evidence suggests that this will result in a rapid and timely closing of the achievement gap and immediate gaining of fundamental number sense reducing the need for intensive intervention in later grades.

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

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

Grades 6–8 Adjustments, Allocations, and Time Lines

Special Education, African American and FARMs Achievement Gap

MobiusMath

To address specific intervention and extension, mathematics instruction will continue 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.

Curricular Maps to infuse Common Core Content and the Mathematical Practices

Curricular maps have been retooled to focus on the Common Core at all levels and to work towards mastery—not exposure—in all classrooms. The instructional expectations are that the following will naturally occur with Common Core Content driving the instruction and the Mathematical Practices embedded into our daily pedagogical routine:

- Focus (to narrow and deepen the scope of the mathematics in the classroom).
- Coherence (to facilitate learning within and across grade levels and courses).
- Fluency (so that students can quickly and accurately determine simple calculations).
- Deep Understanding (so that teachers teach more than just “how to get the answer” so that students can access concepts from a variety of perspectives).
- Applications (so that students have opportunities to apply the mathematics concepts in “real world” situations).
- Dual Intensity (so that students are practicing while understanding the mathematics).

Full Co-Teaching Model (w/ Math Triumphs)

To specifically address the Special Education Achievement Gap, we will direct that our special education teachers fully participate in a co-teaching model with the regular educator (in lieu of pull-out instruction). As a consequence, the Special Education educator will primarily focus on the differentiation of the material while the general educator will drive the content piece of the instruction. Moreover, we will utilize the Math Triumphs series from Glencoe much more this year than what we have done in the last 2 years. This program’s primary focus is on the Special Education student’s mathematical development and those who have difficulty making the transition from the concrete to abstract mathematical topics.

Short, Instructional Task Development and Use

Short, instructional tasks will be frequently used to help students develop problem solving strategies in a group setting, using anything between very informal strategies to more formal (and often more efficient) problem solving ones. The process of developing strong conceptual understanding and efficient strategies is a key basis for powerful critical thinking skills. Using these tasks in a group setting will help to frame the mathematics in which students must not only “learn the math”, but also “talk about the math” as well. Notwithstanding, these short tasks will also help the teachers to represent the mathematics that they teach in multiple ways, facilitating many paths for student assimilation.

Differentiated Learning Blocks

In 2012–2013, we will continue to employ Differentiated Learning Blocks at all grade levels at the middle school. In both the aggregate and disaggregate, the 2012 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.

Resources

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

Science

1. Based on available trend data, describe the challenges in science for grades 5 and 8. In your response, identify challenges in terms of subgroups.

Grade 5

In 2012, the percentage of all students who were proficient or advanced on the Science MSA increased by 2.3 percentage points to 80.0%. This trend mirrored the overall scoring trend for grade 5 on the reading and mathematics MSAs. The grade 5 percentage of proficient or advanced on the Science MSA has hovered in the range of 76–80% for the last three years.

The subgroup percentages of proficient or advanced that lagged below the average were the scores for the African American, FARMS, and Special Education subgroups. The FARMS subgroup percentage of proficient or advanced was 62.7 percent. This score lagged behind the overall percentage of proficient and advanced by 17.3 percentage points. The African American subgroup percentage of proficient or advanced was 54.5%. This score lagged behind the overall percentage of proficient and advanced by 25.5 percentage points. The Special Education subgroup percentage of proficient or advanced was 41.1%. This score lagged behind the overall percentage of proficient and advanced by 38.9 percentage points. It is the Special Education and the African American subgroups that pose the most significant concern for our school system.

Grade 8

In 2012, the percentage of all students who were proficient or advanced on the Science MSA decreased by 1.1 percentage points to 81.6 percent. The grade 8 percentage of proficient or advanced on the Science MSA has hovered in the range of 78-82 percent for the last three years. The subgroup percentages of proficient or advanced that lagged below the average were the scores for the Hispanic, 504, FARMS, African American and Special Education subgroups. The Hispanic subgroup percentage of proficient or advanced was 77.8 percent. This score lagged behind the overall percentage of proficient and advanced by 3.8 percentage points. The 504 subgroup percentage of proficient or advanced was 61.1 percent. This score lagged behind the overall percentage of proficient and advanced by 20.5 percentage points. The FARMS subgroup percentage of proficient or advanced was 60.5 percent. This score lagged behind the overall percentage of proficient and advanced by 21.1 percentage points. The African American subgroup percentage of proficient or advanced was 56.7 percent. This score lagged behind the overall percentage of proficient and advanced by 24.9 percentage points. The Special Education subgroup percentage of proficient or advanced was 51.4 percent. This score lagged behind the overall percentage of proficient and advanced by 30.2 percentage points. It is the Special Education and the African American subgroups that pose the most significant concern for our school system.

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 refinement of elementary science curriculum is ongoing with a number of new STEM for ALL units available for use. This year, science units will continue to be disseminated to elementary schools via school-based instructional resources teachers. There will be no additional cost to the school system for this instructional support as dissemination of curriculum is part of the job of an instructional resource teacher. Elementary school teachers and the science supervisor will continue to conduct ongoing equipment needs assessments to determine the needs of elementary schools with respect to teaching STEM infused science units. Equipment will be paid for with science materials of instruction funds and STEM-related grants.

Use of the re-teaching/recovery model will continue this year following each county assessment that is graded for correctness. Teachers will use the data collected in Performance Matters from county science pre-assessments to chart the course of instruction for the school year. In addition, at least two STEM performance tasks will be utilized in all elementary grades to engage students in hands-on, performance-based learning.

Grade 8

At the grade 8 level, after-school programs funded through the 21st Century Workforce grant target reading and mathematics skills. More proficiency in these areas is expected to impact science assessment scores in a positive way. Study Island is an online curriculum resource which consists of self-paced science lessons. At the grade 8 level, Study Island is used to reinforce content from previous years and units. It is used bi-weekly during normal times in the school year and more frequently in the time leading up to a major science assessment. It is purchased by individual schools. Funding for this resource is becoming increasingly difficult to obtain. Discovery Science is another online learning tool that is utilized by three of the four middle schools in the county. Funding for this resource came through school-based grants for the last two years. Funding for this resource is also becoming increasingly difficult to obtain. This year, at least two STEM performance tasks will be utilized in grade 8 to engage students in hands-on, performance-based learning.

Resources

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

Social Studies

Legislation passed by the Maryland General Assembly during the 2012 legislative session modifies §5-401 of the Annotated Code of Maryland to require that Social Studies be included among the core academic subject areas included in the Master Plan update. Use the table below to report the system's goals and objectives, implementation strategies, methods for measuring progress, and implementation timelines for the current school year. Expand the table as needed.

Goals	Objectives	Implementation Strategies (Brief Description)	Timeline (Completion Date)	Methods for Measuring Progress Toward Meeting Goals and Objectives
<p>SMCPS provides a comprehensive, multi-disciplinary educational program that infuses the Environmental Literacy Standards with the Maryland Social Studies Curriculum.</p> <p><i>Source: COMAR 13A.04.17.01</i></p>	<ul style="list-style-type: none"> SMCPS infuses the Environmental Literacy Standards into existing social studies curriculum documents to cultivate environmental stewardship and civic engagement. SMCPS develops high school (grades 9–10) lesson plans that align to the Environmental Literacy Standard 1 and Standard 5. 	<ul style="list-style-type: none"> Through the efforts of revising and reformatting social studies curriculum documents for grades Pre-K through grade 12, the curriculum documents will embed the Environmental Literacy Standards. This instructional approach helps to ensure the curriculum is seamless, as well as makes connections to our existing instructional resources. Job-embedded professional development sessions that will center on creating 9th and grade 10 lesson plans that emphasize inquiry-based instructional approach while addressing the environmental and social studies lesson plans. 	<p>→ August 2012 October 2012</p> <p>→ June 2013</p>	<ul style="list-style-type: none"> SMCPS curriculum documents aligned to the Environmental Literacy Standards and posted on SharePoint SMCPS curriculum documents include instructional seeds and posted on SharePoint Feedback from grade-level and subject-area teachers
<p>SMCPS provides an elementary instructional program that integrates the approved Maryland Curriculum and the Maryland Common Core State Literacy Standards.</p> <p><i>Source: COMAR 13A.04.08.01</i></p>	<ul style="list-style-type: none"> SMCPS focuses on grade 5 U.S. History curriculum by developing model lesson plans that aligned to the Maryland content curriculum and infuses the Common Core State Literacy Standards. 	<ul style="list-style-type: none"> Collaborating with English Language Arts, social studies will revise lesson plan template that integrates the content and Common Core Literacy Standards, which emphasizes the instructional shifts. Working with the elementary Instructional Resource Teachers and elementary teachers, the team will generate a series of lesson plans that focus on American colonization and American Revolution. 	<p>→ September 2012</p> <p>→ May 2013</p>	<ul style="list-style-type: none"> Lesson plans developed by elementary teachers and Instructional Resource Teachers that align to the Common Core instructional shift expectations, and posted on SharePoint Feedback from Instructional Resource Teachers and grade-level teachers

Goals	Objectives	Implementation Strategies (Brief Description)	Timeline (Completion Date)	Methods for Measuring Progress Toward Meeting Goals and Objectives
<p>SMCPS accelerates achievement and improvement for all students with rigorous standards, curriculum, and assessments to ensure all students are college- and career ready.</p> <p><i>Source: Maryland Common Core Curriculum Framework-COMAR 13A.04.08.01</i></p>	<ul style="list-style-type: none"> ■ SMCPS develops or revises social studies curriculum documents that address the argument writing standard to ensure students can write logical arguments based on claims and relevant evidence when analyzing and evaluating multiple informational sources. ■ SMCPS develops and implements argumentative social studies performance tasks that align to this instructional shift and standard as defined by the Common Core State Standards. ■ SMCPS creates and implements social studies close analytical reading activities that require students to analyze and evaluate complex multiple informational text and non-text sources. ■ SMCPS generates social studies simulated research tasks that align to the released PARCC assessments, which require students to comprehend, evaluate, synthesize, and report on information and ideas. 	<ul style="list-style-type: none"> ■ The professional development sessions concentrate on deconstructing the argument standard (horizontal and vertical). Another facet of the sessions is making a connection between argumentative writing to reading argumentative informational text. In this session, professional development provides various graphic organizers that can be used as a scaffolding tool to assist students with organizing argumentative responses. ■ After conducting the professional development sessions, social studies professional learning communities are 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. 	<p>→ September 2012</p> <p>→ September 2012 October 2012 January 2013 April 2013</p>	<ul style="list-style-type: none"> ■ Artifacts generated by the social studies professional learning communities and posted on SharePoint (Intranet) ■ Evidence of student products collected from the social studies professional learning communities ■ Assessment score data will be reviewed and evaluated ■ Review and analyze advanced placement enrollment in social studies courses and scores on the College Board assessments

Goals	Objectives	Implementation Strategies (Brief Description)	Timeline (Completion Date)	Methods for Measuring Progress Toward Meeting Goals and Objectives
		<ul style="list-style-type: none"> ▪ Social studies professional development sessions focus on defining what is close analytical reading, as well as reviewing the close analytical reading template that has been devised by the Maryland State Department of Education and the Institute for Learning from the University of Pittsburgh. Another professional development session concentrates on developing text-dependent questions. ▪ Social studies professional learning communities will generate close analytical reading tasks that are aligned to the Common Core State Literacy Standards for Social Studies. The focal point of the professional development sessions is to emphasize using multiple text and non-text sources when examining a historical or contemporary problem. In addition, the professional development session will examine the released PARCC assessments. This examination will emphasize the instructional shifts caused by the Common Core State Standards. ▪ After the completion of the professional development sessions, the professional development communities are responsible to develop at least one simulated research task that is implemented in their classroom. 	<p>→ June 2012 August 2012 September 2012</p> <p>→ October 2012 January 2013 April 2013</p> <p>→ June 2012 August 2012 September 2012</p> <p>→ January 2013 April 2013</p>	

Goals	Objectives	Implementation Strategies (Brief Description)	Timeline (Completion Date)	Methods for Measuring Progress Toward Meeting Goals and Objectives
<p>SMCPS uses the Universal Design for Learning (UDL) guidelines and principles in the development and revision of social studies curriculum.</p> <p><i>Source: COMAR 13A.03.06.05; 13A.03.06.01</i></p>	<ul style="list-style-type: none"> SMCPS revises social studies curriculum documents, and assessments that provide multiple means of representation, expression, and engagement. 	<ul style="list-style-type: none"> The focus of the professional development is to increase social studies teachers' awareness about Universal Design for Learning, as well as provide examples to assist with instructional planning. Working with social studies PLCs and conducting job-embedded professional development, the social studies curriculum and assessment documents will include UDL principles to support student learning. 	<ul style="list-style-type: none"> → August 2012 → June 2013 	<ul style="list-style-type: none"> SMCPS curriculum documents and assessments address Principle I, II, and III.

Maryland High School Assessment (HSA)

English High School Assessment

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

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

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.

Professional Learning Communities 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, construction of 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.

We will continue to look very closely at the HSA performance of eleventh grade students and subsequent subgroups in order to provide support for individual students prior to the January administration of the HSA. This support will be provided to classroom teachers by the HSA lead/bridge teachers in each building. These teachers will implement alternative instructional strategies (i.e. Study Island, MSDE on-line course materials, parallel bridge projects) to support eleventh grade teachers by providing individualized support for eleventh grade students who still have not passed the HSA. For those students who were not able to pass the HSA in their junior year, a bridge plan has been fully implemented for seniors; bridge teachers in each building will provide instruction that is targeted to the needs of each bridging senior in order to support their success not only on their bridge projects, but also in their future attempts at taking the HSA in the fall and spring. Additionally, an English 9/90 class continues to be in place at each high school in order to ensure the future success of our 9th grade struggling readers; 45 minutes of the 90 minute class is dedicated to providing individualized reading interventions.

Based on the examination of 2011 High School Assessment (HSA) results for English:

1. Identify any additional challenges that are evident.

Our African American subgroup pass rate on the HSA continues to be a challenge. In 2011, 54% of our 10th graders passed. Our pass rates for juniors and seniors increased exponentially in 2011 (72.6% and 76.9% respectively). Not only did the scores for our African American subgroup increase for our juniors and seniors, but the achievement gap narrowed from 24.4 points for sophomores to 11.4 points for juniors.

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.

The biggest challenge for English this year, aside from transitioning to the Common Core State Standards and responding to educational reform, will be in targeting our efforts with our professional learning communities so that they will directly impact student learning. We have realigned our grades 6-12 curriculum to directly align with the Common Core State Standards (CCSS). In doing so, we are placing a greater emphasis on rigor and higher-order thinking, both of which would impact HSA scores. To support the implementation of the CCSS curriculum, we purchased 1000 novels per grade level; these texts are complex, both quantitatively and qualitatively speaking. We also purchased numerous independent reading novels, also appropriately complex, specifically for the classes in which our struggling students are predominately enrolled. Additionally, the administration of our assessments has been revised to be more reflective of the PARCC assessments. We will administer a diagnostic, mid-, and post-assessment, all of which are aligned to the CCSS. In addition, we will administer quarterly close reading performance tasks in order to allow students opportunities to demonstrate learning in ways that are alternative to standardized, multiple-choice assessments. ELA teachers will continue to implement integrated student performance tasks with social studies, allowing our students to make stronger connections between the two subjects and to dig deeper into the objectives and content.

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

Maryland High School Assessment (HSA)

Algebra/Data Analysis

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

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

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

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.

Consumable Resources

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

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

Math Triumphs

Additionally, there will be an acute focus on special education students reaching their learning potential through a variety of mediums. Regular and special educators will be collaborating on core instruction through the full implementation of the *Math Triumphs* series through Algebra 1 at all sites and the adoption of an eclectic mix of algebraic resources at the high schools. As a result of the collaboration, the mathematics supervisor will be regularly in-servicing both the regular and special education cohorts while conducting more frequent data analyses throughout the year and sharing the results monthly to a joint audience.

Algebraic Foundations

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 the 9th grade now (as opposed to 10th grade) 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, what we have found was that administering a diagnostic with a detailed item analysis on each of the seven themes help to identify the math content areas that students may need to practice and remediate and to adequately prepare for passing the HSA Algebra/Data Analysis Assessment. The seven are as follow: Whole Numbers; Fractions and Decimals; Integers and Rational Numbers; Ratios, Rates, Proportions, and Percents; Algebraic Thinking; Data Analysis and Geometry; Getting Ready for Algebra.

Algebra Comprehensive Coursework (90 minute block of Algebra)

Students who enter high school not yet ready for the rigor of our Algebra 1 CM course enroll in our Algebra Comprehensive course. This class meets every day for two consecutive 45 minute periods. This gives students more time to process the mathematics and thus a greater opportunity to learn. All the while, stronger student-teacher classroom relationships are forged. Students are selected for this course based on two criteria: their performance grade in 8th grade Pre-Algebra and their 8th grade MSA score. The MSA

scores are used for placement, in conjunction with grades, as there exists a strong correlation as students that demonstrate proficiency on the 8th grade MSA (i.e., higher than a 412) have a pass rate of 96 percent the Algebra/ Data Analysis HSA in 9th grade.

FASTT MATH

For additional support for our Special Education population, our Office of Mathematics has again teamed up with Special Education and 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.

HSA Summer Prep Course

The Mathematics office, with assistance from Special Education, collaborated to generate a 6-day HSA Summer Prep Course specifically designed for all individuals that received their algebra credit but failed the 2011 Spring HSA by less than 10 points (that is, a student score between the 402 to 411 range, inclusive). After filtering through the aforementioned requirements for the course to find the targeted population, students were then placed in technology filled classrooms and labs with multiple instructors with intimate knowledge of the Algebra/Data Analysis HSA. Using the 4 disaggregated sub-scores reported from MSDE via the Spring administration of the HSA from each of the four areas as their initial guide for differentiated instruction, the instructors were able to focus on various student performance weaknesses from Goals 1 and 3, respectively, to mitigate mathematical misconceptions and error patterns. This class, which met for 3 hours a day until the July HSA administration, used a variety of online resources such as the www.mdk12.org website and the MVLO online Algebra course to deliver focused instruction. The leading data results have proved to be especially optimistic – to the point that our system projects each participant to meet or exceed the 412 proficiency threshold. Also included in this summer cohort were IEP carriers who were much further away from the 412 passing threshold than those aforementioned students. We will continue to offer this summer program to students and hope to expand its offering because of the success of such focused instruction with willing participants.

MobiusMath

To address specific intervention and extension, mathematics instruction will continue 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.

Data-Driven Instruction

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 2012-13 HSA proficiency. Using lagging data from last year on our local assessments and a student's subsequent performance on the 2011-12 HSA, we can quantify, with a reasonably high degree of accuracy, a student's performance on the 2012-13 HSA since most of our local assessments (summative benchmarks) have only been slightly modified. 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).

Based on the examination of 2011 High School Assessment results for Algebra/Data Analysis:

1. Identify any additional challenges that are evident.

With the onset of the Common Core, the Mathematical Practices, and soon to be PARCC Assessments, our county has made some curricular and pedagogical changes to help all stakeholders with the transition. Given the expected rigor and depth of the future curricula, teachers have been asked to alter their instruction to focus more on facilitating the process of learning the mathematics - not necessarily the product - so that students can become adept problem-solvers. Additionally, all students and teachers will need to be fluent in technology and decipher strategies with how best to access said technology to assist in the aforementioned problem solving but also to address online test taking protocol as delineated in the Race to the Top grant.

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.

Curricular Maps to Infuse Common Core Content and the Mathematical Practices

Additionally, our curricular maps have been retooled to focus on the Common Core at all levels and to work towards mastery – not exposure – in all classrooms. The instructional expectations are that the following will naturally occur with Common Core Content driving the instruction and the Mathematical Practices embedded into our daily pedagogical routine:

Focus (to narrow and deepen the scope of the mathematics in the classroom).
Coherence (to facilitate learning within and across grade levels and courses).
Fluency (so that students can quickly and accurately determine simple calculations).
Deep Understanding (so that teachers teach more than just “how to get the answer” so that students can access concepts from a variety of perspectives).
Applications (so that students have opportunities to apply the mathematics concepts in “world” situations).
Dual Intensity (so that students are *practicing* while *understanding* the mathematics).

Short, Instructional Task Development and Use

Short instructional tasks will be frequently used to help students develop problem solving strategies in a group setting, using anything between very informal strategies to more formal (and often more efficient) problem solving ones. The process of developing strong conceptual understanding and efficient strategies is a key basis for powerful critical thinking skills. Using these tasks in a group setting will help to frame the mathematics in which students must not only “learn the math”, but also “talk about the math” as well. Notwithstanding, these short tasks will also help the teachers to represent the mathematics that they teach in multiple ways, facilitating many paths for student assimilation.

Technology

To further support the instructional delivery of the extended time period for Algebra, technology in the form of SMART boards have been purchased for all middle school mathematics, HSA Algebra/Data Analysis, LAP, and SAIL classrooms for the sole purpose of giving traditionally under performing students an alternative modality with which to interface. 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, Unscaffolded, and Practice Forward tasks); curricular documents; SMART board lessons; and formative assessments drilled down to Core Learning Goals. Notwithstanding, cutting edge SMART Response Systems were purchased for all high schools so that teachers would immediately interface with their students’ formative data so that ability groupings could be made and non-performing items were identified.

Biology

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

Across St. Mary's County Public Schools at the high school level, challenges that are evident in the 2011 Biology HSA scores are the lagging percentages of proficient and advanced for the Special Education, African American and FARMS subgroups whose proficient and advanced percentages are 77.3 percent, 80.8 percent and 84.5 percent respectively. It is anticipated that students who are in danger of not meeting this graduation requirement by the end of their fourth year in high school will meet this graduation requirement through the Bridge Program.

2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.

This year, the St. Mary's County Public Schools will continue to target the challenges in Biology through the use of the APEX Learning System. The APEX Learning System will provide struggling students with opportunities to recover credits and units of study and to receive academic enrichment in targeted areas. The only cost to the SMCPS for this program this year is staffing. At Great Mills High School, two full time positions are dedicated to the APEX program. At the other two high schools, one full time teaching position in each school is dedicated to work with the APEX program.

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

Strands

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

1. How will the system organize internally to support schools in Strands 1-5? (e.g. What is the system's plan to review quality School Improvement Plans? What is the system's plan to ensure there is adequate support and resources available for schools in all 5 strands? How will system level human resources be redistributed and/or enhanced to support the success of schools in strands 1-5?). Descriptions of these strands can be found on pages 94 to 101 in Maryland's ESEA Flexibility Request:
http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=presentation%2525%2525%253e%2525%2525

The data required for this response is not yet available. When MSDE officially releases strand data by school we will respond accordingly by analyzing the data, completely understanding the implications for school improvement, and building an action plan to impact data points to improve school standing. Schools in stand 5 will be assigned a technical assistance team – in the same fashion as was done when MSDE provided AYP data.

For the 2012-2013 school year, we have undertaken educating our school leadership about the School Progress Index, the data it reflects, the manner it is calculated, and how it will be used to label schools.

Addressing Specific Student Groups

Limited English Proficient Students

For the 2012 submission only: In the 2011-2012 school year, LEAs in the state of Maryland administered a new English language proficiency assessment, *ACCESS for ELLs*, from February 26 – March 23, 2012.

In the summer of 2012, a linking study will be conducted of ELL student results on the new *ACCESS for ELLs* as compared to results on the *LAS Links*, our previous English proficiency assessment, for domain scores (reading, writing, listening, and speaking) and composite scores. The next step includes analyzing the results of this study with the goal of setting AMAO 1 and AMAO 2 targets for 2012 through the 2015-2016 school year.

- For the AMAO 1 calculation of ELL students new to the state of Maryland in the 2011-2012 school year, data point one becomes the first administration of *ACCESS for ELLs*.
- For the AMAO 2 calculation, exit criteria for the 2011-2012 school year is an overall score of 5.0 on the *ACCESS for ELLs*. These criteria will be revisited by a committee this summer or early fall and revised if deemed necessary.

As a result of the steps indicated above, LEAs will not have AMAO 1 or AMAO 2 targets available during the time the 2012-2013 Master Plan is being completed. Therefore, LEAs will submit information on the performance of limited English proficient students for AMAO 1, AMAO 2, and AMAO 3 when the targets have been set for the 2012 administration of the *ACCESS for ELLs*. LEAs will be notified when the targets are available and respond directly to the Title III Office at MSDE.

The following information first provides the *No Child Left Behind* Goal for the performance of English language learners. This is followed by a description of the annual measurable achievement objectives (AMAOs) derived from ELL student performance in (1) making progress learning English, (2) attaining proficiency in English, and (3) meeting the overall AMO target for limited English proficient students. This is followed by the action required on the part of any LEAs who fail to meet these targets.

No Child Left Behind Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- VIII. *No Child Left Behind* Indicator 2.1: The percentage of limited English proficient students who have attained English proficiency by the end of the school year.
- IX. *No Child Left Behind* Indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.

- X. *No Child Left Behind* Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making Adequate Measurable Objective (AMO) targets. School systems are asked to analyze their data on the following Annual Measurable Achievement Objectives (AMAOs):

- **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses a composite score obtained from the *ACCESS for ELLs* assessment. This measure and its target for 2012 have yet to be defined.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO 2, Maryland uses a composite score obtained from the *ACCESS for ELLs* assessment: 5.0 (bridging or advanced) or higher. The AMAO 2 target for school year 2011-2012 has yet to be defined.
- **AMAO 3** represents Adequate Yearly Progress of LEAs for the Limited English Proficient student subgroup. The AMAO 3 target for school year 2011-12 has yet to be defined pending approval of Maryland's ESEA Flexibility Waiver Request.

The *No Child Left Behind* regulations require that an improvement plan is in place based on the conditions outlined below for any local school systems that failed to make progress on the AMAOs.

- ***For any fiscal year.*** The school system must separately inform a parent or the parents of a child identified for participation in or participating in a language instruction educational program of the system's failure to show progress. The law stipulates that this notification is to take place not later than 30 days after such failure occurs. The law further requires that the information be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- ***For two or three consecutive years.*** The school system must develop an improvement plan that will ensure that the system meets such objectives. The plan shall specifically address the factors that prevented the system from achieving the objectives.
- ***For four consecutive years.*** The state shall require the local system to modify the curriculum program and method of instruction or determine whether or not the local school system shall continue to receive funds related to the system's failure to meet the objectives, and require the local system to replace educational personnel relevant to the system's failure to meet the objectives.

Career and Technology Education

The *Bridge to Excellence* legislation requires that the Master Plan “shall include goals, objectives, and strategies” for the performance of students enrolled in Career and Technology Education (CTE) programs.

Instructions:

Please respond to these questions/prompts:

1. Describe the school system’s progress on the implementation and expansion of Maryland CTE Programs of Study within Career Clusters as a strategy to prepare more students who graduate ready for entry into college and careers. Include plans for industry certification and early college credit.

Decisions to implement and expand CTE programs to increase the college readiness of students are based on a variety of factors—some of which follow.

Program Evaluation: Program evaluation takes place periodically to ensure quality and appropriateness, program rigor, and student participation in CTE clubs, internships, and work-based learning opportunities. CTE participants involved in program evaluation may include parents, students, teachers, administrators, counselors, PAC members, and/or special population representatives. In addition, CTE uses local and PQI data to identify strengths and weaknesses of the CTE programs. The same data is used to determine what changes are needed to ensure that students have the skill sets needed to be successful in careers and post-secondary institutions. This tool is used to begin developing an improvement plan using Perkins and local funds that allows CTE to continue its active role in helping students successfully transition to careers and post-secondary institutions.

Program Visions: The vision of CTE aligns with the visions of the school system and DCTAL. For example, CTE has embraced the Common Core State Standards. CTE is proud of the progress that has been made towards the integration of academic and CTE standards. CTE has embraced industry certifications and is using industry certifications as an accountability measure. Both local and federal funds support the purchase of certifications.

Data Analysis: The performance of students on required state assessments in core subjects, performance on specific industry certification assessments, performance in academic and CTE technical studies (GPA), performance in specialized senior projects with local industry mentors, and performance in internship experiences all are examples of data used to determine the progress made in preparing the students and the need for expanded measures.

Partnerships: CTE works very closely with two- and four-year post-secondary institutions. CTE collaborates with the College of Southern Maryland (CSM) as one of the leaders in workforce education for St. Mary’s County. CSM collaborates with business and industry to meet local employment needs, offers affordable tuition, has open admissions, offers flexible course schedules, and has three convenient locations. CTE supports Tech Prep, dual enrollment, career academies, and articulated and transcribed credits. CTE markets the programs of study and

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

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

Greater emphasis has been placed on developing individual plans for any student, including special populations, who is identified as needing assistance to reach acceptable standards. The VSST and special needs educators assist teachers with developing plans. Plans for special populations target appropriate remediation to ensure academic and technical success and transition to further studies, work, or the military. Students are required to develop and maintain a portfolio as part of a graduation requirement. The portfolio represents the students' skills and knowledge. The students will continue to use their portfolios to gain entry into college, employment, or the military. Monitoring is accomplished through scheduled advisory sessions to ensure all requirements are being met with appropriate quality. Advisory sessions are conducted in CTE and English classes with all staff having very specific training with regard to advising and counseling students.

CTE increases student engagement, builds positive relationships with business and community partners, provides up-to-date and state-of-the art materials and supplies, and delivers high-quality instruction to all students served via the programs.

The CTE support staff and teachers work together to communicate to students and parents the opportunities available to the students based on interests, needs, and goals.

In-service training (career assessments, career planning, career portfolios, transition plans, and identifying skill levels) is ongoing for CTE and the support staff. These types of transition, recruitment, and retention training are planned with the students in mind.

Parents and students are members of the CTE Program Advisory Councils.

The system wide Articulation Day is used to meet with high and middle school personnel (this includes teachers, counselors, and administrators).

Funds are used equitably across the programs: local funds (all programs) and Perkins' funds (approved programs) purchase the necessary materials of instruction and equipment.

3. Describe the school system's strategies for increasing the number of CTE enrollees who become completers of CTE programs of study. Data points should include the number of enrollees, the number of concentrators, and completers.

Per PQI, CTE had 491 program completers in FY10 compared to 577 in FY11. As a result of faulty data, all students were not captured. Therefore, FY11 enrollment may be slightly higher. The trend has always been that CTE students are enrolling in and completing the technical program of studies offered at the JAFCTC. Students enrolled in the high school courses (with the exception of Business Administration and Academy of Finance students) are not completing their program of studies. Administrators are reluctant to run low-enrolled classes. CTE is utilizing the PAC to the fullest extent, purchasing program enhancements and/or upgrades to improve teaching and learning, and offering a new CTE program—Administrative Services. We are hopeful that these strategies will attract more students to the programs and retain them through completion.

Per PQI, CTE had 491 dual completers in FY10 and 577 dual completers in FY11. This represents a 17.5% increase. Per our anecdotal data and improved data tracking system, more CTE students are completing the program and are earning dual completion status. An annual meeting comprised of the director of secondary education, school counselors, CTE supervisor, and data specialist is a trend that will continue. The number of CTE concentrators graduating high school was 440 in FY10 and 483 in FY11. Certifications and program enhancements (to improve teaching and instruction) attribute to this increase in the number of CTE concentrators that graduate from high school. Working with CTE stakeholders, CTE will continue to use CTE county benchmarks, technical attainment results, senior projects, CTSO participation, and successful internship experiences (student prototypes) to identify the positive trends. The identified trends and other research trends will be used to improve programs and promote awareness.

4. CTE improvement plans are required if a local school system does not meet at least 90% of the negotiated performance target for a Core Indicator of Performance under the Perkins Act. If your school system did not meet one or more Core Indicators of Performance, please respond to the following.

a.) Identify the Core Indicator(s) of Performance that did not meet the 90% threshold.

CTE's FY11 negotiated target for Technical Skill Attainment, 2S1, was 91.66%. CTE's performance was 76.34%. Although CTE failed to meet 90% of the negotiated performance target (82.49%), data (recently submitted concentrator file) shows that significant improvement has been made to date. Our enrollment has increased. Therefore, many of our students are entering the concentrator courses and graduating as program completers.

- b.) Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students.

In the past, CTE has been challenged by accurate data reporting. Therefore, all students in all concentrator courses were not captured. Many of these students did in fact enter the concentrator course and did sit for a program certification before exiting the program.

To date, significant progress has been made towards achieving accurate data reporting. The program manager, data specialist, and CTE supervisor have worked together to identify and flag the appropriate students so that data capture will be accurate.

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

The following grant worksheets contain activities that are or will be in place for the FY13 school year.

Worksheet A		Worksheets B1 – B4	
A-3	A-15	B1-1	B2-4
A-4	A-16	B1-2	B2-5
A-5	A-27	B1-4	B3-4
A-8	A-33	B2-2	B3-4
A-9	A-34		
A-12	A-35		

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

See Attachment.

- e.) If this is the third consecutive year that the same Core Indicator of Performance did not meet the 90% threshold, describe what new actions and strategies are being implemented to ensure progress toward meeting the 90% threshold.

N/A

PERKINS IMPROVEMENT PLAN MONITORING

Core Indicator: 2S1
Goal 1: Increase the technical attainment rate among the program completers.
Rationale: A better tracking system is needed to capture CTE completers and record their technical attainment status.
Growth Targets: Program baselines will be set for the number of students in programs offering a technical attainment for the very first time.

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

Early Learning

A. Based on the examination of 2011-2012 MMSR Kindergarten Assessment Data:

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

The 2011-2012 Maryland Model for School Readiness (MMSR) data shows major progress in the school readiness of St. Mary's County kindergarten students over the past five years. Of the students entering kindergarten, 93 percent were fully ready for school; a significant gain from 69 percent in 2007-2008. Careful monitoring of enrollment indicates the availability of spaces in any program. This facilitates enrolling children in developmentally appropriate, readiness for school experiences on a continuing basis. Working with the Department of Transportation, lack of capacity in home schools has been addressed by transportation to the nearest school with available spaces resulting in more children enrolling in the prekindergarten readiness program.

Careful analysis of the 2011-2012 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 in literacy and mathematics. Staff development funds in the Maryland Model for School Readiness and Title II Grants will provide focused, age appropriate instruction for young children by continuing training for staff in understanding and implementing the Maryland Common Core Standards. Concerns for the social and emotional development of children entering school ready to learn has guided the training opportunities that will be provided to kindergarten, prekindergarten, and preschool special education staff based on SEFEL—Social and Emotional Foundations for Early Learning.

2. Describe how the school system is working in collaboration 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 prekindergarten 3, prekindergarten 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. The partners for the Judy Center include St. Mary's County Health Department, Public Libraries, Local Management Board, Infants and Toddlers Program, Recreation and Parks, Social Services, Adult Education and Housing Authority. Other partners include the Promise Resource Center, Tri-County Youth Services Bureau, Inc.,

University of Maryland Extension, Health Connections, and others working together to make sure children are safe, healthy, and ready for schools

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.

Early Learning Tables 8.1 and 8.2

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

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.

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 Council. System-wide prekindergarten round-ups are held in April and May. The Early Childhood Council 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 disadvantage areas (20653 and 20634). The success of these practices is seen in the expansion of the program with additional classrooms in these areas. Working with the Department of Transportation, lack of capacity in home schools is being addressed by transporting children to the nearest school with available spaces. This is resulting in more children enrolling in the prekindergarten readiness program.

3. Describe any policies the school system has put into place to work collaboratively with other learning and development programs to provide a prekindergarten program for all eligible children.

All income eligible children whose families apply for the Pre-K program in SMCPS are given a classroom placement. Other eligible children are enrolled in Head Start. Through the Early Childhood Council, SMCPS works with the Office of Child Care, the Promise Resource Center,

private preschools, and the St. Mary's Public Libraries to inform families of other programs that provide early learning and development programs for young children.

Gifted and Talented Programs

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

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

COMAR 13A.04.07 §06 specifies that local school systems shall in accordance with *Education Article §5-401 (c)* report in their Bridge to Excellence Master Plans their “goals, objectives, and strategies regarding the performance of gifted and talented students along with timelines for implementation and methods for measuring progress.”

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

Goal 1. Student Identification

Each local school system shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [*13A.04.07 §.02 (A)*].

Goal 2. Programs and Services

Each local school system shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student’s potential [*13A.04.07 §.03 (A)*].

Goal 3 . Professional Development

Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.

Use the chart below to report the school system's 2011-2012 objectives and strategies for these three goals along with implementation timelines and assessment of progress

List the 2011-2012 initiatives for gifted and talented students which support the implementation of the *COMAR 13A.04.07 Gifted and Talented Education*.

In 2011-2012, 44.1% percent of SMCPS grade 5 students scored advanced on MSA in mathematics, ranking them second in the state. Students in grade 3 ranked fourth in the state for advanced score in mathematics. 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-K and progress through the Junior Great Books program, and the William and Mary curriculum units for Reading/Language Arts. A literacy lab model is utilized at the elementary level, which facilitates differentiation for challenge and increased rigor. Mathematics instruction is supplemented with locally developed math extension maps and supplemental materials of instruction, which include the *Project M3: Mentoring Mathematical Minds* series, Interact math simulations, and the *Descartes' Cove* program. St. Mary's County Public Schools continues to evaluate and revise course options for students at the secondary level, beginning with 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 2012–2013 school year, the Springboard program was 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 was 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.

In the spring of 2012, the State Department of Education passed a COMAR regulation regarding Gifted and Talented Education. In response, a focus group of administrators, directors and supervisors met to study the requirements of the new COMAR regulation and ensure that our programs continue to meet the unique needs of our gifted and talented learners while in compliance with COMAR. The committee continues to review processes and programs and will implement plans in 2012-2013. Additional stakeholders will be brought in as next steps are determined.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
Student Identification Reference COMAR 13A.04.07 §.02, A-F.	SMCPS formed a Focus Group to identify the programs SMCPS had in place, what COMAR required and what was best for children. A standing meeting time was established and goals were set for the establishment of an identification and appeals process for 2012-2013. The initial focus group comprised of multiple stakeholders: <ul style="list-style-type: none"> • Assistant Superintendent of Instruction; • Executive Director of Teaching, Learning, and Professional Development; • Executive Director of Elementary Education • Executive Director of Special Education and Student Services • Director of Instructional Technology • Diversity and Equity Specialist • Gifted and Talented Coordinator • Supervisors of Elementary Reading, Elementary Mathematics, Early Childhood, Reading Language Arts, Professional Development, Fine Arts, Secondary ELA, Secondary 	June 17 June 20	Establishment of identification process and appeals process.	Partially met

	<p>Science, STEM and Mathematics</p> <ul style="list-style-type: none"> Principals from diverse schools. 			
	<p>A subcommittee met and researched assessment tools</p> <ul style="list-style-type: none"> Initial research Pilot NNAT2 <p>Investigate additional assessment tools to measure ability, achievement, task commitment and creativity.</p>	<p>January - February</p> <p>May</p> <p>June</p>	A multifaceted identification process for Gifted and Talented Students	Partially met
<p>Programs and Services</p> <p>Reference</p> <p>COMAR 13A.04.07 §.03, A-C.</p>	<p>A subcommittee met to investigate current programs and potential programs for both a Gifted and Talented population and the highly able population,</p>	<p>Programs will be selected and purchased by January 2013.</p>	<p>The formation of a coherent GT program and Highly able program for grades 3–5, then 6–12.</p>	Partially met
<p>Professional Development</p> <p>Reference</p> <p>COMAR 13A.04.07 §.04, A-B.</p>	<p>A subcommittee met for the following:</p> <p>Form a coherent 2012-2013 professional development series for Instructional Resource Teachers regarding the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.</p> <p>Investigate the possibility of forming an avenue for teachers obtaining a Gifted and Talented Education Specialist certification.</p> <p>Obtain a list of teachers interested in</p>	<p>June 2012</p> <p>June 2012</p> <p>June 2012</p>	<p>A coherent PD plan for 2012–2013.</p> <p>The formation of a program</p>	<p>Partially met</p> <p>Not met</p> <p>Met</p>

	becoming and GT Education Specialist.		List of teachers	
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2011- 2012 Gifted and Talented Enrollment

COMAR 13A.04.07 states that “gifted and talented students are found in all Maryland schools and in all cultural, ethnic, and economic groups” (§ .01); that “the identification process shall be used to identify students for participation in the programs and services” [§ .02 (D)]; and that “each school system shall review the effectiveness of its identification process” [§ .02 (E)].

Beginning with the grade level in which the system’s identification process is initiated, report the number of students identified at each grade level.

COMAR 13A.04.07 was not passed until the Spring 2012, too late to begin a formal identification process for 2011-2012.

While Gifted and Talented students were not formally identified and followed prior to 2012-2013, multiple points of data, student performance, and teacher recommendation have been used for years to identify highly able students and provide differentiated programs for them. The first wave of formal identification and “tagging” in our system will occur in January 2013 and encompass our entire grade 3 populations. Each year an additional grade level will be added. This is to prevent students who are currently receiving services or in programs from being removed from those services if they are not formally identified using the new matrix.

	K	1	2	3	4	5	6	7	8	8	10	11	12
All Students													
Hispanic/Latino of any race													
American Indian or Alaskan Native													
Asian													
Black or African American													
Native Hawaiian or other Pacific													

Islander													
White													
Two or more races													
Special Education													
Limited English Proficient (LEP)													
Free/Reduced Meals FARMS													

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

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

ETMA Contact Person: Dr. Charna L. Lacey

Title/Position: Diversity/Equity Specialist

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Education that is Multicultural (ETM)

INTRODUCTION

The *Compliance Status Report* on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETM REPORT

REQUIRED COMPONENTS

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

ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

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

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

In May of 2012, The St. Mary's County Public Schools Board of Education and the Superintendent of Schools hired the schools systems first Diversity/Equity Specialist. The Diversity/Equity Specialist reports directly to the St. Mary's County Public Schools (SMCPS) Superintendent of Schools. The Diversity/Equity Specialist facilitates programs and initiatives to foster cultural proficiency and promote equity and excellence, including the development and implementation of a strategic plan for diversity aligned to the SMCPS master plan. The Diversity/Equity Specialist position has the responsibility of guiding efforts to conceptualize, assess, nurture and cultivate diversity as an institutional and educational resource.

The Diversity/Equity Specialist assesses the current representation of diversity within SMCPS and then implements a plan to increase the number of employees from protected classes. The Diversity/Equity Specialist works with members of the SMCPS community to foster a culture of equity and inclusion for all students, families, staff and the community at-large. These functions specifically meet the desired outcomes indicated in the Bridge to Excellence, Cross-Cutting Theme, Education that is Multicultural (ETM), Compliance Status Report, which is a requirement by COMAR 13A.04.05. According to COMAR 13A.04.05, each school in the state of Maryland will maintain compliance in reference to Education that is Multicultural "with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities."

- **Diversity/Equity Specialist Major Functions:**

- Develops and implements a strategic plan for diversity aligned to the SMCPS master plan;
- Promotes and coordinates research, training programs and grant initiatives on diversity and intercultural competencies;
- Collaborates to oversee and coordinate professional development related to equity and cultural proficiency;
- Develops systemic structures to recruit, retain and promote staff diversity;
- Fosters a climate that respects and values diversity among students and staff;
- Researches applying and promoting diversity initiatives and sharing best practices;
- Provides advice, guidance and support on equality and diversity issues;
- Assesses community needs and promotes community cohesion;
- Promotes changes within SMCPS and the wider community;
- Assists in the investigation of reported incidents of discrimination;
- Partners with community groups and other relevant organizations;
- Maintains an up-to-date knowledge of anti-discriminatory legislation;

- Translates equality legislation into practice to ensure the system meets statutory requirements;
- Writes, implements and reviews policy and regulations at the system and school level to embed them within wider strategic plans;
- Assists with professional development related to diversity and cultural proficiencies;
- Prepares and delivers presentations and workshops to staff.

- **Responsibilities:**

Building and enhancing diversity/equity and cultural proficiency by performing tasks that include:

- Developing a system plan for promoting and guiding efforts to conceptualize, assess, nurture and cultivate diversity as an institutional and educational resource;
- Promoting productive collaboration across multiple groups of stakeholders involved in diversity and equity efforts;
- Leading professional development associated with cultural proficiency, diversity and equity topics, in collaboration with the Department of Teaching, Learning and Professional Development;
- Using knowledge of current Equal Opportunity and Affirmative Action regulations, as well as common non-discrimination policies to implement best practices throughout SMCPs;
- Creating and promote events valuing diversity and equity, as well as inclusion programs and cross-cultural workshops;
- Developing best practices in promoting inclusiveness and ensuring continued equity assurance in compliance with government regulations;
- Serving as a member of the Superintendent's Cabinet;
- Developing a Superintendent's Diversity Advisory Committee;
- Establishing a Diversity Representative for every school;
- Reorganizing and redefining the Education that is Multicultural and Achievement (ETMA) Committee comprised of ETMA Coordinators from each SMCPs school.
- Serving as a member of the minority recruitment team in order to support the goal of working toward increasing the number of minority faculty and staff in SMCPs.

The Superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap's was commissioned in 2006 and 2010, with a charge to focus on the following areas: 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 had two major objectives: implementing 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.
- SMCPS has hired 10 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 60 underperforming ninth grade students and has since expanded to serve students grades 10,11,and 12.. 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 Coordinator: This position serves as the main point of contact at individual school locations for the St. Mary’s County Public Schools (SMCPs) Diversity/Equity Specialist in order to execute Education that Is Multicultural and Achievement (ETMA) initiatives established according to requirements identified in COMAR 13A.04.05. All schools in the SMCPs system should have an Education that is Multicultural and Achievement (ETMA) Coordinator who will liaise between the school they are representing, the diversity equity specialist, and their community. They will maintain their schools online ETMA portfolio, which includes forms of documentation collected by each school. Materials in their school’s online portfolio will serve as evidence and artifacts for the Cross-Cutting Themes, Education that is Multicultural and Achievement section of the SMCPs Master Plan/Bridge to Excellence submitted to the Maryland State Department of Education each year. The ETMA Coordinator will also support school-wide and systemic professional development opportunities. These professional development opportunities will specifically focus on multicultural education, diversity awareness, appreciation, and celebrations of differences and culture. Finally, they will support the diversity/equity specialist in ongoing efforts to assure that all SMCPs employees are culturally proficient.

The ETMA Coordinator’s position involves the following duties and responsibilities:

- Serves as the school-based representative of the local Education that is Multicultural and Achievement Committee;
- Attends scheduled ETMA Committee meetings, and activities;
- Maintains and updates an online diversity portfolio for their school that documents evidence of their schools ETMA work;

- Works with site administrators and teachers on 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;
- Assists administrators and teachers in planning cultural programs for students;
- Serves as resource for teachers to support implementation of instructional activities in the classroom as related to ETMA;
- Serves as the liaison with students, community, and groups on site-specific multicultural education and cultural proficiency matters;
- Provides support to the school improvement process in the area of ETMA programs;
- Works with the site administrators in establishing school-wide staff development goals, needs, and priorities for ETMA and cultural proficiency.
- 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 each academic year 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

3. List your three major Local School System ETMA goals for the next school year

For the 2012–2013 school year, St. Mary's County Public Schools will implement the following initiatives to meet the goals of ETMA:

- **Goal 1: Establish a SMCPs Superintendent's Diversity and Equity Advisory Committee (DEAC):**
To establish a St. Mary's County Public Schools Superintendent's Diversity and Equity Advisory Committee (DEAC) that meets four times a year (quarterly). The focus of this group will be to enhance and sustain diversity, equity, and multicultural education efforts that lead to positively shifting the mindset and cultural perspective of all students and staff. These efforts are expected to support the goal of eliminating the achievement gap that exists within SMCPs. This group will be expected to evaluate the progress SMCPs is making toward eliminating the achievement gap through a variety of teaching and learning initiatives (e.g. reviewing college and career readiness, STEM, and low-achieving students graduation efforts) that lead to a shift in culture in all aspects of the school system. The DEAC will also decide on methods for ensuring that there are academic growth opportunities for all students system wide. They will provide input on ways for improving diversity/equity training for all employees. DEAC will also examine methods for evaluating and assessing diversity/equity initiatives system wide. They will strive to create opportunities for key stakeholders to provide input on the types of diversity events and learning opportunities that are being offered by SMCPs. Finally, the DEAC will assist with

planning opportunities for multicultural events (e.g. diversity plays, multicultural awareness recognition events, etc.) to occur year-long in SMCPS.

- **Goal 2: Provide Diversity Awareness Educational Learning Opportunities:**

To provide rigorous, in-depth, and thought provoking learning opportunities about diversity for ALL students through a series of lessons the first week of the 2012-13 school year. These lessons will assist in transforming students into becoming individuals that are capable of thriving in a diverse global society on a local, national, and international level.

- **Goal 3: Ensure that the Education that is Multicultural and Achievement (ETMA) Committee Consist of ETMA Coordinators from all SMCPS Schools:**

All schools in the SMCPS system will have an Education that is Multicultural and Achievement (ETMA) Coordinator who will liaise between the school they are representing, the diversity equity specialist, and their community. They will provide coordination and support with their school by developing documentation of the evidence and artifacts that demonstrate the school's efforts in assuring that diversity awareness is integrated into the holistic environment of the school they are representing. They will also support school-wide and systemic implementation of multicultural education, diversity awareness, appreciation, and celebrations. Finally, they will support the diversity/equity specialist in ongoing efforts to assure that all SMCPS employees are cultural proficiency. A job description containing a full list of duties and responsibilities for the ETMA coordinator has been provided as an artifact.

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

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

I. Mission/Vision/Leadership	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. The LSS has a written mission or vision statement that includes a stated commitment to: <ul style="list-style-type: none"> • Diversity • Education that is Multicultural • Accelerating and enhancing student achievement • Eliminating student achievement gaps 					X
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.					X
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.					X
4. The Bridge to Excellence Master Plan includes specific references (Cross-cutting Themes) related to Education that is Multicultural and minority achievement initiatives.					X

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.		X			
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.		X			

III. School Climate	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. The LSS has a written policy and procedure addressing bullying and harassment.					X
2. The LSS addresses how all schools promote the following aspects of an inclusive climate:					X
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.					X
b. that promotes the development of interpersonal skills that prepare students for a diverse workplace and society.					X
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...					X
d. in which diverse linguistic patterns are respected.				X	
e. in which students, instructional staff, support staff, parents, community members, and central office staff are made to feel				X	

welcomed and actively involved in the entire instructional program.					
f. that reflects relationships of mutual respect.				X	
g. that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					X
h. that includes multicultural assemblies, programs, and speakers.			X		

IV. Instruction	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
A. Access and Grouping					X
1. All schools use data disaggregated by 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.					X
a. Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background.				X	

b. All schools assure that all students with disabilities are afforded access to classes and programs in the “least restrictive” environment.					X
c. Highly qualified/effective and certified teachers are assigned to low-achieving schools.					X
d. Teachers already working in low-achieving schools are certificated and highly qualified/effective.					X
3. All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.					
4. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:			X		
a. advanced placement courses				X	
b. gifted and talented programs				X	
c. special initiatives such as grants and/or pilot programs such as STEM				X	
d. student organizations and extracurricular activities				X	
e. student recognition programs and performances				X	
5. All schools ensure that all students have access to instructional technology.					X

B. <i>Instructional Activities</i>			X		
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.				X	
3. All schools implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					X
4. All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.					X
C. <i>Achievement Disparities</i>					X
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.					X
3. All schools implement strategies, programs, and interventions that prevent dropouts as evidenced by data.					X
4. All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.					X

V. Staff Development	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. ETMA staff development includes involvement of all staff: (check all that apply) ➤ Administrators ____ ➤ central office staff ____ ➤ teachers ____ ➤ support staff ____ ➤ instructional assistants/ paraeducators ____ ➤ substitutes ____ ➤ bus drivers ____ ➤ custodians ____ ➤ cafeteria workers ____ ➤ volunteers ____					X
2. Staff development utilizes the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement.					X
3. The LSS coordinates and facilitates ETMA programs and activities:					X
❖ Voluntary ETM courses are offered (attach a list of courses)					X
❖ Mandatory ETM courses are offered (attach a list of courses)		X			

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

6. All schools provide appropriate opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.					X
7. All schools provide professional development workshops and courses that include an ETMA focus.		X			
8. All schools maintain current professional development references for educators, support staff and administrators on education that is multicultural and student achievement.			X		

VI. Instructional Resources & Materials	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. LSS maintains a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness.					X
2. The LSS uses resource organizations that promote cultural and ethnic understanding.					X
3. The LSS uses instructional materials that reinforce the concept of the United States as a pluralistic society within a globally interdependent world, while recognizing our common ground as a nation.					X
4. Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications.					X
5. All schools incorporate multicultural instructional materials in all subject areas.		X			
6. All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources.					X
7. All schools maintain a library inclusive of current instructional supplementary			X		

references and/or materials for teachers and administrators on Education that is Multicultural and student achievement.					
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).			X		
9. All schools have a process for selection of instructional resources that includes the following criteria:					X
a. materials that avoid stereotyping and bias.					X
b. materials that reflect the diverse experiences of cultural groups and individuals.					X
c. individuals from diverse backgrounds were involved in the review and selection of materials.					X
10. All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.					X

VII. Physical Environment	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 are barrier free and accessible for people with disabilities.					X
2. The physical environment in all schools reflects diversity and inclusiveness in displays and materials.					X

VIII. Policies	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. The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.					X
2. The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system.					X
3. The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.					X
4. School system policies assure that all					X

school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness.					
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).					X

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					X

socio-economic populations to document instructional effectiveness.					
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 valid for the population being assessed, not at random.					X
7. The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.					X
8. The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds.				X	

X. Community Outreach	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. The LSS ensures active involvement by the following in developing policies and strategies to address ETMA issues:					X
a. families from diverse backgrounds.					X
b. community members from diverse backgrounds.					X
c. resource organizations that reflect diversity.					X
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.					X
3. All school functions are held in facilities that are accessible to individuals with disabilities.					X

Race to the Top Scopes of Work

Section C: Data Systems to Support Instruction

Section C: Data Systems to Support Instruction

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

Action Plan: directions are included on pages 7-8

Section C: Data Systems to Support Instruction

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

St. Mary's County Public Schools (SMCPS) is dedicated to making informed, data-driven, instructional decisions that benefit each student. The SMCPS mission statement reflects the premise of informed decision making in order to *know the learner and the learning expecting excellence in both*. SMCPS utilizes common formative and summative assessments in determining student proficiency. 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 that provides our teachers and administrators the ability to tailor interventions that will ensure mastery of the Core Curriculum.

SMCPS fully embraces the implementation of the statewide longitudinal data system as required by the America COMPETES Act. We will facilitate the integration of our student information system, *eSchool+*, and our data warehouse, Performance Matters, with the MD state system.

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

(C)(2) Accessing and Using State Data

SMCPS supports the use of real-time information for all key stakeholders (students, teachers, administrators, parents, and policymakers.) We will facilitate the secure access to the data enterprise system. SMCPS will continue with our robust professional development in this area. We will ensure that we integrate the instructional improvement systems to provide effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement. 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;
- Integrating the unique teacher State IDs in our student information system;
- Developing and implementing a plan for rolling out web-based instruction and assessment to students, Grade 3-12, with special attention to the elementary school implementation; and
- Developing or acquiring and delivering high-quality professional development to support the transition to new Maryland Instructional Improvement System and MLDS

In FY2012, SMCPS completed course alignments and course cross matching. We participate regularly in the MLDS webinars. We completed our crosswalk for course alignments with the state system.

The main focus of FY2012 was on rebuilding our infrastructure to support the data system and online professional development. Information Technology (IT) completed most of the network upgrade and continues to add wireless to all elementary schools. Additionally, IT collaborated with *One Maryland Broadband Network Grant* group to complete the initial planning for fiber installation at our elementary schools. All of the school to road connections have been completed yet we await the contractor to connect cable to fiber.

SMCPS began its work on leasing new hardware in order to facilitate 21st century teaching and learning. Over 2,400 new laptops were leased for three middle schools, Fairlead Academy, and one elementary school. Staff will have access to ongoing professional development for best practices in the integration of technology into the classroom.

Action Plan: Section C

Goal(s):

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

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements:</i> (No) <i>Additional Required Activities</i>							
1. Continue installation of fiber to replace the cable modems at elementary schools.	C(3)		June, 2012 -	June 30, 2013	James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology; Bob Kelly, St. Mary's County Government Director of Technology	Y-fiber connection at all elementary schools. Implementation at each site broken out over designated timeline as determined by state and completed by outside contractors. Documentation of successful online science assessment at Grade 5	Y-yearly recurring costs for access
2. Design and provide professional development about the online resources for staff and parents as developed around the longitudinal data system and curriculum support.	C(3) B(3)		October 2012	Regina Greely, Director of Instructional Technology; Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development, Supervisors of various contents	Regina Greely, Director of Instructional Technology; Jeff Maher, Exec. Director of Teaching, Learning, and Professional Development, Supervisors of various contents	Y-Professional development opportunities for staff and parent communication. Completion is built upon access to the LMS.	N
3. Participate in the alignment of the state and	C(3)		September, 2012	June 30, 2013	Regina Greely, Director of	Successful import of data into the MLDS	N

SMCPS data systems for teacher and course catalog and electronic transcripts.					Instructional Technology; Data specialist and SMCPS Programmers	in accordance with MSDE timelines.	
4. Continue to purchase hardware to support online assessments	C(3)		August 1, 2012	-June 30, 2013	James Corns, Director of Information Technology; Regina Greeley, Director of Instructional Technology;	Invoices to reflect purchases for students to integrate into web-based instruction.	Y-ongoing rollout of leased laptop
<i>Tasks/Activities:</i>							

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 3, the budget expenditures will occur with the initial purchase of leased laptops and the additional wireless network infrastructure. 100% of year 3 funds have been expended.

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

Section D: Great Teachers and Leaders

Teacher and Principal Evaluation Systems

St. Mary's County Public Schools (SMCPS) is one of seven school districts who participated 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 SY 2013.

During the 2011–2012 school year, St. Mary's County Public Schools worked with a leadership committee consisting of teachers, administrators, central office staff, the teacher association president, and the UniServ director. Through monthly meetings and focus groups sessions at each of the seven pilot schools, the team identified specific elements that comprised the student growth measure responsible for 50 percent of the teacher and principal evaluation. Of that 50 percent, 30 percent is based on state measures and locally created assessments and performance tasks that align to the Maryland Common Core State Standards. For the remaining 20 percent, the evaluation is tied to local measures, inclusive of both student growth and daily classroom performance.

The remaining 50 percent of the evaluation for teachers will include the following four components: planning and preparation, classroom environment, instruction, and professional responsibility. For principals, the evaluation shall include at least shall include the twelve Outcomes 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 summers of 2011 and 2012, 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 the 2011-2012 school year, SMCPS completed review of our induction program for new teachers based on COMAR 13A.07.01 to determine the need for any revisions to our mentor program, orientation program, and new teacher seminar series. We comply with all requirements of COMAR 13A.07.01 regulation.

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

Evaluation Informing Decision Regarding Teachers and Principals

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

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

SMCPS will continue to participate in the Educator Effectiveness 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 2012

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

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(D)(2)(i – iv) (D)(3)(i - ii) (D)(5)(i - ii)					
Review feedback and results from pilot	D (2)		Summer, 2012	Linda Dudderar, Asst. Superintendent for Instruction	Revision of pilot system based on review	N
Implement field test for LEA model for educator evaluation	D (2)		2012-2013 school year	Linda Dudderar, Asst. Superintendent for Instruction	Professional development evaluation SLO worksheets from teachers	N
Evaluate the effectiveness of the LEA field test	D (2)		June-July 2013	Linda Dudderar, Asst. Superintendent for Instruction	Review of pilot evaluation data	N
Revise model as appropriate based on review of 2012-2013 field test	D (2)		July-Aug 2013	Linda Dudderar, Asst. Superintendent for Instruction	Revision of model	N

Year 4 Goals:

- Implement the new evaluation system with 50 percent dependent upon the evidence of student learning
- Gather comprehensive data relative to the impact of the new evaluation system

Highly Qualified Staff

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

- No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.
- No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Under No Child Left Behind (NCLB), LSSs are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified teachers, and the percentages of CAS classes being taught by highly qualified teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the State, and low-poverty schools as schools in the bottom quartile of poverty in the State. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Plans for Reaching the 100% Highly Qualified Teacher (HQT) Goal

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.¹ In this section, each LSS should address the factors that prevent the district from attaining the HQT benchmark goals. Please see the instructions on the next page.

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

Instructions:

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

SMCPS met all the criteria for the Data Table: 6.1, 6.2, 6.3, and 6.4, 6.5, 6.6, and 6.7.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.1: Percentage of Core Academic Classes (CAS) Taught by Highly Qualified Teachers	The percentage of CAS is 94% HQT or higher.	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 1. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <u>HQT</u> in CAS.
6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teacher in Title I Schools	The percentage of CAS in Title I schools is 100% HQT.	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT.
6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason	The combined percentage total of NHQT <i>across all reasons</i> is less than 10%.	<ol style="list-style-type: none"> 2. Describe where challenges are evident. 3. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas <u>of NHQT</u>.
6.4: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary Schools</i> High Poverty and Low Poverty Schools.	The percentage of CAS taught by HQT in high-poverty is equal to or greater than the percentage of HQT CAS in low-poverty schools. (Explanation: Data	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools.

	represents an equal distribution of HQT staff between high and low poverty).	
6.5: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary</i> High Poverty and Low Poverty Schools By Level and Experience.	The percentage of <i>inexperienced HQT</i> in CAS in high-poverty schools is not greater than the percentage of <i>experienced HQT</i> in CAS in low-poverty schools.	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Identify the changes or adjustments to ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that strategies are in place are having the intended effect?
6.6: Attrition Rates	<i>Total overall attrition</i> is less than 10%	<ol style="list-style-type: none"> 1. Identify the practices, programs, or strategies and the corresponding resource allocations to address the overall retention of staff. What evidence does the school system have that the strategies in place are having the intended effect?
6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools	Percentage of <i>qualified</i> paraprofessionals in Title I schools is 100%	<ol style="list-style-type: none"> 1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified.

High Quality Professional Development

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

Professional Development

Please provide your District Professional Development Plan (or the pertinent pages from your website). In a brief narrative, describe how your plan addresses:

1. Underperforming populations;
Ongoing Professional Development support is provided to teachers on interventions designed to eliminate achievement gaps. This year, two full days were provided at the conclusion of the 2011-2012 school year, and two additional days were provided at the beginning of the 2012-2013 school year targeting instructional programs designed to build rigor for all, and intervention support for students with learning gaps. In addition, monthly sessions with Instructional Resource Teachers provide further follow up and support for implementation. Further, quarterly the SMCPS calendar includes early-release days for teacher teams to meet and collaboratively plan interventions based on quarterly performance data.
2. The transition to the new Maryland Common Core State Curriculum; and
SMCPS sent school teams (four per school) and central office supervisors to the Educator Effectiveness Academies this past summer. From that experience, each school collaboratively developed transition plans that addressed specific professional development related to the transition to the CCSS. Moreover, these plans were consistently reviewed centrally to ensure consistent support for systemic professional development. Multiple professional days built into the calendar have provided the time, and the EEA participants and administrators led the sessions to share that which was provided. Follow-up is provided monthly to the EEA participants who then are able to support school-level work. At the system-level, content supervisors are providing resources and site-based professional development to align with the new standards.
3. The transition to the new teacher and principal evaluation system.
While our Teacher Performance Assessment System has been based on the work of Charlotte Danielson and her four domains for the past ten years, 2012-2013 is a no-fault pilot implementation year for Domain 5: Evidence of Student Learning for all teachers in St. Mary's County. To support them through this process, Student Learning Objective workshops presented by a team have been held at each school site.

Teacher Induction

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

1. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include are your LEA Action Plans and TELL Survey Data.

Induction is a process through which teachers new to the profession and new to SMCPs are provided with the professional development they need to be successful in their first three years of teaching with us. Therefore, we provide differentiated professional development based on the teacher's level of experience. All teachers new to the profession participate in induction activities until they receive tenure. Veteran teachers, in their first year with SMCPs, participate in induction activities for a minimum of one year.

Information regarding our Teacher Induction Program is located in our handbooks posted online at: <http://www.smcps.org/tlpd/employee-handbooks>

- New Teacher Handbook
- Instructional Mentor Handbook

The following outline illustrates the model for differentiated and ongoing professional development in our induction program:

YEAR ONE:

- **Orientation:**
 - Multiple summer professional development programs, including:
 - “Early-Bird” workshops in content, strategies, and programs (optional)
 - 3-day period in which teachers new to SMCPs are oriented to our school community (required)
 - Day 1: The Big Picture
 - System and Instructional Program Overview
 - Day 2: Evaluation
 - Professional Expectations and Time at School Sites
 - Day 3: Model Demonstration Day
 - New teachers spend a full day in the classroom of a master teacher at his/her grade level or content area. A team of master teachers provides our new hires with information to prepare them for the first month of school. Master teachers work closely with new hires to design and plan high quality lesson plans consistent with our curriculum. The Model Demonstration Teacher program also provides teachers new to SMCPs ongoing monthly support throughout the school year.
- **New Teacher Seminars:**
 - Monthly seminars designed to support new teachers' professional development (required) (up to 3 credits)
 - Held 2nd Wednesday of the month from 4:30 until 7:00 PM (unless otherwise noted)
 - Teachers new to teaching-attend all seminars
 - Teachers new to SMCPs -choose 4 or more to attend

- Each participant who attends will be paid \$57.50 per session for up to three sessions
- **Mentoring**
 - A site-based, experienced teacher provides coaching, support, and guidance (required)
 - Regular opportunities to observe or co-teach with experienced teachers (once per quarter), with follow-up coaching and feedback
- **Formative Review and Feedback**
 - Feedback and review of performance based on the Teacher Performance Assessment System (TPAS) provided by administrators, supervisors, and non-evaluative feedback by mentors
- **Ongoing Professional Development**
 - Participation in site-based or system-wide professional development, including participation in professional learning communities (PLC), collaborative teams, workshops, or courses (as appropriate)

YEAR TWO:

- **2nd Year Seminars:**
 - Monthly seminars designed to support new teachers' professional development (required) (3 credits)
 - Held 2nd Wednesday of the month from 4:30 until 7:00 PM
If teachers are enrolled in a graduate program, this requirement may be waived.
- **Mentoring**
 - A site-based, experienced teacher provides coaching, support, and guidance (as appropriate)
 - Regular opportunities to observe or co-teach (up to twice a year), with follow-up coaching and feedback
- **Formative Review and Feedback**
 - Feedback and review of performance based on the Teacher Performance Assessment System (TPAS) provided by administrators, supervisors, and non-evaluative feedback by mentors
- **Ongoing Professional Development**
 - Participation in site-based or system-wide professional development, including participation in professional learning communities (PLC), collaborative teams, workshops, or courses (as appropriate)

YEAR THREE:

- **Teacher Leadership Professional Development**
 - Participation in professional development designed to foster teacher leadership. Options include:
 - Professional Learning Communities (PLC) Leader Training (1 credit)
 - Skills for Mentoring and Coaching (1 credit)
 - 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 mentors

- **Ongoing Professional Development**
 - Participation in site-based or system-wide professional development, including participation in professional learning communities (PLC), collaborative teams, workshops, or courses (as appropriate)
2. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned; and

Mentor Ratio 2012-2013						
1 st Year Teachers	2 nd Year Teachers	3 rd Year Teachers	Newly Hired Experienced Teachers	Total # non-tenured Teachers	Total # mentors	M to T Ratio
102	45	62	51	209	150	1:1 ratio no > 1:3 ratio

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

Throughout the year, the assignment and support by mentors is monitored. The outline below documents specific requirements:

QUALIFICATIONS:

- Hold APC
 - currently 95% meet this requirement
- Are trained
 - currently 95% meet this requirement

TRAINING:

- Initial training: *Skills for Coaching & Mentoring* (3 credits) required
- Ongoing professional development 3 times per year, differentiated by level of mentoring
 - Mentors of teachers in their 1st year with us
 - Sept 12
 - Feb 6
 - Apr 10
 - Mentors of teachers in their 2nd or 3rd year with us
 - Sept 13
 - Feb 7
 - Apr 11

DOCUMENTATION:

- Mentor logs submitted twice a year
- Instructional Mentors self-assess using the Active Mentor Rubric

Persistently Dangerous Schools

No Child Left Behind Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- No Child Left Behind Indicator 4.1: The number of persistently dangerous schools, as defined by the state.

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year.

1. Where Persistently Dangerous Schools are identified, list the schools and describe what steps are being taken by the school system to reverse this trend and prevent the schools(s) from moving into probationary status.

N/A

Attendance

Based on the Examination of the Attendance Data:

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

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 (92.2percent) and **High** school level (89.8 percent) did not meet the AMO of 94 percent.

Special Education: **Middle** school level (93.0 percent) and **High** school level (90.4 percent) did not meet the AMO of 94 percent rate.

African/American: **High** school level (92.2 percent) and **Middle** (93.7%) did not meet the AMO of 94 percent rate.

American Indian/Alaskan Native: **High** school level (92.1 percent) did not meet the AMO of 94 percent.

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

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

Strategies and interventions are targeted to those student groups and to those areas where AYP is not being met. Given that regular and consistent attendance is fundamental to high school completion for all students, the Pupil Services Team (PST) meets regularly at each school to, in part, monitor attendance. A major role of our PPWs and the School Psychologists is to serve as leaders on the PST committee.

At these meetings, time is allotted to review attendance, discipline, and other school-wide data pertaining to AYP and subgroups. Interventions are planned for individual students and groups of students who are confronting challenges and are not coming to school regularly. There are many interventions that specifically address attendance concerns.

Interventions specifically addressing attendance for students may include the following:

- Regular school attendance has been identified by the Superintendent of School as a major school system initiative for the 2012–2013 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.
 - No changes or adjustments in staffing, materials, or other items
- The APEX online learning program, a grant awarded through America’s Promise–Graduation Nation, is being implemented at all three high schools. This program will provide students with additional support to earn credit toward high school graduation.
 - 2 teacher FTEs and 1 Program Manager position added to the general budget with approximate \$180,00 in salaries being cover by the General Fund (unrestricted).
- 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).
 - No changes or adjustments in staffing, materials, or other items
- 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.
 - No changes or adjustments in staffing, materials, or other items
- 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.
 - No changes or adjustments in staffing, materials, or other items
- 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.
 - No changes or adjustments in staffing, materials, or other items.
- 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.
 - No changes or adjustments in staffing, materials, or other items.
- 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.
 - No changes or adjustments in staffing, materials, or other items.
- Fairlead II has been established at the Dr. James A. Forrest Center to provide additional support to identified grade 11 and 12 students. To ensure that we maintain ongoing support for these students, the school system created a more extensive program to support these students in grades 10, 11, and 12. An academic dean continues to coordinate the program. Students can readily access the Dr. James A. Forrest Center programs to ensure college and career readiness.
 - 2 teacher FTEs added to the general budget with approximate \$120,00 in salaries being cover by the General Fund (unrestricted).

- 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.
 - No changes or adjustments in staffing, materials, or other items
- 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.
 - No changes or adjustments in staffing, materials, or other items
- 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.
 - No changes or adjustments in staffing, materials, or other items
- The school system's automated phone out system, School Messenger, calls a parent/legal guardian when a student is absent or tardy to class.
 - No changes or adjustments in staffing, materials, or other items
- 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.
 - No changes or adjustments in staffing, materials, or other items
- 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.
 - No changes or adjustments in staffing, materials, or other items
- 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.
 - No changes or adjustments in staffing, materials, or other items
- 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.
 - No changes or adjustments in staffing, materials, or other items
- 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.
 - Adjustments in staffing done through redeployment and reassignment of professional responsibilities of staff and materials.

Graduation and Dropout Rates (4-Year Cohort)

No Child Left Behind Goal 5: All students will graduate from high school.

- No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.
- No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

Graduation and dropout rates are now part of the Maryland School Progress Index.

Based on the Examination of Graduation and Dropout Rate Data:

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

As MSDE has not finalized and released the 2012 graduation rate or the School Progress Index, the question cannot be appropriately answered. The following was the response submitted and accepted for last year.

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

As MSDE has not finalized and released the 2012 graduation rate or the School Progress Index, the question cannot be appropriately answered. The following summarizes our focus for the 2012-2013 year and two major initiatives relative to graduation and drop out rate.

For the 2013 school year, SMCPs continues to refine the department of Career and College Readiness, by consolidating staff, resources, and programs at the James A. Forrest Career and Technical Center (JAFCTC). 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. 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 all of our high schools. Over the course of a three-year partnership, we will implement programs for remediation, credit recovery, unit recovery, supplemental courses, Advanced Placement, and summer school. The program at each of our high schools includes a dedicated teacher running a resource room each period of the day, where students can complete work, receive tutoring, and monitor their graduation plan. We 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.

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

Fairlead II includes the increase of 2 teacher FTEs to this facility for the 2012-2013 school year. Their salaries are from general funds (i.e. unrestricted) and are approximately \$120,000. Materials of instruction were also provide by the general fund (unrestricted) and did not exceed \$20,00.

The second initiative, APEX also included the increase of 2 teacher FTEs and 1 program manager for the 2012-2013 school year. Their salaries are from general funds (i.e. unrestricted) and were approximately \$180.00. As APEX is providing the online education platform for free to SMCPS for the 2012-2013 school year, so no materials of instruction cost was incurred.

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.

Action Plan: Section E

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

Section E: Turning Around Low Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</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 benchmark scores			October, November, December, January, February, March, April, May, June	Kelly Hall, Exec. Director of Elementary Schools; J. Scott Smith, Exec. 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
2. Review of teacher observational data collected through our Teacher Performance Assessment System (TPAS), to include			November 2012, January 2013, March 2013, May 2013	Kelly Hall, Exec. Director of Elementary Schools; J. Scott Smith,	Detailed data reports according to Domain/Component/Element	N

direct assistance to and staff member struggling in the classroom				Exec. Director of Secondary Schools	from our Teacher Performance Assessment System	
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, Exec. Director of Elementary Schools; J. Scott Smith, Exec. Director of Secondary Schools; Dale Farrell, Coordinating 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

Year 4 Goals:

- Have all schools met AMOs set by MSDE

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, St. Mary's County Public Schools (SMCPS) has periodically received questions and initial interest about submitting a charter school application but has not received any other official applications.

CPCS currently serves 332 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 revised Maryland Charter School law. The SMCPS revised policy was completed on May 25, 2010. This revised policy has created more transparency in the application, implementation, renewal, and dismissal process and has provided charter schools with as much operational flexibility as the law allows.

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

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

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

Action Plan: Section F

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

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

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

Appendices

- Appendix A – Contact Information for MSDE Program Managers
- Appendix B – General Submission Procedures
- Appendix C – Bridge to Excellence Resources
- Appendix D – Race to the Top Liaisons
- Appendix E – Race to the Top Finance Officers
- Appendix F – 2012 MSDE Race to the Top Scopes of Work Reviewers
- Appendix G – Local BTE Points of Contact

Appendix A: Contact Information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Master Plan Requirements	Walt Sallee Portia Bates	410-767-1407 410-767-4420	wsallee@msde.state.md.us pbates@msde.state.md.us
Race to the Top Requirements	Lyle Patzkowsky	410-767-0376	lpatzkowsky@msde.state.md.us
Finance Requirements	Steve Brooks Donna Gunning Patrick Kellinger	410-767-0011 410-767-0757 410-767-0985	steve.brooks@msde.state.md.us dgunning@msde.state.md.us pkellinger@msde.state.md.us
Title I, Part A Improving the Academic Achievement of the Disadvantaged	Maria Lamb	410-767-0286	mlamb@msde.state.md.us
Title II, Part A Preparing Training, and Recruiting High Quality Teachers	Cecelia Roe Heather Lageman	410-767-0574 410-767-0892	croe@msde.state.md.us hlageman@msde.state.md.us
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon Cathy Nelson	410-767-6577 410-767-0714	iyoon@msde.state.md.us cnelson@msde.state.md.us
Title I, Part D Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk	William Cohee	410-767-0945	wcohee@msde.state.md.us
Career Technology Programs	Jeanne-Marie Holly	410-767-0182	jmholly@msde.state.md.us
Early Childhood Programs	Valerie Kaufmann	410-767-8182	ValerieK@msde.state.md.us
Education That Is Multicultural	Linda Shevitz	410-767-0428	lshevitz@msde.state.md.us
Fine Arts Initiative	Jay Tucker	410-767-0352	jtucker@msde.state.md.us
Gifted and Talented Programs	Jeanne Paynter	410-767-0363	jpaynter@msde.state.md.us
Special Education Programs	Karla Marty	410-767-0258	kmarty@msde.state.md.us
Highly Qualified Staff	Liz Neal	410-767-0421	eneal@msde.state.md.us

Appendix B: Submission Instructions

General Submission Procedures

Date	Submission
October 15	<p><u>Master Plan Part II: Attachments</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send 2 hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. ▪ Consolidate/merge all documents into one (1) document before submitting. Please do not submit multiple documents. Submit this file in PDF format.
October 15	<p><u>Master Plan Part I</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send 7 hardcopies, double-sided and three-hole-punched: <u>Master Plan Part I, Finance Section, and Data Section.</u> ▪ Avoid sending documents in binders. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. Master Plan Part I should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in Excel format. <p><u>Master Plan Part II: Attachments (2nd Updated Submission)</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send 2 hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. ▪ Master Plan Part I should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as a separate document in Excel format.

Appendix B: Submission Instructions

Date	Submission
November 19	<p><u>Final Submission: 2012 Master Plan Annual Update</u></p> <p>Hardcopy</p> <ul style="list-style-type: none">▪ Submit 2 hardcopies of the entire final 2012 Annual Update, double-sided and three-hole-punched, including Parts I and II to the address below. <u>ONE</u> final hardcopy submitted on this date <u>must contain original signatures in all areas where required. Please label this copy as “Original”.</u>▪ Avoid sending documents in binders. <p>Electronic</p> <ul style="list-style-type: none">▪ Post the 2012 Master Plan Annual Update to DocuShare. This posting should include Part I, Part II, and the Excel workbooks containing the final Finance, Data sections, RTTT Project Budgets and RTTT C-125 workbooks▪ Parts I and II should be submitted in PDF format. The Excel workbooks should be submitted in Excel format.

Send Hard Copy Submission to:

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

Appendix C: Bridge to Excellence Resources

Bridge to Excellence

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

Race to the Top

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

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

Race to the Top Liaisons -2012

First Name	Last Name	LEA	Email Address
John	Logsdon	Allegany County Public Schools	john.logsdonjr@acps.k12.md.us
Andrea	Kane	Anne Arundel County Public Schools	amkane@aacps.org
Laura	Hiatt	Baltimore City Public Schools	lphiatt@bcps.k12.md.us
William	Burke	Baltimore County Public Schools	wburke@bcps.org
Carrie	Campbell	Calvert County Public Schools	campbellca@calvertnet.k12.md.us
Tina	Brown	Caroline County Public Schools	tina_brown@mail.cl.k12.md.us
Steven	Johnson	Carroll County Public Schools	smjohns@carrollk12.org
Jeffrey	Lawson	Cecil County Public Schools	jalawson@ccps.org
Judy	Estep	Charles County Public Schools	jestep@ccboe.com
Lorenzo	Hughes	Dorchester County Public Schools	hughesl@dcpsmd.org
Sue	Waggoner	Garrett County Public Schools	swaggoner@ga.k12.md.us
Susan	Brown	Harford County Public Schools	susan.brown@hcps.org
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Ed	Silver	Kent County Public Schools	esilver@kent.k12.md.us
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Linda	Stark	Wicomico County Public Schools	lstark@wcboe.org
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Appendix E: Race to the Top Finance Officers

Race to the Top Chief Finance Officers-2012

First Name	Last Name	LEA	Email Address
Randall	Bittinger	Allegany County Public Schools	randall.bittinger@acps.k12.md.us
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Matthew	Stanski	Prince George's County Public Schools	matthew.stanski@pgcps.org
Robin	Landgraf	Queen Anne's County Public Schools	robin.landgraf@qacps.org
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Greg	Nourse	St. Mary's County Public Schools	gvnourse@smcps.org
Charles	Connolly	Talbot County Public Schools	cconnolly@tcps.k12.md.us
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Appendix F: MSDE Race to the Top Scopes of Work Reviewers

2012 MSDE Race to the Top Scopes of Work Reviewers

First Name	Last Name	LEA Assignments	Phone Number	Email Address
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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, Dorchester County, Washington County	(410) 767-0322	rglascock@msde.state.md.us
Ann	Glazer	Baltimore City, Caroline County	(410) 767-0321	aglazer@msde.state.md.us
Lyle	Patzkowsky	Anne Arundel County, Cecil County, St. Mary's County	(410) 767-0367	lpatzkowsky@msde.state.md.us
Ilene	Swirnow	Calvert County, Somerset 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

Appendix G: Local Bridge to Excellence Points of Contact

Local School System	Name	E-mail
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Harford	Susan Brown	susan.brown@hcps.org
Howard	Caryn Lasser	caryn_lasser@hcpss.org
Kent	Dawn Vangrin	dvangrin@kent.k12.md.us
Montgomery	Jody Silvio	jody_silvio@mcpsmd.org
Prince George's	Veronica Harrison	Veronica.harrison@pgcps.org
Queen Anne's	Carol Williamson	williamc@qacps.k12.md.us
Somerset	Patricia West-Smith	pwestsmith@somerset.k12.md.us
St. Mary's	Linda Dudderar	ljdudderar@smcps.org
Talbot	Pamela Heaston	pheaston@tcps.k12.md.us
Washington	Shula Finkelstein	finkeshu@wcboe.k12.md.us
Wicomico	Linda Stark	lstark@wcboe.org
Worcester	John Gaddis	JBGaddis@mail.worcester.k12.md.us

Appendix H: Race to the Top (RTTT) Fiscal Controls Updated: 5/9/2012

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

Monthly Reporting

Expenditures are reported monthly in the AFR system

Expenditures are submitted monthly for reimbursement through the FSR process

Expenditures

1. Only report RTTT expenditures
2. Never report encumbrances in the AFR system for this grant.
3. Always report expenditures at the State FY level in the AFR and FSR systems.
 - a. In some cases, the LEA may report twice in the AFR system in a given month – July through September – once to report expenditures for liquidated prior year encumbrances and once to report current year expenditures
 - b. For example, in July 2012, an LEA may have liquidations of FY 12 encumbrances reported in the FY 12 AFR record as well as new FY 12 expenditures reported in the FY 13 AFR record.
4. When filing the official AFR for the year, mark the appropriate box with an A for Annual.

Transition between Project Years

1. Project Years follow federal fiscal year.
2. Between now and August 15th, as you become aware of any changes that require an amendment, please submit them using the regular RTTT amendment process. This would include any anticipated carry-forward of funding into the next project year or future years.
3. When the Master Plan Annual Update is submitted in October, please incorporate any additional necessary adjustments. Please follow the current RTTT amendment instructions remembering to highlight the changes in yellow and strikethrough any deletions in red from your current, approved Scope of Work so that we know you are submitting alternative language. The corresponding project budgets should be revised per the amendment directions as well. These remaining amendment(s) and the budget(s) will be approved at the same time as the master plan.
4. There will be a timing difference between the beginning of Project Year 3 (October 1, 2012) and approval of the Master Plans including Scopes of Work (December 2012). RTTT costs incurred during this period are allowable subject to their approval in the

Appendix H: Race to the Top (RTTT) Fiscal Controls Updated: 5/9/2012

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Master Plan. Therefore, any Project Year 3 expenditures associated with changes to the current, approved Scopes of Work and submitted with the Master Plan Annual Update for approval will be at risk of disallowance if not approved.

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