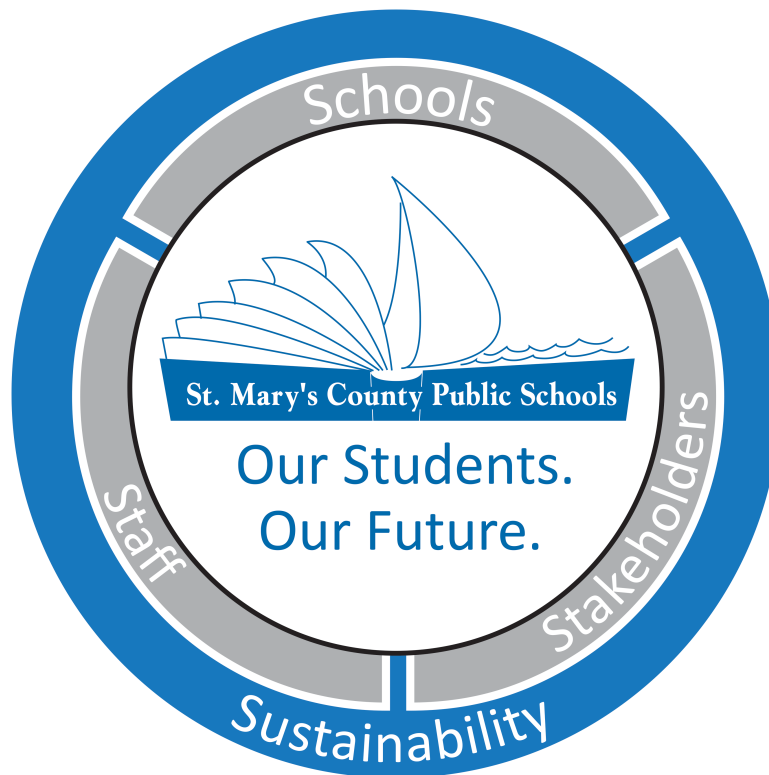


St. Mary's County Public Schools

Annual Update Part I



2018-2019

St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, MD 20650

2018 Master Plan Annual Update

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

Master Plan Annual Update

Due: October 15, 2018

Local Education Agency Submitting this Report:

St. Mary's County Public Schools

Address:

23160 Moakley Street, Leonardtown, MD 20650

Local Point of Contact:

Dr. Jeffrey A. Maher

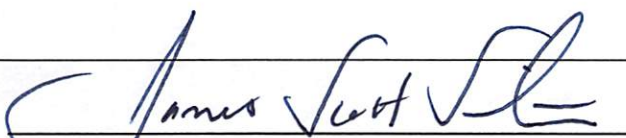
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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2018 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence. We further certify that this Annual Update has been developed in consultation with members of the local education agency's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



Signature of Local Superintendent of Schools
or Chief Executive Officer

11/9/18

Date



Signature of Local Point of Contact

11/9/18

Date

Local Planning Team Members

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

The St. Mary's County Public School System's Bridge to Excellence Master Plan is the result of the collaboration and contributions of many educators and stakeholders, who have provided input to develop our long term commitments to students, staff, our schools, stakeholders, and ultimately sustainability for our vision. While it is not possible to cite the names of everyone involved in the preparation of the SMCPS Master Plan, special appreciation is expressed to the following individuals who contributed to the 2018 Annual Update.

J. Scott Smith, Superintendent of Schools
Maureen C. Montgomery, Deputy Superintendent
Tammy S. McCourt, Assistant Superintendent of Fiscal Services and Human Resources
Jeff Walker, Assistant Superintendent of Supporting Services
Lisa E. Bachner, Director of Curriculum and Instruction
Dale P. Farrell, Director of Human Resources
Scott Szczerbiak, Director of Special Education
Kelly M. Hall, Executive Director of Supplemental School Programs
Jeffrey A. Maher, Chief Strategic Officer
Cheryl Long, Director of Student Services
Michael A. Watson, Administrative Accountability Officer
Nicole Ayres, Supervisor of Special Education
Sherry O'Dell, Supervisor of Special Education
Cynthia Kilcoyne, Supervisor of Special Education
Todd Burroughs, Supervisor of Instruction: Fine Arts
Michael Boyle, Supervisor of Instruction: CTE
Jessica Cotugno, Supervisor of Instruction: Elementary Programs/ Elementary Gifted and Talented/Facilitator of Elementary Professional Development
Bridget Dunbar, Supervisor of Instruction: Secondary Mathematics
Michelle Gallant-Wall, Supervisor of Instruction: English/Language Arts
Jason Hayes, Supervisor of Instruction: Science
Becky Loker, Supervisor of Instruction: Elementary Mathematics
Denise Mandis, Supervisor of Instruction: Academy Programs/ Advanced Placement/Media
Cortney Dvorak, Supervisor of Instruction: Reading
Andrew Roper, Supervisor of Instruction: Physical Education/Health
Wendy Tarr, Supervisor of Instruction: World Languages/English Language
Kevin Wright, Supervisor of Instruction: Social Studies

PART I

- I. Executive Summary
- II. Finance Section
- III. Goals and Objectives



I.

Executive Summary

St. Mary's County Public Schools

I. Introduction

The last several years have provided us an opportunity to prepare our students and staff for the high expectations of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. With assessment systems in place, we now look toward a balanced accountability system that includes both the measures of achievement associated with PARCC with measures of student achievement and school quality indicators as well.

Our work this year is focused on two key elements that align with Maryland's accountability plan and our focus on the whole child. Balanced between student achievement and culture/climate, we remain consistent with our mission and commitments to our students, staff, and stakeholders.

Our mission statement's words are never truer:

Know the learner and the learning,
expecting excellence from both.

Accept no excuses, educating all with
rigor, relevance, respect, and positive relationships.

Work is focused on our support for students social, emotional, and academic growth. To this end, SMCPS has embraced the tenets of ASCD's Whole Child Initiative. Specifically, we are asking questions about how students feel safe, engaged, supported, challenged and healthy.

- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.
- Each student enters school healthy and learns about and practices a healthy lifestyle.

These tenets align with our two umbrella goals associated with our accountability measures: Academics and Climate/Culture. For students to succeed, they must feel safe and supported, they must be challenged and engaged, and we need to support their physical and mental health. With this in mind, key initiatives for SMCPS align with these areas.

The Goals and Objectives section of the Master Plan details the progress of students as is measured by one component of the accountability framework, i.e., how students performed on PARCC. In the 2018 administration of PARCC, SMCPS students outperformed state average for all grade levels and content areas. However, amongst that performance, there were areas where the AMO was not met, and gaps in performance were persistent for some student groups.

Addressing Achievement Gaps

Our work puts our students first, with a focus on equity, achievement, and the whole child. We recognize that student achievement does not simply come from academic support alone. As is reflected in the Maryland accountability model, we too recognize the importance of both academic achievement and school quality indicators. To that end, we have aligned school improvement to reflect these same elements.

Aligning to the Maryland State Department of Education's vision to prepare all students for college and career, our goals, initiatives, and strategies consider all subgroups and specialized populations as we promote academic excellence. Persistent performance gaps are analyzed and addressed routinely for the system, for each school, and for each individual student. We have a variety of initiatives focused on teaching and learning to address these gaps. Specifically, we have identified a significant gap with all measurable data points (achievement, discipline, and attendance) between our economically disadvantaged students, minority students, special needs students, English Language Learners, and the rest of our population. SMCPS has experienced an increase in the number of students receiving free and reduced meals. The achievement gaps for our students living in poverty are persistent.

We have dedicated our professional development and our initiatives throughout the year to address these needs. Specifically, we have designed professional development around the two key focus areas:

- Academic Achievement
- Culture and Climate

At the school level, principals work with their staff to develop a professional development plan consistent with these areas. Systemic initiatives include:

Academic Achievement

- Using assessments for student learning
- Implementing formative assessment throughout the instructional process
- Monitoring interventions for consistency and effectiveness

Culture and Climate

- Implementing Multi-tiered Systems of Support or a PBIS model
- Implement Restorative Practices and the Responsive Classroom
- Providing for the RTI Process for monitoring interventions

Understanding and intervening for our students who face challenges is our priority. This envelops our work across all areas, recognizing the impact chronic and acute stress has for our students on learning as well as behavior and that student attendance is critical to their school success.

The strategies articulated in the Goals and Objectives section of the Master Plan detail a rationale for each. The explanation of these strategies communicate the consistent approach to instruction, intervention, and support for students who are underperforming in the assessed areas.

Academic Achievement

SMCPS continues to institutionalize the Maryland College and Career Ready Standards/Common Core State Standards and with the implementation of these rigorous education standards, we established a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace. Throughout the year, our students are asked to demonstrate independence and perseverance, construct arguments, comprehend, critique, and support with evidence, and use resources, strategies, and tools to demonstrate strong content knowledge. We moved to deeper and richer lessons, replete with informational texts, analytical writing, and trans-disciplinary project based learning, all of which we fundamentally know will end with our graduates more prepared than ever to face the challenges of a 21st century post-secondary landscape.

The learning outcomes for our students places emphasis on higher levels of thinking, reasoning, modeling, written expression, and conventions of language. To that end curriculum expectations continue to focus on increasing the rigor and depth of assignments and the inclusion of writing in response to text across all curriculum areas. This focus emphasizes analytical and higher-level thinking and comprehension.

Furthermore, formative assessments used to drive targeted instruction will continue to be a focus in St. Mary's County Public Schools and will provide continuous measures of standard attainment as students move through the curriculum. Teacher teams are involved in ongoing professional development to lead the design of resources and providing professional development that centers on the shifts of the MCCRS as well as how to develop, analyze and then use Formative Assessments to plan and deliver their daily instruction.

Assessments for Learning

SMCPS has developed a balanced assessment plan to help guide teaching and learning. Through the use of formative and performance assessments, students can demonstrate their learning on an ongoing basis. Formative content assessment data helps to identify where students are and informs the design of instructional supports, interventions, or extensions based on where students need them most. Performance assessments across content areas are designed to offer students opportunities to apply the skills and knowledge of the curriculum. The assessments vary from content to content based on each one's standards and instruction.

Another key element in the SMCPS assessment plan is flexibility. While some county assessments are required to ensure consistency of expectations, others are offered as instructional resources for teachers to integrate as appropriate to meet the needs of their students and accommodate the schedule within which they are working. Therefore, testing windows are offered rather than rigid dates for giving an assessment. Another element of flexibility is offering the assessments through different means. Some are provided through a traditional paper/pencil administration, while others utilize an interactive online platform designed to mirror the PARCC assessment platform. Beyond those

approaches, some performance assessments allow endless possibilities of how students can demonstrate their learning (e.g., through presentation, multi-media, etc.).

The purpose of assessment is to measure students' proficiency and learning in order to make instructional decisions. In that sense, assessment is a tool in the teacher's toolbox. Used appropriately, this tool is one of many used to design and build an (architectural masterpiece of learning). SMCPs also utilizes the Performance Matters/UNIFY data warehouse so that leadership and teachers alike can analyze all aspects of the assessments that students are given in order to provide focused individualized feedback and instruction. Active, problem-based learning, and critical thinking are key elements that guide the work in designing the blueprints for each class and its daily instruction.

Using Formative Assessments to Drive Instructional Decision Making

In reviewing assessment data, SMCPs leadership has employed the professional development model of collaborative and peer support to review data and allow for differentiated, individually guided professional dialogue for each school team. System leaders utilized the aggregated and disaggregated PARCC English Language Arts (ELA) and Mathematics data to analyze trends in both System and School PARCC performance through the dual lens of proficiency and growth, respectively. Coupled with our local formative assessments, the system was able to help schools truly analyze student performance. This ongoing professional learning and collaboration continues throughout the year with a focus on trends with respect to each school's and the overall system's content and classroom performance.

Periodic review of data, especially disaggregated data from county level and standardized assessments to make instructional and intervention decisions. The use of Unify (formerly Performance Matters) as a tool for both formative and summative assessments, which allows for the instantaneous review of student proficiency as it relates to learning objectives.

Cross-departmental Collaboration

Purposeful and planned collaboration between the Office of Assessment and Accountability, Special Education and the Department of Curriculum and Instruction have taken place over the past two years to ensure a comprehensive aligned assessments plan that meets the needs of all learners while providing data needed to inform system practices while meeting students' individual needs.

An example of this collaboration is the use of the Goalbook Toolkit, which guides educators working with specialized student populations to varying the levels of instructional support. Goalbook Pathways combines research-based resources, strategies, and training so that educators can design multiple pathways for ALL students to succeed.

Curriculum Alignment

Our work has focused on aligning curriculum, both in terms of matching the rigor of the instruction to the standards, and in the overarching vertical alignment across grade levels. This has helped us to identify gaps of knowledge, skills, and proficiency in order to back-map our instruction.

To ensure alignment, SMCPs has invested in new textbooks and resources across all levels of English/Language Arts and Mathematics. Further, we have provided support and professional development in Universal Designs for Learning. These two companion pieces have helped to align with MCCRS; provide students with activities that allow them to demonstrate various levels of rigor; and embed supports and resources for our special education, ELL and struggling students.

Monitoring Interventions and Providing Support

In working to eliminate achievement gaps for students who are underperforming, we have employed targeted instructional interventions aimed at specific content and skill gaps. School teams identify the appropriate intervention and use progress monitoring to assess a student's academic performance that examines the student's rate of improvement (i.e., responsiveness to instruction), through which we evaluate the effectiveness of instruction. Of special attention in progress monitoring is the focus on the fidelity of implementation. This includes the selection of evidence-based tools with consideration for cultural/linguistic responsiveness and recognition of student strengths.

Interventions begin with setting the target by using a variety of data to include specific performance data from both lagging and leading data, as well as classroom observation and formative assessments. Through collaborative analysis of this data, teacher teams identify the target population for interventions and create action plans, data findings, and focus skill calendars. Through this process, teams develop individual lesson plans and utilize leading data to drive instruction and monitor progress. Progress monitoring includes a deeper dive into the data to review, reassess, and reteach skills. Ultimately this is a recursive and ongoing process as these teams discuss new outcomes and makes necessary changes to the next iteration of the intervention.

Further, our collective efforts revolve around the process of Response to Intervention (RTI). This multi-tier approach, helps with early identification and support of students with both learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. This year's focus will be on pre-referral data and be putting intervention data into our Unify/Performance Matters data warehouse.

Systemic Approaches to Literacy

We have procured two grants in the past year to help us better achieve our Literacy and Universal Screening goals-- Striving Readers Grant and the MSDE grant partnership with NCIL (National Council on Improving Literacy).

Additionally, specific support for individual needs has been an ongoing focus. To this end, additional training and certification is provided in the Wilson Reading System to address word-level deficits and intensive and structured literacy instruction due to a language-based learning disability, such as dyslexia.

As a key component of our literacy initiative, literacy coaches and resource teachers have been deployed to provide site-specific intervention support and professional development

Standards Based Instruction and Feedback

Coupled with formative assessment is the ongoing feedback to students and their parent/guardians about how well they are doing relative to the learning standards. At the elementary school level, we continue our work in transitioning to a standards-based report card to provide students and families with feedback specific to student progress on the MCCR standards. Students in gr. Pre-K through 3 receive a standards based report card. The standards-based report card articulates student progress toward mastery of the identified MCCRS standards for the grade level. Through this process, parents, students and teachers will more clearly understand what is expected, and parents and teachers are better able to work together to guide students, helping them to be successful. Families have been provided with a great deal of [information](#) to support their understanding of their child's progress.

Graduation Rate

Demonstrating our preparedness for students to be college and career ready has led to remarkable achievements in our graduation rate. The four-year cohort graduation rate continued to climb this past year, **93.9 percent** of the class of 2017. The new rate represents a continued increase over five years. At the same time, the four-year cohort dropout rate fell from 10.98 percent in 2010 to 3.67 percent in 2017. Both measures outpace the Maryland State Average.

Dual Enrollment

We continue to partner with the College of Southern Maryland (CSM), as well as other partner institutions to help our students to be College and Career Ready. This focus has resulted in the expansion of dual enrollment courses both on and off campus for our students. During the 2017-2018 school year, 281 students across our three high schools enrolled in courses off campus at CSM for credit, and 1070 students enrolled in courses at SMCPs high schools that were eligible for CSM dual enrollment credit. For the 2018-2019 school year, we have seen these numbers increase to 435 enrolled on the CSM campus, and 1106 in eligible courses at SMCPs high schools. These courses include Finite Math, Calculus, Human Anatomy, and College Prep English. In addition, over 25 courses at the Dr. James A. Forrest Career and Technology Center have articulated credit agreements with seven (7) colleges and institutes of higher education.

Virtual Learning and Recovery

St. Mary's County Public Schools continues in its partnership with America's Promise Alliance and Apex Learning® to provide comprehensive digital curriculum to students at all of our high schools. This three-year partnership has resulted in the implementation of programs for remediation, credit recovery, unit recovery, supplemental courses, Advanced Placement, and summer school. The program at each of our high schools includes a dedicated teacher running a resource room each period of the day, where students can complete work, receive tutoring, and monitor their graduation plan.

Professional Development

Individualized Professional Development: Professional learning opportunities provided at both the system level and school house level to help staff attain system goals and meet individualized goals and needs. All professional development centers around our two system goals of achievement and culture/climate.

Culture and Climate

- Implementing Multi-tiered Systems of Support or a PBIS model
- Implement Restorative Practices and the Responsive Classroom
- Providing for the RTI Process for monitoring interventions

Multi-Tiered Systems of Support

The Code of Conduct for St. Mary's County Public Schools is designed to reflect a discipline philosophy based on the goals of fostering, teaching, and acknowledging positive behavior. Additionally, we recognize the critical need to keep students connected to school so that they may graduate college and career ready. To this end, we have reviewed our discipline practices to coincide with the statewide guidance on discipline, emphasizing the effort to provide intervention and positive reinforcement through a multi-tier system of supports

Numerous Tier 2 interventions have been implemented this year to assist with challenging behaviors in an effort to not rely on out-of-school suspensions. Interventions include *Zones of Regulation*, *Check and Connect*, *Check In Check Out*, mentoring, and morning meetings. *Second Step* and *Steps to Respect* are the primary curricula used for teaching social and emotional learning. Fourteen schools are actively involved with Positive Behavioral Interventions and Supports.

Restorative Practices

SMCPS has partnered with the Education Association of St. Mary's County (EASMC) and the National Education Association (NEA) organization to provide professional development for staff in restorative practices. Each secondary school is working to develop a plan based on an understanding of the restorative practices model and addressing student behaviors in proactive ways. At the elementary level, schools have taken on the Responsive Classroom model, which builds upon this same premise of relationships, clear expectations, and a proactive approach.

The Student Conduct Committee meets this year to evaluate the effectiveness of the Student Code of Conduct, recommend revisions for policies, and recommend interventions to assist schools to move forward, as well as reduce disproportionality. Ongoing data analysis occurs at each meeting. The committee includes the superintendent, deputy superintendent, administrators, teachers, students, parents, and community members.

Specific components are differentiated for grade levels across the system:

- Frog Street Curriculum: A comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines.
- Responsive Classrooms: An evidence-based approach that focuses on the strong relationship between academic success and social-emotional learning.
- Conscious Discipline: Social Emotional Learning beginning in ECE classrooms and transitioning into several Title I schools. Companion programming with Special Education and the local ECE partnership groups.
- Restorative Practices: A framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.
- Capturing Kids' Hearts: A research-based process to improve the five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.
- Multi-Tiered Systems of Support and Positive Behavioral Interventions and Supports (MTSS/PBIS): A framework to provide targeted support to struggling students. It focuses on the "whole child." MTSS supports behavior, social and emotional needs as well as academic growth and achievement. MTSS is comprised of 3 tiers with increasing levels of targeted support for those who are struggling. Integrated plans that address students' academic, behavioral, social and emotional needs are implemented using evidence-based strategies. Frequent monitoring of students' progress provides educators with useful data to help decide if changes to the student's plan is required.

RTI Processes for Monitoring Interventions

As a county, SMCPS has piloted the RTI/MTSS Report in our data warehouse known as UNIFY. The RTI/MTSS Report provides the appropriate flexibility and latitude for interventionists to set up, organize, and document a particular intervention (i.e., academic or behavioral) within the UNIFY platform. Specifically, the RTI/MTSS Report is organized to provide reports on the types of interventions and the extent to which the intervention is occurring for each student. School teams can then use this information to compare to formative assessments and progress monitoring tools to determine the effectiveness of the interventions and supports.

Fulfilling our Commitments

St. Mary's County Public Schools has made a commitment to our students, staff, schools, and stakeholders. Our commitment is our mission: Know the learner and the learning, expecting excellence in both - Accepting no excuses, educating ALL with rigor, relevance, respect, and positive relationships. These just aren't words, they are beliefs that drive our work. They are the very purpose to which we dedicate ourselves each day. As we embark on the 2016-2017 school year - and beyond - we commit to providing our students with opportunities and supports to prepare for the world beyond the walls of our classrooms. They are the reasons for our work. Our Students. Our Future.

II.

Finance Section

Executive Summary

Fiscal Outlook:

For FY 2018, SMCPs realized a net change in the fund balance of the Governmental Funds of \$516,365. Budgetary savings were recognized in the unrestricted funds, due primarily to a pharmaceutical rebate of approximately \$3 million. The financial statements of the school district reflect the implementation of Governmental Accounting Standard Board (GASB) Statement #75. This statement required the school system to restate its beginning net OPEB liability for 2017, which resulted in a change in the net position of the governmental activities. SMCPs reported a net position for governmental activities in 2017 of \$188 million prior to the implementation of GASB #75, however following the implementation, we are now reporting a net position of -\$76 million for 2018. The school system invested \$2.7 million in a broad range of capital assets, such as school buildings, vehicles, and equipment, which was offset by \$8.8 million in depreciation expense, resulting in an overall decrease in capital assets of \$6.1 million. The General Fund – fund balance at year end, reflected a balance of \$13.3 million, of which, \$.1 million is restricted for capital projects, \$13.2 million is assigned to health care calls, restricted fund wellness, unanticipated fuel increases, snow or other emergencies, and support of FY19 initiatives.

For FY 2019, with the state aid formula being based primarily on local wealth and change in student enrollment, the major state aid program revenues increased by \$1.6 million to \$106.4 million. The local government funding increased by \$1.6 million.

Climate Changes:

As the student population grow has stagnated in SMCPs, however that being the basis of the calculation of maintenance of effort (MOE) for local funding, we will become challenged with meeting the needs of our students and staff without funding in excess of MOE. The official student enrollment increased from 18,103 with 17,125.5 students eligible for state aid in the 2017 school year to 18,053 with 17,153.75 students eligible for state aid in the 2018 school year. We invest in our people, to include both students and staff, and it is our priority to have students feel safe and supported in their academic, social and emotional growth. To that end, we have budgeted for more guidance counselors, teachers, and safety & security support to meet the needs of our environment. In order to support additional needs of our system, we have also added additional employees in fiscal services, operations, human resources, and web support. Our staff are supported, yet accountable in meeting expectations for performance through increased professional development, mentoring and infrastructure support. We are continually assessing ways to improve upon the solid foundation that has been built. We also offer program support for student-centered initiatives and provide support to maintain existing programs and resources.

The transition of teacher pension costs to the local school system is expected to continue to be a financial challenge, as a result of the conclusion of the transitional multi-year phase-in plan laid out in SB1301 and well as the need to recognize and plan for the OPEB liability. Current and long term issues include increased compensation demands by the employee bargaining units. However, we have developed long range plans for the growing needs of our school system through 4-year negotiated agreements to provide stable increases in steps with successful collaboration across all employee groups on health care plans to better manage costs.

Revenue and Expenditure Analysis

- 1. Did actual FY 2018 revenue meet expectations as anticipated in the Master Plan Update for 2018? If not, identify the changes and the impact any changes had on the FY 2018 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

The Commissioners of St. Mary's County approved a \$5,300,000 in the use of fund balance to fund a math textbook adoption, technology refresh, OPEB contributions, and litigation expenses. With respect to actual realized revenues, unrestricted interest income was \$262,767 higher than budgeted and handicapped revenues were \$179,643 higher than budgeted. Those increased realized revenues were offset by non public placement income being lower than budgeted by \$245,866 and impact aid revenues being \$166,167 lower than projected. Overall, unrestricted revenues realized were lower than budgeted by \$17,471, with a 99.99% realization of budgeted funds.

Restricted funds budgeted were decreased due to the 21st Century Grant award being less than budgeted, preschool expansion grants not being awarded at all, the health care settlement of \$1,300,000 not being fully utilized, and fluctuating carryover funds.

- 2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Master Plan goals.**

St. Mary's County Public Schools expended all RTTT funds by FY 2014. In addition, due to fiscal constraints, budget allocations were virtually frozen in all categorical areas of instruction for the last four fiscal years. Nonetheless, the following narrative cites the focus of the expenditures.

Data Systems to Support Instruction:

The Race to the Top initiative supported data systems to support instruction with the leasing of laptops and carts for classroom instruction. All funding for this project was expended as indicated. Local funding contributed to the continuation of laptop leases to facilitate online learning and assessment. The Performance Matters data warehouse that has been institutionalized over ten years continues, with enhancements to facilitate online assessments aligned to PARCC. Grant funding and local funding combine to further this initiative. As this is an ongoing initiative, it continues to be aligned with current Master Plan Goals.

Great Teachers and Leaders:

St. Mary's County Public Schools spent \$71,068 less on unrestricted recruitment, retention, and orientation of professional staff than budgeted, for a total of \$164,923. We have refined our efforts to attract highly qualified teachers through various recruiting initiatives that included decreasing travel and sponsoring our own recruitment fair that resulted in lower than budgeted actual expenditures. We have continued to increase our teacher retention efforts through professional development and personnel support.

Teachers and leaders are fully utilizing Student Learning Objectives (SLOs) as the evidence of student learning that contributes to their evaluation. There is zero cost for this initiative, other than in-kind human resources, as SMCPS utilizes a platform developed in house, and all training is done by in-house resident experts and leaders. These initiatives align with the Master Plan goals related to highly qualified staff.

Mandatory Cost of Doing Business:

St. Mary's County Public Schools spent \$12,584,233 less than budgeted in the mandatory cost of doing business. The primary causes were a decrease of \$5,465,891 related to the unrestricted salaries and benefits and \$4,860,772 in restricted, Title I, and IDEA salaries and benefits in the mandatory cost of doing business. These salaries and benefits were lower than budgeted due to retirements and attrition, a pharmaceutical rebate, health care costs that were lower than projected, and full time employee positions that were vacant. Utility costs were \$598,202 less than budgeted due to the favorable rates attained with the mild weather conditions. Nonpublic Special Education Placements were \$487,772 less than budgeted as we strive to meet the needs of our special education students who qualify for the nonpublic placements. The expense for materials of instruction for all restricted funds were \$1,104,140 lower than budgeted for the current fiscal year due to funds that will be utilized during the carryover period of the 2019 fiscal year and due to the fact that they are expended based on the needs of the individual sub groups.

Other Items:

Unrestricted equipment purchases were \$425,393 higher than budgeted due to the purchase of vehicles and classroom furniture during the 2018 fiscal year. These purchases could be made, in part, due to the savings in the mandatory cost of doing business. Unrestricted contracted costs were higher than budgeted due to additional expenses related to the repair of buildings and additional contracted services to meet the needs of special education students, such as the addition of the High Roads program within St. Mary's County Public Schools. Restricted equipment purchases were \$29,912 higher than budgeted. Purchases included a milling machine and CNC plasma cutting table for CTE programs. The expenses associated with unrestricted supplies and materials were \$4,733,385 over the adopted budget primarily due to an approved budget amendment in order to implement a new mathematics textbook adoption as well as a technology refresh for the middle schools. Contracted Services were \$1,230,113 less than budgeted for the restricted funds, Title I, and IDEA due to the fact that they are expended based on the program timelines and needs of the individual sub groups. Other expenditures will take place during the 2019 fiscal year using carryover funds.

Unrestricted other charges were \$250,988 less than budgeted. This is primarily related to decreased conference, training, and travel expenses as well as other transportation costs. Restricted other charges, including Title I and IDEA, were \$819,459 less than budgeted due to decreased transportation costs and reduced costs relating to conferences and training.

Fairlead Academies spent less than budgeted by \$6,487. This decrease was primarily attributed to the decreased office expense and materials of instruction expense.

To address the instructional areas of continuous improvement, the Goals and Objectives portion of this document addresses specific strategies to address student achievement. Activities are aligned

instructionally and approached collaboratively across departments and schools. The Department of Curriculum and Instruction coordinates systemic professional development and curriculum support for all schools, through local and state unrestricted general fund dollars. These funds are detailed in our annual operating budget posted to <http://www.smcps.org/fs/budget/information>.

Clarification:

				Planned Expenditure	Actual Expenditure		
Mandatory Cost of Doing Business	Restricted	Materials of Instruction		1,680,858	751,349		
Mandatory Cost of Doing Business	84.01	Materials of Instruction		318,477	206,331		
Mandatory Cost of Doing Business	84.027	Materials of Instruction		100,343	37,858		
				2,099,678	995,538	1,104,140	Difference
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	Restricted	Contracted Services		2,466,139	1,437,749		
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	84.01	Contracted Services		144,914	233,178		
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	84.027	Contracted Services		539,049	249,062		
				3,150,102	1,919,989	1,230,113	Difference
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	Restricted	Other Charges		1,602,112	897,405		
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	84.01	Other Charges		142,064	62,277		
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	84.027	Other Charges		61,640	26,675		
				1,805,816	986,357	819,459	Difference

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)
Local School System: St. Mary's County Public Schools

			FY 2018 Original Budget	FY 2018 Final Budget			
Revenue			7/1/2017	6/30/18	Change	% Change	
Local Appropriation			102,247,506	107,547,506	5,300,000	105%	
State Revenue			105,790,411	105,687,826	(102,585)	100%	
Federal Revenue	84.010	84.010: Title I	3,804,151	3,881,425	77,274	102%	
Federal Revenue	84.027	84.027: IDEA, Part B	4,154,833	3,863,400	(291,433)	93%	
Other Federal Funds			11,582,368	10,862,931	(719,437)	94%	
Other Local Revenue			32,246	107,500	75,254	333%	
Other Resources/Transfers			4,290,096	3,094,194	(1,195,902)	72%	
Total			231,901,611	235,044,782	3,143,171	101%	

Change in Expenditures - Instructions: Itemize FY 2018 actual expenditures and FTE by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description		Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	Unrestricted	Fairlead Academies		31,378	24,891	-	
Data Systems to Support Instruction	Unrestricted	Student assessment and analytics system (Performance Matters)		110,000	110,000	-	
Great Teachers and Leaders	Unrestricted	Recruiting, developing, rewarding and retaining effective teachers and prin		235,991	164,923	-	
Mandatory Cost of Doing Business	Unrestricted	Contractual agreements - salaries		126,438,938	124,587,640	1,980.25	1,980.25
Mandatory Cost of Doing Business	Restricted	Contractual agreements - salaries		4,723,202	2,837,524	47.68	47.68
Mandatory Cost of Doing Business	84.010	Contractual agreements - salaries		2,224,618	1,890,039	30.00	30.00
Mandatory Cost of Doing Business	84.027	Contractual agreements - salaries		2,503,527	2,166,339	49.94	49.94
Mandatory Cost of Doing Business	Unrestricted	Contractual agreements - benefits		49,469,405	45,854,812	-	
Mandatory Cost of Doing Business	Restricted	Contractual agreements - benefits		2,971,792	925,808	-	
Mandatory Cost of Doing Business	84.010	Contractual agreements - benefits		903,966	804,596	-	
Mandatory Cost of Doing Business	84.027	Contractual agreements - benefits		897,511	739,537	-	
Mandatory Cost of Doing Business	Unrestricted	Transportation		14,624,009	14,647,937	-	
Mandatory Cost of Doing Business	Unrestricted	Utilities		4,901,414	4,303,212	-	
Mandatory Cost of Doing Business	Unrestricted	Nonpublic Special Education Placements		2,100,280	1,612,508	-	
Mandatory Cost of Doing Business	Unrestricted	Materials of Instruction		1,327,906	1,236,522	-	
Mandatory Cost of Doing Business	Restricted	Materials of Instruction		1,680,858	751,349	-	
Mandatory Cost of Doing Business	84.010	Materials of Instruction		318,477	206,331	-	
Mandatory Cost of Doing Business	84.027	Materials of Instruction		100,343	37,858	-	
Other: Please itemize only those expenditu	Unrestricted	Contracted Services		5,911,612	6,762,607	-	
Other: Please itemize only those expenditu	Restricted	Contracted Services		2,466,139	1,437,749	-	
Other: Please itemize only those expenditu	84.010	Contracted Services		144,914	233,178	-	
Other: Please itemize only those expenditu	84.027	Contracted Services		539,049	249,062	-	
Other: Please itemize only those expenditu	Unrestricted	Supplies/Materials		3,412,796	8,146,181	-	
Other: Please itemize only those expenditu	Unrestricted	Other Charges		1,073,968	822,980	-	
Other: Please itemize only those expenditu	Restricted	Other Charges		1,602,112	897,405	-	
Other: Please itemize only those expenditu	84.010	Other Charges		142,064	62,277	-	
Other: Please itemize only those expenditu	84.027	Other Charges		61,640	26,675	-	
Other: Please itemize only those expenditu	Unrestricted	Equipment		245,653	671,046	-	
Other: Please itemize only those expenditu	Restricted	Equipment		58,523	88,435	-	
Other: Please itemize only those expenditu	Unrestricted	Other Fixed Charges		179,500	165,168	-	
Other: Please itemize only those expenditu	Unrestricted	Transfers		263,900	199,519	-	
Other: Please itemize only those expenditu	Restricted	Transfers		113,251	127,887	-	
Other: Please itemize only those expenditu	84.010	Transfers		70,112	74,905	-	
Other: Please itemize only those expenditu	84.027	Transfers		52,763	70,572	-	
Other: Carry Over Funds	Restricted	Carry Over Funds		-	4,607,050		
Other: Carry Over Funds	84.010	Carry Over Funds		-	610,099		
Other: Carry Over Funds	84.027	Carry Over Funds		-	573,357		
Increase to fund balance		Unrestricted		-	6,316,804		
					235,044,782.00	2,107.87	2,107.87

1.1A: Current Year Variance Table**Local School System: St. Mary's County Public Schools**

Revenue Category									FY 19 Budget
Local Appropriation									\$104,052,525
Other Local Revenue									\$30,000
State Revenue									\$107,319,299
Federal Revenue	84.388: Title I - School Improvement								\$0
	84.395: Race to the Top								\$0
	84.010: Title I								\$4,114,450
	84.027: IDEA, Part B								\$4,389,865
									\$0
Other Federal Funds									\$11,745,426
Other Resources/Transfers									\$4,229,800
Total									\$235,881,365

Instructions: Itemize expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Section B - Standards and Assessments**Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global**

Expenditures:			Source				Amount		FTE
Fairlead Academies			Unrestricted				31,340		

Section C - Data Systems to support instruction**Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.**

Expenditures:			Source				Amount		FTE
Student assessment and analytics system (Performance matters)			Unrestricted				110,000		

Section D: Great Teachers and Leaders**Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.**

Expenditures:			Source				Amount		FTE
Recruiting, developing, rewarding and retaining effective teachers and			Unrestricted				232,591		

Section E: Turning Around the Lowest Achieving Schools**Reform Area 4: Turning around our lowest-achieving schools**

Expenditures:			Source				Amount		FTE

Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.

Expenditures:			Source				Amount		FTE
Contractual agreements - salaries			Unrestricted				129,599,816		1991.12
Contractual agreements - salaries			Restricted				4,527,948		54.29
Contractual agreements - salaries			84.010				2,373,628		31
Contractual agreements - salaries			84.027				2,676,080		49.94
Contractual agreements - salaries			84.395						
Contractual agreements - benefits			Unrestricted				49,636,008		
Contractual agreements - benefits			Restricted				1,727,688		
Contractual agreements - benefits			84.010				989,759		
Contractual agreements - benefits			84.027						

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Contractual agreements - benefits			84.395						
Transportation			Unrestricted				15,169,017		
Utilities			Unrestricted				4,613,610		
Nonpublic Special Education Placements			Unrestricted				1,875,280		
Materials of Instruction			Unrestricted				1,296,321		
Materials of Instruction			Restricted				1,766,656		
Materials of Instruction			84.010				266,798		
Materials of Instruction			84.027				386,276		
							217,766,265		2126.35
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.									
Expenditures:			Source				Amount		FTE
Contracted Services			Unrestricted				6,607,369		
Contracted Services			Restricted				3,218,102		
Contracted Services			84.010				288,333		
Contracted Services			84.027				379,280		
Supplies/Materials			Unrestricted				3,452,262		
Supplies/Materials			Restricted						
Supplies/Materials			84.010						
Supplies/Materials			84.027						
Other Charges			Unrestricted				1,075,401		
Other Charges			Restricted				1,603,555		
Other Charges			84.010				109,664		
Other Charges			84.027				33,866		
Equipment			Unrestricted				130,000		
Equipment			Restricted				119,042		
Other Fixed Charges			Unrestricted				182,000		
Transfers			Unrestricted				248,900		
Transfers			Restricted				154,144		
Transfers			84.010				86,268		
Transfers			84.027				52,983		
							17,741,169		
						Total	235,881,365		

III.

Goal Progress

PARCC English Language Arts/Literacy for Grades 3-8 and Grade 10:

- Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grade 10**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language proficiency.**

Grade 3

SMCPs	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	67,804	15,361	22.7%	11,272	16.6%	14,847	21.9%	23,363	34.5%	2,961	4.4%	26,324	38.8%	39.8%	-1.0%
District	1,332	261	19.6%	202	15.2%	279	20.9%	514	38.6%	76	5.7%	590	44.3%	40.6%	3.7%
White	841	118	14.0%	105	12.5%	185	22.0%	374	44.5%	59	7.0%	433	51.5%	46.3%	5.2%
AA	229	89	38.9%	51	22.3%	48	21.0%	40	17.5%	1	0.4%	41	17.9%	17.7%	0.2%
IEPs	138	88	63.8%	27	19.6%	11	8.0%	11	8.0%	1	0.7%	12	8.7%	8.8%	-0.1%
FARMS	498	173	34.7%	96	19.3%	111	22.3%	114	22.9%	4	0.8%	118	23.7%	19.9%	3.8%
LEP	29	9	31.0%	11	37.9%	6	20.7%	3	10.3%	0	0.0%	3	10.3%	4.0%	6.3%
Title I	387	123	31.8%	74	19.1%	64	16.5%	111	28.7%	15	3.9%	126	32.6%	23.8%	8.8%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
40.6%	42.9%	45.2%	47.5%	49.7%	52.0%	54.3%	56.6%	58.9%	61.2%	63.4%	65.7%	68.0%	70.3%	2.3%	

Grade 4

SMCPs	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	67,804	15,361	22.7%	11,272	16.6%	14,847	21.9%	23,363	34.5%	2,961	4.4%	26,324	38.8%	39.8%	-1.0%
District	1,332	261	19.6%	202	15.2%	279	20.9%	514	38.6%	76	5.7%	590	44.3%	40.6%	3.7%
White	841	118	14.0%	105	12.5%	185	22.0%	374	44.5%	59	7.0%	433	51.5%	46.3%	5.2%
AA	229	89	38.9%	51	22.3%	48	21.0%	40	17.5%	1	0.4%	41	17.9%	17.7%	0.2%
IEPs	138	88	63.8%	27	19.6%	11	8.0%	11	8.0%	1	0.7%	12	8.7%	8.8%	-0.1%
FARMS	498	173	34.7%	96	19.3%	111	22.3%	114	22.9%	4	0.8%	118	23.7%	19.9%	3.8%
LEP	29	9	31.0%	11	37.9%	6	20.7%	3	10.3%	0	0.0%	3	10.3%	4.0%	6.3%
Title I	387	123	31.8%	74	19.1%	64	16.5%	111	28.7%	15	3.9%	126	32.6%	23.8%	8.8%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
40.6%	42.9%	45.2%	47.5%	49.7%	52.0%	54.3%	56.6%	58.9%	61.2%	63.4%	65.7%	68.0%	70.3%	2.3%	

Grade 5

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	69,500	9,930	14.3%	12,913	18.6%	16,737	24.1%	22,151	31.9%	7,769	11.2%	29,920	43.1%	41.9%	1.2%
District	1372	165	12.0%	241	17.6%	320	23.3%	466	34.0%	180	13.1%	646	47.1%	43.2%	3.9%
White	853	74	8.7%	122	14.3%	188	22.0%	344	40.3%	125	14.7%	469	55.0%	50.4%	4.6%
AA	243	57	23.5%	77	31.7%	65	26.7%	39	16.0%	5	2.1%	44	18.1%	18.8%	-0.7%
IEPs	157	87	55.4%	43	27.4%	15	9.6%	9	5.7%	3	1.9%	12	7.6%	6.9%	0.7%
FARMS	511	112	21.9%	139	27.2%	133	26.0%	110	21.5%	17	3.3%	127	24.9%	21.5%	3.4%
LEP	29	12	41.4%	10	34.5%	4	13.8%	3	10.3%	0	0.0%	3	10.3%	7.1%	3.2%
Title I	418	73	17.5%	93	22.2%	102	24.4%	91	21.8%	59	14.1%	150	35.9%	34.9%	1.0%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
43.2%	45.4%	47.6%	49.8%	51.9%	54.1%	56.3%	58.5%	60.7%	62.9%	65.0%	67.2%	69.4%	71.6%	2.2%	

Overall Comparison of Students Who Met or Exceeded Expectations for Grades 3-5:

- Grade 3: SMCPS 44.3%; Maryland 38.8% (+5.5% compared to MD; 3.7% Growth)
- Grade 4: SMCPS 47.1%; Maryland 43.1% (+4% compared to MD; 3.9% Growth)
- Grade 5: SMCPS 48.8%; Maryland 42.1% (+6.7% compared to MD; 5.9% Growth)

The overall data for SMCPS in grades 3, 4, and 5 were above Maryland's performance rates and SMCPS showed gains in grades 3, 4, and 5. All AMO targets were met for the district as a whole. Students with Limited English Proficiency performed below the district with only 10.3% (-34% compared to the district) of students in grade 3 meeting or exceeding expectations on the 2017-2018 PARCC assessment. This is an increase, however, of 4% from the previous year. Students with Limited English Proficiency also scored below the district in grades 4 (-36.8% compared to the district) and 5 (-39.7% compared to the district), but showed an increase of 3.2% and 9.1% respectively. Students with disabilities in SMCPS continue to perform significantly below the district. Students with disabilities in grade 3 scored 35.6% below the district, students with disabilities in grade 4 scored 39.5% below the district, and students with disabilities in grade 5 scored 36.9% below the district. Little to no gains were made by this student group. Our African American student population also continues to score below the district. 17.9% of African American Students in grade three met or exceeded expectations, which is only a slight increase of 0.2% as compared to performance on the 2016-2017 assessment. Our fourth grade population of African American students scored -0.7% below their 2016-2017 performance with only 18.8% meeting or exceeding expectations on the 2017-2018 PARCC assessment. African American students in fifth grade showed more of an improvement with 22.4% of all students meeting or exceeding expectations, which is an increase of 2.4% over the previous year.

Challenges affecting the underperformance of students and for those failing to meet standards (Grades 3-5):

- Although SMCPS scored above the state average on all reading (literary, information, vocabulary) and writing (written expression and writing conventions) subclaims, less than 50%

of all students in grades 3-5 are meeting or exceeding the performance expectations. After much consideration and examination of data, root factors in this underperformance can be attributed to the following:

- The continued need to develop teacher understanding of the ELA standards and the rigor needed in order for students to have a strong understanding of the standards. Teachers are still learning the depth of the content and pedagogy. This impacts their ability to ask purposeful questions, differentiate instruction, and reteach with clarity to our struggling learners.
- Poor alignment of the core ELA resources, HMH Journeys, in grades 3-5 to the Maryland College and Career Ready Standards and a lack of rigor in activities and performance expectations.
- Students are striving to read and understand text at a greater text complexity than in the past. Stamina with longer passages, vocabulary and overall fluency of more complex text is challenging for them. Yet, students are continuing to enter intermediate grades reading below grade level with deficits in decoding and fluency that prevent them from comprehending grade level text.

Additional challenges specific to students with disabilities (Grades 3-5):

- IEPs for students with disabilities are generally developed with below grade-level goals and objectives. This results in students with disabilities not being held to the same performance expectations and rigor as their non-disabled peers which advances the achievement gap.
- Inconsistent expectations and timelines for identifying students at-risk for reading failure, providing targeted interventions, and monitoring progress often leads to students being identified with a disability later in their elementary career and after they are significantly falling behind their non-disabled peers.

Additional challenges specific to students with limited English proficiency (Grades 3-5):

- The long-term EL (one who has remained in the EL program for 5+ years) and
- Students approaching long-term EL status (those who consistently do not make adequate yearly progress as determined by their English language proficiency assessment, ACCESS for ELLs). These students eventually become long-term ELs and therefore have a very difficult time exiting the program.

Long-term ELs face the same challenges as many of our native English students who do not possess the literacy skills needed to access the content. We must do a better job pinpointing specific areas of literacy deficits with this population **early on** and train our EL and classroom teachers to work together to address these needs as they infuse explicit literacy instruction in all content areas.

Grade 6

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	65,815	8,330	12.7%	14,136	21.5%	17,937	27.3%	21,028	32.0%	4,384	6.7%	25,412	38.6%	38.4%	0.2%
District	1,328	157	11.8%	270	20.3%	366	27.6%	418	31.5%	117	8.8%	535	40.3%	38.4%	1.9%
White	811	74	9.1%	152	18.7%	267	32.9%	328	40.4%	60	7.4%	388	47.8%	44.0%	3.8%
AA	211	61	28.9%	74	35.1%	45	21.3%	31	14.7%	0	0.0%	31	14.7%	14.7%	0.0%
IEPs	139	73	52.5%	37	26.6%	19	13.7%	8	5.8%	2	1.4%	10	7.2%	4.1%	3.1%
FARMS	400	104	26.0%	113	28.3%	99	24.8%	72	18.0%	12	3.0%	84	21.0%	15.2%	5.8%
LEP	17	8	47.1%	5	29.4%	4	23.5%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
38.4%	40.8%	43.1%	45.5%	47.9%	50.2%	52.6%	55.0%	57.4%	59.7%	62.1%	64.5%	66.8%	69.2%	2.4%	

Grade 7

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	64,191	10,268	16.0%	10,166	15.8%	14,460	22.5%	19,575	30.5%	9,722	15.1%	29,297	45.6%	43.0%	2.6%
District	1,321	183	13.9%	203	15.4%	325	24.6%	385	29.1%	225	17.0%	610	46.2%	45.5%	0.7%
White	869	90	10.4%	116	13.3%	219	25.2%	266	30.6%	178	20.5%	444	51.1%	52.1%	-1.0%
AA	211	63	29.9%	57	27.0%	50	23.7%	38	18.0%	3	1.4%	41	19.4%	17.2%	2.2%
IEPs	139	73	52.5%	37	26.6%	19	13.7%	8	5.8%	2	1.4%	10	7.2%	4.3%	2.9%
FARMS	400	104	26.0%	113	28.3%	99	24.8%	72	18.0%	12	3.0%	84	21.0%	20.0%	1.0%
LEP	17	8	47.1%	5	29.4%	4	23.5%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
45.5%	47.6%	49.7%	51.8%	53.9%	56.0%	58.1%	60.2%	62.3%	64.4%	66.5%	68.6%	70.7%	72.8%	2.1%	

Grade 8

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	64,068	11,913	18.6%	11,165	17.4%	14,498	22.6%	20,640	32.2%	5,852	9.1%	26,492	41.3%	38.9%	2.4%
District	1,223	186	15.2%	209	17.1%	277	22.6%	418	34.2%	133	10.9%	551	45.1%	45.0%	0.1%
White	813	87	10.7%	121	14.9%	196	24.1%	308	37.9%	101	12.4%	409	50.3%	47.5%	2.8%
AA	218	74	33.9%	53	24.3%	47	21.6%	40	18.3%	4	1.8%	44	20.2%	28.2%	-8.0%
IEPs	122	81	66.4%	22	18.0%	15	12.3%	4	3.3%	0	0.0%	4	3.3%	5.4%	-2.1%
FARMS	366	109	29.8%	88	24.0%	86	23.5%	75	20.5%	8	2.2%	83	22.7%	21.1%	1.6%
LEP	13	9	69.2%	3	23.1%	0	0.0%	1	7.7%	0	0.0%	1	7.7%	0.0%	7.7%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
45.0%	47.1%	49.2%	51.3%	53.5%	55.6%	57.7%	59.8%	61.9%	64.0%	66.2%	68.3%	70.4%	72.5%	2.1%	

ELA 10

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4	≥ Level 3	2016-17 ≥ 3	2017-18 ≥ 3	
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change	Approached, Met, and Exceeded Expectation	Approached, Met, and Exceeded Expectation	Percentage Change	
		#	%	#	%	#	%	#	%	#	%	#	%	%	%	#	%	%	
State	64,562	12629	19.6%	8,788	13.6%	11,850	18.4%	19,946	30.9%	11,349	17.6%	31,295	48.5%	49.3%	-0.8%	43,145	66.8%	66.8%	0.0%
District	1565	291	18.6%	194	12.4%	280	17.9%	530	33.9%	270	17.3%	800	51.1%	61.2%	-10.1%	1080	69.0%	75.9%	-7.9%
White	1007	121	12.0%	98	9.7%	173	17.2%	390	38.7%	225	22.3%	615	61.1%	69.2%	-8.1%	788	78.3%	84.1%	-5.8%
AA	340	122	35.9%	69	20.3%	73	21.5%	65	19.1%	11	3.2%	76	22.4%	32.9%	-10.5%	149	43.8%	51.2%	-7.4%
IEPs	192	105	55.2%	39	20.3%	25	13.0%	18	9.4%	4	2.1%	22	11.5%	10.5%	1.0%	47	24.5%	17.3%	7.2%
FARMS	475	180	37.9%	93	19.6%	88	18.5%	95	20.0%	19	4.0%	114	24.0%	37.2%	-13.2%	202	42.5%	57.4%	-14.9%
LEP	34	25	73.5%	3	8.8%	4	11.8%	2	5.9%	0	0.0%	2	5.9%	10.5%	-4.6%	6	17.6%	21.0%	-3.4%
Annual Measurable Objective																			
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth					
61.2%	62.7%	64.2%	65.7%	67.2%	68.7%	70.2%	71.6%	73.1%	74.6%	76.1%	77.6%	79.1%	80.6%	1.5%					

Overall Comparison of Students Who Met or Exceeded Expectations:

- Grade 6: SMCPS 40.3%; Maryland 38.6% (+1.7% compared to MD; 1.9% Growth)
- Grade 7: SMCPS 45.5%; Maryland 43.0% (+2.5% compared to MD; .7% Growth)
- Grade 8: SMCPS 45.0%; Maryland 38.9% (+6.1% compared to MD; .1% Growth)
- Grade 10: SMCPS 51.1; Maryland 48.5% (+2.2% compared to Maryland; -7.9% Growth)

In 2018, we experienced consistent progress in almost all of our student subgroups. Special Education students have made progress in all grades with the exception of 8th between 2017 and 2018. Conversely, the grade 10 cohort of students with IEPs demonstrated considerable growth (7.2%). While our FARMS scores did decrease in grade 10 by 13 percentage points, this subgroup demonstrated gains in grades 6, 7, and 8. African American student data reveals a similar trend: decreased performance in high school (7.4 percent) with increased performance in middle school, the exception being in grade 8, where this group's performance decreased by 8 percent. The consistent decrease in all grade 10 subgroups is attributed to the fact that this year's data reflects that of first-time and repeat test takers (from the December and May administrations). Examining the data of first-time test takers reveals a different picture: 59.1% demonstrated proficiency and 77.6% met the graduation requirement (as opposed to 51.1% and 69% respectively when considering all test takers in 2017-2018).

Challenges affecting the underperformance of students and for those failing to meet standards (Grades 6-8, 10):

- While both 6th and 7th grade cohorts outperformed previous cohorts of students in all subgroups, last year's 8th grade/current 9th grade cohort has consistently underperformed in most subgroups (AA, IEP, and FARMS students) when compared to the previous cohorts since establishing baseline in 2016. The table below demonstrates this trend.

	2017	2018	Gains required in 2020 to outperform the current 10th grade cohort
AA	-8.7	-8.0	2.5
IEP	-1.0	-2.1	8.3
FARMS	-1.5	1.6	1.4

As a cohort, this group has experienced positive growth in each subgroup since 2016, but generally speaking, they are not making gains at the same rate as the preceding cohorts. Intervening and monitoring them closely next year, which is not a PARCC-assessed year, will be important in predicting their performance in 2020, their high-stakes year.

- After examining the evidence statement performance report, the majority of the challenging areas on PARCC were in reading informational texts, primarily those related to the disciplinary literacy standards. Additionally, the performance of our students related to disciplinary literacy standards reveals that those standards become increasingly more challenging as they move from middle to high school. Conversely, performance on the ELA standards steadily improves as students move from grade 6 to 10.
- Literary analysis writing continues to be the lowest of the two ELA assessed areas. We implemented a new curriculum last year, and there was a general lack of writing activities that included literary analysis; the focus shifted to argumentative, narrative and informational writing, which could account for an increase in narrative writing scores and a dip in literary analysis scores.

Additional information/challenges specific to students with disabilities include (Grades 6-8, 10):

- Collaboration with General Educators and inconsistent expectations for co-teaching
- Achievement Gap
- Fidelity to and monitoring of interventions, enrichment, and supports

Additional challenges specific to students with limited English proficiency (Grades 6-8, 10):

- The long-term EL (one who has remained in the EL program for 5+ years) and
- Students approaching long-term EL status (those who consistently do not make adequate yearly progress as determined by their English language proficiency assessment, ACCESS for ELLs). These students eventually become long-term ELs and therefore have a very difficult time exiting the program.
- Long-term ELs face the same challenges as many of our native English students who do not possess the literacy skills needed to access the content. We must do a better job pinpointing specific areas of literacy deficits with this population **early on** and train our EL and classroom teachers to work together to address these needs as they infuse explicit literacy instruction in all content areas.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and methods of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify 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.)* **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

Elementary:

Strategies	Rationale	Timeline	Methods for Measuring Progress	Funding
<p>Increase teacher understanding of the ELA MCCR standards and grade-level expectations; improve alignment/rigor of HMH Journeys (grades 3-5)</p> <p>Revamp Elementary ELA curriculum maps to include:</p> <ul style="list-style-type: none"> • a break down of the RL/RI standards and success criteria for each standard. • Highlights of specific teaching points and activities within HMH Journeys that meet the standards and support strong performance expectations and rigor. • Highlights of additional resources to support standard instruction, such as the Comprehension Toolkit and the HMH Literacy and Language Guide. • Include weekly PCR's in the curriculum maps to help teachers understand the depth to which each standard should be covered. • Explicitly write-out the driving and secondary standards for each lesson 	<p>Increasing teacher understanding of the MCCR standards and providing them with specific examples of activities and questions that meet the full rigor of the standards will help improve instruction and increase expectations for student performance. Ensuring that county created ELA assessments are better aligned to PARCC and the MCCR standards will provide teachers with more accurate data and allow them to plan instruction based on specific areas of need in relation to student mastery of standards. The addition of the Early Childhood and Elementary Literacy Coach position through the Striving Readers Grant will also help target specific teacher needs.</p>	<p>Revamp of Elementary curriculum maps: Initial work completed by teachers June 2018-August 2018, revisions and enhancements made by Instructional Resource Teachers September 2018-February 2019</p> <p>Redesign county created ELA assessments: July 2018-April 2019</p> <p>Design, develop, and implement 1-CPD credit blended learning courses on unpacking the ELA Reading Literature and Reading Information standards: Phase 1 (design and development) July 2018-September 2018; implementation October 2018-December 2018 and February 2019-April 2019</p> <p>Incorporation of Goalbook Pathways</p>	<p>Monthly PLC meetings for instructional planning, observation of instruction, teacher feedback, student performance on formative and summative assessments that have been more closely aligned to PARCC, and course surveys</p>	<p>Unrestricted/Restricted (grant-funded initiatives)</p>

<p>instead of using abbreviations and shorthand language</p> <p>Design, develop, and implement 1-CPD credit blended learning courses on unpacking the ELA Reading Literature and Reading Information standards.</p> <p>Redesign county created ELA assessments to ensure:</p> <ul style="list-style-type: none"> • Alignment to the expectations of PARCC • Questions that are fully aligned to the MCCR standards and require students to respond at varying levels of rigor • Online administration and inclusion of various question types, including PCRs <p>Incorporation of Goalbook Pathways items in instruction and as formative assessment.</p> <p>Early-childhood and Elementary Literacy coaches to support instruction and further develop teacher capacity.</p>		<p>items in instruction and as formative assessment: Ongoing throughout the 2018-2019 SY</p>		
<p>Students reading below grade-level upon entering 3rd-grade and unable to access grade level texts</p> <p>Partnership with the National Council on Improving Literacy to improve the SMCPs Universal Screening System</p> <p>Implementation of required reading level assessment (Rigby, Burns and Roe IRI, or IRLA) at least twice a year (beginning/end)</p> <p>Increased focus on guided reading instruction through county-wide PD and introduction</p>	<p>Focusing on universal screening in grades Pre-K through second will help SMCPs with the early identification of students who may be at risk for reading failure. Protocols for early intervention and monitoring response to interventions will be developed and put into place so to ensure consistency throughout the county. In addition to the assessments used for universal screening, the monitoring of student progress and identification of reading strengths/weaknesses through informal reading inventories will help teachers plan targeted, differentiated lessons. A renewed focus on guided reading and exploration</p>	<p>Partnership with the National Council on Improving Literacy to improve the SMCPs Universal Screening System: November 2017-September 2019</p> <p>Implementation of required reading level assessment (Rigby, Burns and Roe IRI, or IRLA) at least twice a year (beginning/end): Ongoing throughout the 2018-2019 SY</p> <p>Increased focus on</p>	<p>Monthly PLC meetings for instructional planning, observation of instruction, teacher feedback, student performance on formative and summative assessments that have been more closely aligned to PARCC, and course surveys.</p>	<p>Unrestricted/Restricted (grant-funded initiatives)</p>

<p>to Jan Richardson's book <i>The Next Step Forward in Guided Reading</i></p> <ul style="list-style-type: none"> • Opportunities for schools to participate in books studies focused on guided reading • Development of a 1-credit CPD course focused on guided reading instruction 	<p>of the structures developed by Jan Richardson will give teachers an avenue for providing the instruction needed to help students develop the necessary foundational and reading skills needed to tackle complex texts.</p>	<p>guided reading instruction through county-wide PD and introduction to Jan Richardson's book <i>The Next Step Forward in Guided Reading</i>:</p> <p>Opportunities for schools to participate in book studies focused on guided reading- Summer 2018-June 2019; Development of CPD course focused on guided reading instruction- July 2018-September 2018</p>		
<p>Focus on performance expectations and rigor to address achievement gaps</p> <ul style="list-style-type: none"> • Focus on increasing rigor through the use of Goalbook Pathways (Webb's DOK); Use of the vertical alignment of the standards (identify gaps of knowledge so we can back map skills) • Specially designed instruction PD and reflection tool • Literacy Coaches (ECE and Elementary) through the SRCL grant • Enhanced focus on grade level standards during special education teacher observations 	<p>Addressing IEPs for students with disabilities to align grade-level goals and objectives, increasing performance expectations and rigor</p>	<p>SY 2018-2019</p>	<p>Use of Best Practice Standards Assessment Tools</p>	<p>Restricted/Unrestricted (grant-funded initiatives)</p>
<p>Early identification and intervention of students at risk for reading failure.</p> <ul style="list-style-type: none"> • Partnership with NCIL (K-2) to improve SMCPS Universal Screening System (early identification/intervention for students most at risk for reading failure) 	<p>Focusing on universal screening in grades Pre-K through second will help SMCPS with the early identification of students who may be at risk for reading failure. Protocols for early intervention and monitoring response to interventions will be developed and put into place so to ensure consistency throughout the county. In addition to the assessments used for universal screening,</p>	<p>Partnership with the National Council on Improving Literacy to improve the SMCPS Universal Screening System:</p> <p>November 2017-September 2019</p>	<p>Fidelity checklists for UDL/SDI strategies to provide non-evaluative feedback</p>	<p>Unrestricted/Restricted (grant-funded initiatives)</p>

	the monitoring of student progress and identification of reading strengths/weaknesses through informal reading inventories will help teachers plan targeted, differentiated lessons.			
<p>Long-term ELs (those in the EL program for 5+ years)</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Provide long-term ELs with personalized learning opportunities, including the use of digital programs, such as Imagine Learning (level 2 evidence-based strategy) that will allow them to work at their own pace. • Train teachers to use the data from the program to identify areas of weakness and provide immediate support to address those weaknesses. • Provide consistent one-on-one conferencing (level 1 evidence-based strategy) between EL student and EL teacher using interactive notebooks for reading and writing. • Provide WIDA English Language Development (ELD) Standards training which will provide a foundation for participants who are new to the WIDA ELD Framework and will allow teachers to acquire a deeper understanding of performance definitions. Participants will use the WIDA performance definitions to identify language expectations of instructional tasks in all content areas. • Engage teachers in hands-on activities that explore academic language to enhance student language learning, and will also focus on lesson planning designed around the WIDA Standards. This training will allow classroom and EL teachers to collaborate on designing 	<p>Long-term ELs face the same challenges as many of our native English students who do not possess the literacy skills needed to access the content. We must do a better job pinpointing specific areas of literacy deficits with this population early on and train our EL and classroom teachers to work together to address these needs as they infuse explicit literacy instruction in all content areas.</p>	<p>September 2018-June 2019</p>	<p>Use of action area tools of Imagine Learning to pinpoint deficits; data analysis meetings between EL and content teachers</p> <p>Progress monitoring of Interactive Notebooks demonstrating evidence of growth</p>	<p>Unrestricted and restricted (grant-funded) initiatives</p>

lessons that best meet the needs of individual ELs.				
<p>Students approaching long-term EL status (those who consistently do not make adequate yearly progress as determined by their English language proficiency assessment, ACCESS for ELLs).</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Provide long-term ELs with personalized learning opportunities, including the use of digital programs, such as Imagine Learning (level 2 evidence-based strategy) that will allow them to work at their own pace. • Train teachers to use the data from the program to identify areas of weakness and provide immediate support to address those weaknesses. We will provide consistent one-on-one conferencing (level 1 evidence-based strategy) between EL student and EL teacher using interactive notebooks for reading and writing. • Provide WIDA English Language Development (ELD) Standards training which will provide a foundation for participants who are new to the WIDA ELD Framework and will allow teachers to acquire a deeper understanding of performance definitions. Use the WIDA performance definitions to identify language expectations of instructional tasks in all content areas. Engage teachers in hands-on activities that explore academic language to enhance student language learning, and will also focus on lesson planning designed around the WIDA Standards. This training will allow classroom and EL teachers to collaborate on designing lessons that best meet the needs of individual ELs. 	<p>Students approaching long-term EL status are struggling with acquiring the English language at an acceptable rate. If not caught early, these students' language deficits become large literacy gaps, which eventually lead to English speakers who do not possess the literacy skills needed to access grade-level content.</p>	<p>September 2018-June 2019</p>	<p>Use of action area tools of Imagine Learning to pinpoint deficits; data analysis meetings between EL and content teachers</p> <p>Progress monitoring of Interactive Notebooks demonstrating evidence of growth</p>	<p>Unrestricted and restricted (grant-funded) initiatives</p>

Secondary ELA:

Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
Performance of 2022 cohort <ul style="list-style-type: none"> Differentiation/UDL via Goalbook training for all grade 9 ELA, social studies, science and special education teachers High School Literacy Coaches to track middle school progress and support struggling students Tier II Behavior Intervention 	In order to address downward trend of 8th grade cohort (currently 9th grade this year), we will provide teachers with tools that will support them in delivering instruction at the appropriate depth and complexity of the content. This will include increased ability to ask purposeful questions, differentiate instruction, and reteach with clarity to our struggling learners.	<p>September 11-13, 2018</p> <p>September 2018-June 2019</p>	Local assessments (reading and writing), delivered as online assessments, monthly PLC meetings for instructional planning.	unrestricted and restricted (grant-funded initiatives)
Reading and writing in the content-area classrooms <ul style="list-style-type: none"> Continued/expanded development of cross-curricular tasks and assessments in grades 7, 8 and 9 that focus on reading and writing in the content areas (in addition to the ELA classroom) Development and implementation of a <i>Writing in the Content Area</i> course (spring 2019) High School Literacy Coaches to support content literacy 	Emphasizing and supporting reading and writing in the content area will provide students with opportunities to apply and practice literacy skills throughout the entire school day, going well beyond the ELA classroom. Implementation of common assessments will provide collaborative opportunities for teachers to design instruction and score student work.	<p>Assessment Development: September-October 2018</p> <p>Collaborative Scoring: December 2018-February 2019</p> <p>September 2018-June 2019</p>	Local assessments (reading and writing), delivered as online assessments, followed by collaborative scoring sessions, monthly PLC meetings for instructional planning.	unrestricted
Increased emphasis on literary analysis and analytical writing <ul style="list-style-type: none"> Full implementation of Membean and Turnitin (web-based vocabulary and writing instructional support and feedback tools) Augmentation of Pearson curriculum to include new literary analysis tasks Required and recommended literary analysis PBAs built into the curriculum maps for 2nd and 3rd quarter respectively in grades 6-10 Embedding Turnitin Revision Assistant prompts in grades 6-8 ELA, social studies and science curriculum maps 	Increase reading comprehension and literary analysis scores by expanding students' vocabulary knowledge and provide teachers with tools that makes writing feedback easier to provide and more meaningful for students.	<p>September 2018-June 2019</p> <p>Summer 2018</p> <p>Summer 2018</p> <p>September 2018</p>	Quarterly progress and usage reports for students and teachers, local performance-based assessments	unrestricted

Strengthening Collaboration and Co-teaching <ul style="list-style-type: none"> • Special education teachers join classroom teachers for August 29 PD • inclusion of a special education teacher at PLC/Data meetings • utilization of RTI in Unify • Special education teachers are a part of the Universal Screening Teams • PLCs with literacy coaches • Specially Designed Instruction PD and reflection tool 	Increase the knowledge and use of Strategies for Specially Designed Instruction by general and special educators in order to meet the individual needs of their students with disabilities	November 2018- June 2019	Quarterly monitoring and analyzes of student report card grades	Access Equity and Progress Grant
Improve collaboration and support between general education and special education students <ul style="list-style-type: none"> • Use of the vertical alignment of the standards (identify gaps of knowledge to back map skills) • enhanced focus on grade level standards during special education teacher observations • Special Education staff participates in content level Professional Development and will have PLC meetings to review data (reassigned supervisors so that one is dedicated to each high school for support and monitoring) • Increasing rigor for all via ongoing integration of technology embedded into instruction through the use of: Goalbook Pathways (Webb's DOK, UDL), Google Read and Write 	Improve the use of grade level standards data in crafting IEP goals and relevant objective data regarding progress toward meeting those goals.	October 2018- June 2019	MSDE Compliance and Best Practice Standards Assessment Tool	Access, Equity, and Progress Grant
Monitoring and implementation of Specially Designed Instruction (intervention and enrichment) <ul style="list-style-type: none"> • Wilson training, implementation and monitoring for both for middle and high school staff; level one trainer in each high school • Revised interventions for ELA, Intervention fidelity checks 	Ensure student strengths are utilized and student academic needs are met through the use of research based instructional strategies and appropriate level of support or intervention	October 2018 - June 2019	Fidelity checklists for UDL/SDI strategies to provide non-evaluative feedback	Access, Equity, and Progress Grant

<ul style="list-style-type: none"> • consistency of progress monitoring (RTI in Unify) • STEM/GT opportunities, after school enrichment opportunities • Goalbook Pathways enrichment 				
<p>Long-term ELs (those in the EL program for 5+ years)</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Provide long-term ELs with personalized learning opportunities, including the use of digital programs, such as Imagine Learning (level 2 evidence-based strategy) that will allow them to work at their own pace. • Train teachers to use program data to identify areas of weakness and provide immediate support to address weaknesses. • Provide consistent one-on-one conferencing (level 1 evidence-based strategy) between EL student and EL teacher using interactive notebooks for reading and writing. • Provide WIDA English Language Development (ELD) Standards training which will provide a foundation for participants who are new to the WIDA ELD Framework and will allow teachers to acquire a deeper understanding of performance definitions. Participants will use the WIDA performance definitions to identify language expectations of instructional tasks in <u>all</u> content areas. • Engage teachers in hands-on activities that explore academic language to enhance student language learning, and will also focus on lesson planning designed around the WIDA Standards. Promote collaboration on designing lessons that best meet the needs of individual ELs. 	<p>Long-term ELs face the same challenges as many of our native English students who do not possess the literacy skills needed to access the content. We must do a better job pinpointing specific areas of literacy deficits with this population <i>early on</i> and train our EL and classroom teachers to work together to address these needs as they infuse explicit literacy instruction in all content areas.</p>	<p>September 2018-June 2019</p>	<p>Use of action area tools of Imagine Learning to pinpoint deficits; data analysis meetings between EL and content teachers</p> <p>Progress monitoring of Interactive Notebooks demonstrating evidence of growth</p>	<p>Unrestricted and restricted (grant-funded) initiatives</p>

<p>Students approaching long-term EL status (those who consistently do not make adequate yearly progress as determined by their English language proficiency assessment, ACCESS for ELLs).</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Provide long-term ELs with personalized learning opportunities, including the use of digital programs, such as Imagine Learning (level 2 evidence-based strategy) that will allow them to work at their own pace. • Train teachers to use the data from the program to identify areas of weakness and provide immediate support to address those weaknesses. We will provide consistent one-on-one conferencing (level 1 evidence-based strategy) between EL student and EL teacher using interactive notebooks for reading and writing. • Provide WIDA English Language Development (ELD) Standards training which will provide a foundation for participants who are new to the WIDA ELD Framework and will allow teachers to acquire a deeper understanding of performance definitions. Participants will use the WIDA performance definitions to identify language expectations of instructional tasks in <u>all</u> content areas. Engage teachers in hands-on activities that explore academic language to enhance student language learning, and will also focus on lesson planning designed around the WIDA Standards. This training will allow classroom and EL teachers to collaborate on designing lessons that best meet the needs of individual ELs. 	<p>Students approaching long-term EL status are struggling with acquiring the English language at an acceptable rate. If not caught early, these students' language deficits become large literacy gaps, which eventually lead to English speakers who do not possess the literacy skills needed to access grade-level content.</p>	<p>September 2018-June 2019</p>	<p>Use of action area tools of Imagine Learning to pinpoint deficits; data analysis meetings between EL and content teachers</p> <p>Progress monitoring of Interactive Notebooks demonstrating evidence of growth</p>	<p>Unrestricted and restricted (grant-funded) initiatives</p>
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PARCC Mathematics for Grades 3-8:

1. Based on available PARCC data describe the challenges in **Mathematics for Grades 3-8**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language proficiency.**

Grade 3

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	68,206	10,547	15.5%	13,323	19.5%	15,580	22.8%	20,576	30.2%	8,180	12.0%	28,756	42.2%	43.0%	-0.8%
District	1,333	182	13.7%	235	17.6%	292	21.9%	453	34.0%	171	12.8%	624	46.8%	48.4%	-1.6%
White	842	70	8.3%	130	15.4%	171	20.3%	333	39.5%	138	16.4%	471	55.9%	54.6%	1.3%
AA	228	81	35.5%	59	25.9%	57	25.0%	28	12.3%	3	1.3%	31	13.6%	25.2%	-11.6%
IEPs	138	64	46.4%	34	24.6%	20	14.5%	16	11.6%	4	2.9%	20	14.5%	11.9%	2.6%
FARMS	497	130	26.2%	130	26.2%	123	24.7%	93	18.7%	21	4.2%	114	22.9%	27.8%	-4.9%
LEP	31	7	22.6%	9	29.0%	12	38.7%	1	3.2%	2	6.5%	3	9.7%	17.9%	-8.2%
Title I	386	101	26.2%	84	21.8%	80	20.7%	88	22.8%	33	8.5%	121	31.3%	33.2%	-1.9%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
48.4%	50.4%	52.4%	54.4%	56.3%	58.3%	60.3%	62.3%	64.3%	66.3%	68.2%	70.2%	72.2%	74.2%	2.0%	

Grade 4

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	69,910	10,770	15.4%	15,033	21.5%	17,065	24.4%	23,312	33.3%	3,730	5.3%	27,042	38.7%	37.5%	1.2%
District	1,370	159	11.6%	233	17.0%	351	25.6%	534	39.0%	93	6.8%	627	45.8%	43.6%	2.2%
White	852	54	6.3%	115	13.5%	214	25.1%	406	47.7%	63	7.4%	469	55.0%	54.3%	0.7%
AA	242	71	29.3%	70	28.9%	61	25.2%	37	15.3%	3	1.2%	40	16.5%	11.8%	4.7%
IEPs	156	66	42.3%	47	30.1%	26	16.7%	15	9.6%	2	1.3%	17	10.9%	7.6%	3.3%
FARMS	509	119	23.4%	135	26.5%	142	27.9%	104	20.4%	9	1.8%	113	22.2%	19.0%	3.2%
LEP	30	15	50.0%	8	26.7%	6	20.0%	1	3.3%	0	0.0%	1	3.3%	16.7%	-13.4%
Title I	417	89	21.3%	97	23.3%	95	22.8%	104	24.9%	32	7.7%	136	32.6%	28.4%	4.2%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
43.6%	45.8%	47.9%	50.1%	52.3%	54.4%	56.6%	58.8%	61.0%	63.1%	65.3%	67.5%	69.6%	71.8%	2.2%	

Grade 5

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	69,079	10,756	15.6%	15,189	22.0%	16,901	24.5%	21,238	30.7%	4,995	7.2%	26,233	38.0%	35.5%	2.5%
District	1,424	188	13.2%	212	14.9%	350	24.6%	516	36.2%	158	11.1%	674	47.3%	38.7%	8.6%
White	904	68	7.5%	104	11.5%	208	23.0%	396	43.8%	128	14.2%	524	58.0%	45.0%	13.0%
AA	269	79	29.4%	75	27.9%	70	26.0%	39	14.5%	6	2.2%	45	16.7%	15.3%	1.4%
IEPs	152	79	52.0%	34	22.4%	21	13.8%	17	11.2%	1	0.7%	18	11.8%	6.0%	5.8%
FARMS	478	130	27.2%	115	24.1%	117	24.5%	110	23.0%	6	1.3%	116	24.3%	22.5%	1.8%
LEP	16	8	50.0%	2	12.5%	5	31.3%	1	6.3%	0	0.0%	1	6.3%	9.5%	-3.3%
Title I	417	96	23.0%	98	23.5%	92	22.1%	90	21.6%	41	9.8%	131	31.4%	31.8%	-0.4%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
38.7%	41.1%	43.4%	45.8%	48.1%	50.5%	52.8%	55.2%	57.6%	59.9%	62.3%	64.6%	67.0%	69.4%	2.4%	

Overall Comparison of Students Who Met or Exceeded Expectations for Grades 3 - 5:

- Grade 3: SMCPS 46.8%; Maryland 42.2% (+4.6 compared to MD; -1.6 Growth)
- Grade 4: SMCPS 45.8%; Maryland 38.7% (+7.1 compared to MD; +2.2 Growth)
- Grade 5: SMCPS 47.3%; Maryland 38.0% (+9.3 compared to MD; + 8.6 Growth)

The overall data for SMCPS in grades 3, 4, and 5 were above Maryland's performance rate. Overall SMCPS showed a slight drop in grade 3, a gain in grade 4, and significant gains in grade 5. Limited English Proficiency students had a drop in performance in grades 3, 4 and 5. African American students showed a drop in grade 3 and slight gains in grades 4 and 5. The achievement gap for African American students narrowed slightly in grade 4. FARM students showed a drop in performance in grade 3, but an increase in grades 4 and 5 with the achievement gap narrowing slightly in grade 4. IEP carriers showed an increase in performance in grades 3, 4 and 5 outpacing the district's overall growth in in grades 3 and 4.

Grade 6

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	65,883	10,527	16.0%	17,220	26.1%	17,207	26.1%	17,809	27.0%	3,120	4.7%	20,929	31.8%	32.2%	-0.4%
District	1,319	185	14.0%	328	24.9%	341	25.9%	393	29.8%	72	5.5%	465	35.3%	42.6%	-7.3%
White	823	81	9.8%	190	23.1%	204	24.8%	294	35.7%	54	6.6%	348	42.3%	50.0%	-7.7%
AA	246	74	30.1%	81	32.9%	66	26.8%	25	10.2%	0	0.0%	25	10.2%	15.1%	-4.9%
IEPs	130	67	51.5%	43	33.1%	13	10.0%	7	5.4%	0	0.0%	7	5.4%	8.3%	-2.9%
FARMS	428	111	25.9%	146	34.1%	112	26.2%	56	13.1%	3	0.7%	59	13.8%	18.9%	-5.1%
LEP	18	4	22.2%	8	44.4%	4	22.2%	2	11.1%	0	0.0%	2	11.1%	0.0%	11.1%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
42.6%	44.8%	47.0%	49.2%	51.4%	53.6%	55.8%	58.1%	60.3%	62.5%	64.7%	66.9%	69.1%	71.3%	2.2%	

Grade 7

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	57,487	7,646	13.3%	16,297	28.3%	17,095	29.7%	14,877	25.9%	1,572	2.7%	16,449	28.6%	25.4%	3.2%
District	1,275	121	9.5%	251	19.7%	346	27.1%	478	37.5%	79	6.2%	557	43.7%	39.7%	4.0%
White	842	55	6.5%	141	16.7%	215	25.5%	366	43.5%	65	7.7%	431	51.2%	46.8%	4.4%
AA	207	53	25.6%	68	32.9%	51	24.6%	35	16.9%	0	0.0%	35	16.9%	15.1%	1.8%
IEPs	138	54	39.1%	46	33.3%	29	21.0%	6	4.3%	3	2.2%	9	6.5%	4.3%	2.2%
FARMS	399	71	17.8%	126	31.6%	118	29.6%	83	20.8%	1	0.3%	84	21.1%	17.4%	3.7%
LEP	19	2	10.5%	9	47.4%	7	36.8%	1	5.3%	0	0.0%	1	5.3%	0.0%	5.3%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
39.7%	42.0%	44.3%	46.7%	49.0%	51.3%	53.6%	55.9%	58.3%	60.6%	62.9%	65.2%	67.5%	69.9%	2.3%	

Grade 8

SMCPS	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%
State	37,575	13,613	36.2%	10,036	26.7%	7,976	21.2%	5,570	14.8%	380	1.0%	5,950	15.8%	16.8%	-1.0%
District	797	224	28.1%	184	23.1%	217	27.2%	171	21.5%	1	0.1%	172	21.6%	28.9%	-7.3%
White	487	101	20.7%	111	22.8%	147	30.2%	127	26.1%	1	0.2%	128	26.3%	30.2%	-3.9%
AA	191	86	45.0%	49	25.7%	38	19.9%	18	9.4%	0	0.0%	18	9.4%	21.2%	-11.8%
IEPs	120	84	70.0%	21	17.5%	10	8.3%	4	3.3%	1	0.8%	5	4.2%	4.7%	-0.5%
FARMS	325	133	40.9%	78	24.0%	73	22.5%	41	12.6%	0	0.0%	41	12.6%	18.6%	-6.0%
LEP	15	9	60.0%	1	6.7%	5	33.3%	0	0.0%	0	0.0%	0	0.0%	18.2%	-18.2%
Annual Measurable Objective															
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth	
28.9%	31.6%	34.4%	37.1%	39.8%	42.6%	45.3%	48.0%	50.8%	53.5%	56.2%	59.0%	61.7%	64.5%	2.7%	

Overall Comparison of Students Who Met or Exceeded Expectations for Grades 6 - 8:

- Grade 6: SMCPS 35.3%; Maryland 31.8% (+3.5 compared to MD; -7.3 Growth)
- Grade 7: SMCPS 43.7%; Maryland 28.6% (+15.1 compared to MD; + 4 Growth)
- Grade 8: SMCPS 21.6%; Maryland 15.8% (+5.8 compared to MD; -7.3 Growth)

The overall data for SMCPS in grades 6 through 8 were above Maryland's performance rate. Students with IEPs decreased in performance in grades 6 and 8, however increased in grade 7. African American students decreased in performance in grades 6 and 8, yet increased in grade 7. Students with Limited English Proficiency increased in performance in grades 6 and 7 and decreased in grade 8. Economically disadvantaged students decreased in performance in grades 6 and 8, however increased in grade 7.

- The challenges below articulate the challenges for our underperforming student groups (e.g., FARMs, African Americans, Males). These challenges apply to the student groups that are underperforming relative to the assessment area. In addition, specific challenges were further delineated for SWD and LEP students. The data chart provided in this section reflects the performance challenges of underperforming student groups.

Challenges affecting the underperformance of students and for those failing to meet standards include:

General challenges in Mathematics for grades 3 – 8 include:

- Some of the materials in use were not aligned to the Common Core State Standards of Mathematics.
Many teachers are still uncomfortable with the content and the pedagogy of the MCCRS and often tend to teach without the flexibility or comfort level to recognize where students are on the learning trajectory or meet individual needs by asking purposeful questions, differentiating instruction, or utilizing multiple representations allowing for flexibility when supporting struggling learners.
- Teachers are still working to understand the coherence of content across grade levels so that they understand how the math that they teach fits into a bigger picture, including being able to connect to prior knowledge, as well as advance student thinking.

Additional information/challenges specific to students with disabilities include:

- The number of strong research-based mathematics Interventions are limited.
- Special Education resource teachers at the elementary level work with multiple grade levels, so they need to understand standards and rigor across grade levels.
- Limited understanding of how use of UDL and other differentiation strategies in the mathematics classroom can increase accessibility to content without decreasing rigor.
- Lack of a common resource for instruction of content makes it difficult for special educators to identify and plan for strategies and adaptations that can make the content more accessible to students with disabilities.
- Common planning time for Special Education teachers and classroom teachers can be difficult to manage making collaboration difficult.

Additional challenges specific to students with limited English proficiency:

- English Learners struggle to access not only the mathematics, but the language.
- Academic vocabulary is formal, not conversational, making it more difficult to understand.
- Classroom teachers need to be equipped and trained to make the curriculum and academic vocabulary more accessible to EL students during math instruction.
- Common planning time for EL teachers and classroom teachers can be difficult to manage, making collaboration difficult.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or*

other items for a particular program, initiative, or activity. The LEA should identify 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.) Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.

To address the challenges and areas of continuous improvement, the following strategies are being implemented. Activities are aligned instructionally and approached collaboratively across departments and schools. The Department of Curriculum and Instruction coordinates systemic professional development and curriculum support for all schools, through local and state unrestricted general fund dollars. These funds are detailed in our annual operating budget posted to <http://www.smcps.org/fs/budget/information>. Where restricted funds (e.g., Title I) are utilized, that funding is identified, and detailed in Part II of the Master Plan.

Grades 3 through 5 Mathematics				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
<p>Aligned Resources</p> <p>SMCPS has adopted the Bridges in Mathematics Program in order to support classroom teachers in standard aligned rigorous instruction.</p> <p>SMCPS has also purchased the Bridges Intervention program increasing the number of available interventions.</p> <p>The purchased materials have specific suggestions for differentiation to support EL students and students with learning challenges.</p> <p>The purchased materials contain both English and Spanish resources to support students, teachers, and families in accessing the curriculum and academic language.</p>	<p>Bridges in Mathematics is a rigorous, problem-based curriculum designed to meet the expectations of the Common Core State Standards both in content and practice. Support for students with special needs and English Language Learners are built into the curriculum. The design includes Universal Design for Learning an emphasis on visual models.</p> <p>Using a consistent program across grade levels and with related intervention materials promotes coherence and articulation between grades with the use of common language, models, and strategies.</p> <p>The inclusion of suggestions for specific differentiation for struggling learners in the program will assist teachers in meeting the needs of individual learners (including Special Education, students and English Language Learners).</p> <p>The inclusion of materials to support EL students and families will promote engagement and</p>	SY 2018-2019	<p>Assessment Scores</p> <p>Assessments will include historic items which were heavy predictor for PARCC. This will allow us to compare our progress to last year's progress throughout the year.</p> <p>Regular check in and follow up for Special Education teachers and students.</p> <p>Consistent Progress monitoring throughout the year with the data entered in Unify.</p> <p>PARCC Scores</p>	<p>Unrestricted</p> <p>Restricted</p>

	access. The emphasis on visual models in the program will also support EL students.			
<p>Professional Development in Content and Pedagogy regarding the standards and their articulation across grade levels.</p> <p>Professional development is designed to foster collaboration between classroom teachers, EL teachers, and special education teachers.</p> <p>PD for Classroom Teachers and Special Education Teacher</p> <ul style="list-style-type: none"> Two day workshops in mathematics content and pedagogy specific to the Bridges in Mathematics program. Classroom teachers, special education teachers, and EL teachers and paraeducators are invited to attend. Two day workshop for Bridges Intervention included a mix of special education teachers, Instructional Resource teachers, and classroom teachers. Teacher facilitated collaborative planning/PD grade level groups after school. One credit online courses will be offered on requested topics during the fall and spring: <ul style="list-style-type: none"> Deepening Discussions Maximizing the Math Block Standards Based Instruction and Grading. Weekly Newsletter highlighting instructional practices such as UDL. <p>Special Education:</p> <ul style="list-style-type: none"> The hiring of a special education math coach to support special education teachers in understanding the standards and their articulation across grade 	<p>Classroom teachers, special education teachers and EL teachers need deep content knowledge in order understand learning trajectories, develop formative assessments, analyze student work and target instruction.</p> <p>Special Education teachers specifically work across grade levels so they need to understand how concepts build upon each other.</p> <p>Classroom teachers and EL teachers need to understand the pedagogy required to make the curriculum and academic vocabulary accessible to students who are learning English.</p> <p>Professional Development which includes classroom teachers, Instructional Resource Teachers, English Language teachers, and Special Education teachers ensures common language, and philosophy therefore encouraging transfer.</p> <p>WIDA English Language Development (ELD) Standards training (Time frame: fall & spring). This interactive workshop will provide a foundation for participants who are new to the WIDA ELD Framework and will allow teachers to acquire a deeper understanding of performance definitions. Participants will use the WIDA performance definitions to identify language expectations of instructional tasks in all content areas. Teachers will engage in hands-on activities that explore academic language to enhance student language learning, and will also focus on lesson planning designed around the WIDA Standards. This training will allow classroom and EL teachers to</p>	<p>Bridges Getting Started 2 day Workshops Summer 2018</p> <ul style="list-style-type: none"> 6/20 - 6/21 7/30 - 7/31 8/20 - 8/21 <p>Bridges Intervention Workshops Summer 2018</p> <ul style="list-style-type: none"> 8/23 - 8/24 <p>Collaborative Planning/PD groups Eight 2 hour sessions September - May.</p> <p>Online courses (based on teacher need/feedback): Fall 2018 Spring 2019</p> <p>Math Coach: Year long</p> <p>WIDA Training: Fall 2018 Spring 2019</p> <p>Targeted Elementary Math WIDA Training: Fall 2018 Spring 2019</p>	<p>Disaggregated Unit Assessment Scores with specific attention to Special Education Students, ELL Students, AA students and FARM students.</p> <p>Disaggregated Number Corner Assessment Scores with specific attention to Special Education Students, ELL Students, AA students and FARM students.</p> <p>Instructional Walkthroughs by EL teachers and Instructional Resource Teachers to support implementation of practices making mathematics accessible to all students including Special Education students and EL students.</p>	<p>Unrestricted</p> <p>Restricted</p>

<p>levels.</p> <p>English Language Learners</p> <ul style="list-style-type: none"> Classroom teachers with EL students in their class and EL teachers are encouraged to attend WIDA English Language Training together. Classroom teachers with EL students in their class and EL teachers will attend a training which emphasizes WIDA principles specifically targeted at mathematics. This will include appropriate pedagogy and directly tie in how to use the new Bridges resources to support students. 	<p>collaborate on designing lessons that best meet the needs of individual ELs.</p> <p>Professional Development For EL teachers and classroom teachers that is targeted specifically at elementary mathematics and explores available resources becomes very practical and applicable, giving tangible examples.</p>			
<p>Collaborative Structure for Special Education teachers, ELL teachers, and classroom teachers to meet regarding effective instruction for a variety of needs and students with specific needs.</p> <ul style="list-style-type: none"> Meetings will be planned and coverage provided as necessary so that Special Education teachers, ELL teachers, and Classroom teachers are able attend PLC meetings and data meetings regarding students and instruction. A method of communication will be established through the RTI element of the Unify data warehouse platform. A district wide data analysis tool will be utilized to analyze performance and target instruction. Special Education staff will participate in content level Professional Development All classroom teachers and special education teachers will have unrestricted access to the general education curriculum and interventions. 	<p>It is critical for classroom teachers and special education teachers to communicate clearly concerning content, pedagogy and the needs of individual students.</p> <p>Classroom teachers rely on the expertise of special education and ELL teachers for appropriate instructional techniques to meet the needs of students in a Tier I setting.</p> <p>Special Education teachers and ELL teachers rely on classroom teachers to understand the content and context of the learning in the classroom and support transfer of learning.</p> <p>A collaborative and targeted analysis of student work and progress enlightens the conversation and is conducive to targeted and effective instruction.</p>	<p>Summer 2018 training.</p> <p>PLC meetings and data meetings will be ongoing.</p> <p>Communication using the RTI element of Unify is ongoing.</p> <p>Access to general education curriculum and interventions is ongoing.</p>	<p>Collaborative Planning and PLC Sign in Sheets and notes.</p> <p>Data Analysis reports and ensuing plans/adjustments to instruction</p> <p>Disaggregated Unit Assessment Scores with specific attention to Special Education Students, ELL Students, AA students and FARM students.</p> <p>Disaggregated Number Corner Assessment Scores with specific attention to Special Education Students, ELL Students, AA students and FARM students.</p>	<p>Unrestricted</p> <p>Restricted</p>

Grades 6 through 8 Mathematics				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
<p>Aligned Resources</p> <p>SMCPS has adopted Carnegie Learning Middle School Math Solutions in order to support classroom teachers in standard aligned rigorous instruction.</p> <p>The purchased materials have specific suggestions for differentiation to support students with differing abilities.</p> <p>The purchased materials contain both English and Spanish resources to support students, teachers, and families in accessing the curriculum and academic language.</p> <p>Use of Goalbook Pathways for assessment items and resources that provide access to students with disabilities</p>	<p>Carnegie Learning Middle School Math Solutions provides an active learning program designed to meet the expectations of the MCCR Standards both in content and practice. Support for students with differing abilities are built into the curriculum. This program utilizes a blended learning model. Mathia is Carnegie's online learning platform that provides a personalized experience for each student. This program allows students to work at their own pace and provides teachers valuable formative assessment data for deliberate instructional decision making.</p> <p>Using a consistent program across grade levels promotes coherence and articulation between grades with the use of common language, models and strategies.</p>	<p>SY 2018-2019</p>	<p>Formative I Assessment Mid-Course Assessment Formative III Assessment</p> <p>Assessments will include historic items which were heavy predictor for PARCC. This will allow us to compare our progress to last year's progress throughout the year.</p> <p>PARCC Scores</p>	<p>Unrestricted</p>
<p>Professional Development in Content and Pedagogy regarding the standards and their articulation across grade levels. Professional development is designed to foster collaboration between classroom teachers, EL teachers, and special education teachers.</p> <p>PD for Classroom Teachers and Special Education Teachers</p> <ul style="list-style-type: none"> • Carnegie Learning Middle School Math Solutions Implementation Professional Development • Teacher facilitated collaborative planning/PD grade level groups after school • One credit online courses will be offered on requested topics during the fall and spring: <ul style="list-style-type: none"> • NCTM's Principles to 	<p>Classroom teachers, special education teachers and EL teachers need deep content knowledge in order understand learning trajectories, develop formative assessments, analyze student work and target instruction.</p> <p>Special Education teachers specifically work across grade levels so they need to understand how concepts build upon each other.</p> <p>Professional Development which included classroom teachers, Instructional Resource Teachers and Special Education teachers ensures common language, and philosophy therefore encouraging transfer.</p>	<p>Carnegie Learning Middle School Math Solutions Professional Development</p> <ul style="list-style-type: none"> • 6/27 - 6/28 • 8/06 - 8/07 • 8/29 <p>One more day of Carnegie Learning Training will be planned as a follow up based on teacher needs once implementation has begun</p> <p>Collaborative Planning/PD groups Eight 2 hour sessions September - May</p> <p>Online courses (based on teacher need/feedback): Fall</p>	<p>Formative I Assessment Mid-Course Assessment Formative III Assessment</p> <p>Disaggregated Assessment Scores with specific attention to Special Education Students, EL Students, AA students, and FARM students</p> <p>Common Assessments within PLCs</p>	<p>Unrestricted</p>

<p>Action</p> <ul style="list-style-type: none"> Teaching Math to Students with Disabilities Weekly Newsletter highlighting instructional practices such as UDL and Instructional Routines Twitter feed highlighting instructional practices Special Education teachers joined General Education teachers for content area training on the SMCPS Back to School PD Day <p>English Language Learners</p> <ul style="list-style-type: none"> Classroom teachers with EL students in their class and EL teachers are encouraged to attend WIDA English Language Training together. Classroom teachers with EL students in their class and EL teachers will attend a training which emphasizes WIDA principles specifically targeted at mathematics. This will include appropriate pedagogy and directly tie in how to use the new resources to support students. 		<p>2017 Spring 2018</p> <p>WIDA Training: Fall 2018 Spring 2019</p>		
<p>Collaborative Structure for Special Education teachers, EL teachers, and classroom teachers to meet regarding effective instruction for a variety of needs and students with specific needs.</p> <ul style="list-style-type: none"> Meetings will be planned and coverage provided as necessary so that Special Education teachers, EL teachers, and Classroom teachers are able attend PLC meetings and data meetings regarding students and instruction. Content area teachers and special educators will collaborate across the district digitally via the 	<p>It is critical for classroom teachers and special education teachers to communicate clearly concerning content, pedagogy and the needs of individual students.</p> <p>Classroom teachers rely on the expertise of special education and EL teachers for appropriate instructional techniques to meet the needs of students in a Tier I setting.</p> <p>Special Education teachers and EL teachers rely on classroom teachers to understand the content and context of the learning in the classroom and support transfer of learning.</p>	<p>SY 2018-2019</p> <p>PLC meetings and data meetings will be ongoing</p> <p>Google Plus collaboration is ongoing</p> <p>Access to general education curriculum is ongoing</p>	<p>Collaborative Planning and PLC Sign in Sheets and notes</p> <p>Data Analysis reports and ensuing plans/adjustments to instruction</p> <p>Disaggregated Assessment Scores with specific attention to Special Education Students, EL Students, AA students, and FARM students</p> <p>Monitoring of participation in the Google Plus Communities</p>	

<p>Google Plus platform. Additionally, a separate Google Plus community for special educators will be utilized as a place to share strategies and build capacity as they support the general ed teachers with delivering content and support our students with differing abilities.</p> <ul style="list-style-type: none"> • A district wide data analysis tool will be utilized to analyze performance and target instruction. • Special Education staff will participate in content level Professional Development • All classroom teachers and special education teachers will have unrestricted access to the general education curriculum. Targeted EL teachers (at SRMS and GMHS specifically) will be provided access to new curricular materials, as well as an orientation to how these materials can support the success of EL students. 	<p>A collaborative and targeted analysis of student work and progress enlightens the conversation and is conducive to targeted and effective instruction.</p>			
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PARCC Algebra I:

1. Based on available PARCC data describe the challenges in **Algebra I**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language proficiency.**

Algebra 1

SMCPs	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5		≥ Level 4		2016-17 ≥ 4	≥ Level 4	≥ Level 3	2016-17 ≥ 3	2017-18 ≥ 3
		Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	Percentage Change	Approached, Met, and Exceeded Expectation	Approached, Met, and Exceeded Expectation	Percentage Change
		#	%	#	%	#	%	#	%	#	%	#	%	%	%	#	%	%
State	75,842	11,936	15.7%	18,735	24.7%	18,734	24.7%	23,420	30.9%	3,017	4.0%	26,437	34.9%	36.5%	-1.6%	45,171	59.6%	60.5%
District	1610	165	10.2%	286	17.8%	431	26.8%	695	43.2%	33	2.0%	728	45.2%	52.4%	-7.2%	1159	72.0%	80.3%
White	1003	70	7.0%	143	14.3%	246	24.5%	521	51.9%	23	2.3%	544	54.2%	57.7%	-3.5%	790	78.8%	84.8%
AA	337	68	20.2%	92	27.3%	114	33.8%	62	18.4%	1	0.3%	63	18.7%	25.5%	-6.8%	177	52.5%	59.7%
IEPs	170	55	32.4%	66	38.8%	34	20.0%	14	8.2%	1	0.6%	15	8.8%	19.8%	-11.0%	49	28.8%	36.6%
FARMS	526	98	18.6%	152	28.9%	167	31.7%	107	20.3%	2	0.4%	109	20.7%	31.3%	-10.6%	276	52.5%	61.1%
LEP	37	10	27.0%	14	37.8%	11	29.7%	2	5.4%	0	0.0%	2	5.4%	0.0%	5.4%	13	35.1%	26.3%
Annual Measurable Objective																		
2017 Proficiency	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target	2030 Target	Annual Growth				
52.4%	54.2%	56.1%	57.9%	59.7%	61.6%	63.4%	65.2%	67.0%	68.9%	70.7%	72.5%	74.4%	76.2%	1.8%				

Overall Comparison of Students Who Met or Exceeded Expectations:

- Algebra 1: SMCPs 45.2%; Mayland 34.9% (+10.3 compared to MD; -7.2 Growth)

The overall data for SMCPs in Algebra 1 were above Maryland's performance rate. Students with Limited English Proficiency increased in performance, while students with IEPs, African American students, and economically disadvantaged students all decreased in performance.

Challenges affecting the underperformance of students and for those failing to meet standards include:

General challenges in Mathematics for Algebra 1 include:

- Some of the materials in use were not aligned to the Common Core State Standards of Mathematics. Many teachers are still uncomfortable with the content and the pedagogy of the

MCCRS and often tend to teach without the flexibility or comfort level to recognize where students are on the learning trajectory or meet individual needs by asking purposeful questions, differentiating instruction, or utilizing multiple representations allowing for flexibility when supporting struggling learners.

- Teachers are still working to understand the coherence of content across grade levels so that they understand how the math that they teach fits into a bigger picture, including being able to connect to prior knowledge, as well as advance student thinking.

Additional information/challenges specific to students with disabilities include:

- Limited understanding of how use of UDL and other Differentiation strategies in the Algebra 1 classroom can increase accessibility to content without decreasing rigor.
- Lack of a common resource for Algebra 1 makes it difficult for special educators to identify and plan for strategies and adaptations that can make the content more accessible to students with disabilities.
- Common planning time for Special Education teachers and classroom teachers can be difficult to manage making collaboration difficult.

Additional challenges specific to students with limited English proficiency:

- English Learners struggle to access not only the mathematics, but the language.
- Academic vocabulary is formal, and not conversational making it more difficult to understand.
- Classroom teachers need to be equipped and trained to make the curriculum and academic vocabulary more accessible to EL students during math instruction.
- Common planning time for EL teachers and classroom teachers can be difficult to manage making collaboration difficult.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify 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.)* **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

Algebra 1				
Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
<p>Aligned Resources</p> <p>SMCPS has adopted Pearson EnVision A G A (Algebra 1, Geometry, and Algebra 2) in order to support classroom teachers in standard aligned rigorous instruction.</p> <p>The purchased materials have specific suggestions for differentiation to support students with differing abilities and EL students.</p> <p>The purchased materials contain English to Spanish translations to support students and families in accessing the curriculum and academic language.</p> <p>Use of Goalbook Pathways for assessment items and resources that provide access to students with disabilities</p>	<p>The previous text used for our Algebra 1, Geometry, and Algebra 2 coursework was adopted prior to the Common Core. This new text will help teachers to better understand the standards for the Algebra 1 course.</p> <p>Pearson EnVision A G A is aligned to the standards, both content and practice, and to NCTM's Effective Teaching Practices from Principles to Action. Support for students with special needs and English Language Learners are built into the curriculum.</p> <p>Using a consistent program across grade levels promotes coherence and articulation between grades with the use of common language, models and strategies.</p>	<p>SY 2018-2019</p>	<p>Formative I Assessment Mid-Course Assessment Formative III Assessment</p> <p>Assessments will include historic items which were heavy predictor for PARCC. This will allow us to compare our progress to last year's progress throughout the year.</p> <p>PARCC Scores</p>	<p>Unrestricted</p>
<p>Professional Development in Content and Pedagogy regarding the standards and their articulation across grade levels.</p> <p>Professional development is designed to foster collaboration between classroom teachers, EL teachers, and special education teachers.</p> <p>PD for Classroom Teachers and Special Education Teachers</p> <ul style="list-style-type: none"> Pearson EnVision A G A Implementation Professional Development Teacher facilitated collaborative planning/PD grade level groups after school One credit online courses will be offered on requested topics during the fall and spring: <ul style="list-style-type: none"> NCTM's Principles to 	<p>Classroom teachers, special education teachers and EL teachers need deep content knowledge in order to understand learning trajectories, develop formative assessments, analyze student work and target instruction.</p> <p>Special Education teachers specifically work across grade levels so they need to understand how concepts build upon each other.</p> <p>Professional Development which included classroom teachers, Instructional Resource Teachers and Special Education teachers ensures common language, and philosophy therefore encouraging transfer.</p>	<p>Pearson EnVision A G A Professional Development</p> <ul style="list-style-type: none"> June 19, 2018 August 29, 2018 <p>Collaborative Planning/PD groups</p> <p>Eight 2 hour sessions September - May</p> <p>Online courses (based on teacher need/feedback): Fall 2017 Spring 2018</p> <p>WIDA Training: Fall 2018 Spring 2019</p>	<p>Formative I Assessment Mid-Course Assessment Formative III Assessment</p> <p>Disaggregated Assessment Scores with specific attention to Special Education Students, EL Students, AA students, and FARM students</p> <p>Common Assessments within PLCs</p>	<p>Unrestricted</p>

<p>Action</p> <ul style="list-style-type: none"> Teaching Math to Students with Disabilities Weekly Newsletter highlighting instructional practices such as UDL and Instructional Routines Twitter feed highlighting instructional practices Special Education teachers joined General Education teachers for content area training on the SMCPS Back to School PD Day <p>English Language Learners</p> <ul style="list-style-type: none"> Classroom teachers with EL students in their class and EL teachers are encouraged to attend WIDA English Language Training together. Classroom teachers with EL students in their class and EL teachers will attend a training which emphasizes WIDA principles specifically targeted at mathematics. This will include appropriate pedagogy and directly tie in how to use the new resources to support students. 				
<p>Collaborative Structure for Special Education teachers, EL teachers, and classroom teachers to meet regarding effective instruction for a variety of needs and students with specific needs.</p> <ul style="list-style-type: none"> Meetings will be planned and coverage provided as necessary so that Special Education teachers, EL teachers, and Classroom teachers are able attend PLC meetings and data meetings regarding students and instruction. Content area teachers and special educators will collaborate across the district digitally via the Google Plus platform. 	<p>It is critical for classroom teachers and special education teachers to communicate clearly concerning content, pedagogy, and the needs of individual students.</p> <p>Classroom teachers rely on the expertise of special education and EL teachers for appropriate instructional techniques to meet the needs of students in a Tier I setting.</p> <p>Special Education teachers and EL teachers rely on classroom teachers to understand the content and context of the learning in the classroom and support transfer of learning.</p>	<p>SY 2018-2019</p> <p>PLC meetings and data meetings will be ongoing</p> <p>Google Plus collaboration is ongoing</p> <p>Access to general education curriculum is ongoing</p>	<p>Collaborative Planning and PLC Sign in Sheets and notes</p> <p>Data Analysis reports and ensuing plans/adjustments to instruction</p> <p>Disaggregated Assessment Scores with specific attention to Special Education Students, EL Students, AA students, and FARM students</p> <p>Monitoring of participation in the Google Plus Communities</p>	

<p>Additionally, a separate Google Plus community for special educators will be utilized as a place to share strategies and build capacity as they support the general ed teachers with delivering content and support our students with differing abilities.</p> <ul style="list-style-type: none"> • A district wide data analysis tool will be utilized to analyze performance and target instruction. • Special Education staff will participate in content level Professional Development • All classroom teachers and special education teachers will have unrestricted access to the general education curriculum. Targeted EL teachers (at SRMS and GMHS specifically) will be provided access to new curricular materials, as well as an orientation to how these materials can support the success of EL students. 	<p>A collaborative and targeted analysis of student work and progress enlightens the conversation and is conducive to targeted and effective instruction.</p>			
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High School Assessment (HSA) Government:

1. Based on available PARCC data describe the challenges in **High School Assessment (HSA) Government**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language proficiency.**

	Total Test Takers	Pass	Percent Pass	Fail	Percent Fail
District	1597	1208	75.6%	389	24.4%
White	1088	896	82.4%	192	17.6%
AA	380	197	51.8%	183	48.2%
IEPs	162	49	30.2%	113	69.8%
FARMS	395	228	57.7%	167	42.3%
LEP	18	4	22.3%	14	77.7%

Overall Comparison of Students Who Met or Exceeded Expectations:

The overall student performance was 75.6% percent on the 2018 Government assessment. The disaggregated data shows that only 51.8% of African American students earned proficiency; there was a 30.6 point gap between the African American student group and the white student performance. The special education students earned a 30.2% proficient score on the HSA. Another challenge is that only 57.7% of FARMS students achieved proficient scores on the 2018 Government assessment. Furthermore, an achievement discrepancy is with the limited English Language Proficiency student population, who achieved a proficiency of 22.3% (This student group consisted of a student population of eighteen students). In sum, the 2018 H.S.A. Government assessment data revealed that student groups including African American, special education, FARMS, and ELL demonstrated a lower level of success on meeting the graduation requirement.

Additional information/challenges specific to students with disabilities include:

- Intensive, individualized interventions are not aligned to curriculum and assessment content.
- The gap is so wide for some students that access to the general education continues to be a challenge, especially disciplinary literacy skills -- reading and argumentative writing
- Staff turnovers impact intervention training for sustainability.
- Planning with content teachers is limited.
- Compliance and accommodation demand on special education staff increase in the latter half of the school year and interfere with instruction.
- Access to technology throughout the year is necessary.

Additional challenges specific to students with limited English proficiency:

- Language limitations interfere with the ELL students' ability to read, understand and access text at the level of complexity and depth needed to meet the standards.
- Language limitations interfere with the ELL students' ability to process and communicate information.
- Rate of speech of the Native English speaker makes it difficult for ELLs to process information.
- ELL students have Reading comprehension difficulty, especially with content language.
- Writing activities tend to have some connection to culture which makes it difficult to write in the same manner as native English speakers.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify 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.) Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.*

Strategy	Rationale	Timeline	Methods for Measuring Progress	Funding
Achievement gap between general education and special education students <ul style="list-style-type: none">• Differentiation/UDL via Goalbook training for social studies teachers• High school Literacy Coaches to track support struggling students	Provide teachers with tools that will support them in delivering instruction at the appropriate depth and complexity of the content. Increase their ability to ask purposeful questions, differentiate instruction, and reteach with clarity to our struggling learners.	September 2018 November 2018 January 2019 April 2019	Walkthroughs Classroom Artifacts	Restricted (grant-funded initiatives)
Collaborative Structure for Social Studies, Special Education, and ELL teachers <ul style="list-style-type: none">• Meetings will be planned and coverage provided as necessary so that Special Education teachers, ELL teachers, and Classroom teachers are able to attend PLC meetings and data meetings regarding students and instruction.	It is critical for social studies, special education, and ELL teachers to communicate clearly concerning content, pedagogy, and the needs of individual students. Furthermore, the structured collaborative allows for targeted analysis of student work and progress, as well as cultivates focused dialogue on effective instructional practices.	September 2018 October 2018 November 2018 January 2019 February 2019 March 2019 April 2019 May 2019	Collaborative Planning and PLC Sign in Sheets and notes. Data Analysis reports and ensuing plans/adjustments to instruction Disaggregated Unit Assessment Scores with specific attention to Special Education Students, ELL Students, AA students, and FARM students.	Unrestricted

<p>Disciplinary Reading and Argumentative Writing Skills</p> <ul style="list-style-type: none"> • Development of development of cross-curricular tasks and assessments in reading and writing that focus on Core Learning Goal standards that were challenging for students based on data • Development and implementation of a <i>Writing in the Content Area</i> course (spring 2019) • High School Literacy Coaches to support content literacy 	<p>Emphasizing and supporting reading and writing in Government will provide students with opportunities to apply their American Government content while practicing their disciplinary reading and argumentative writing skills throughout the throughout the entire school day. Implementation of common assessments will provide collaborative opportunities for teachers to design instruction and score student work.</p>	<p>October 2018 December 2018 February 2019 April 2019</p>	<p>Local assessments (reading and writing), delivered as online assessments, followed by collaborative scoring sessions, monthly PLC meetings for instructional planning.</p>	<p>Unrestricted</p>
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2017 Master Plan Annual Update Clarifying Questions and Commendations

LEA: St. Mary's County Public Schools **Team Facilitator:** Leigh Dalton and Matthew Frizzell

Based on the review of the Local Education Agency (LEA) Bridge to Excellence 2018 Master Plan Annual Update, the clarifying questions listed below require responses to complete the review process. The clarifying questions are divided into sections from the plan. Also, the final column list commendations which demonstrate the LEA exceeding performance presenting a uniquely innovative approach to improving opportunities for all students. Please respond to all clarifying questions. **The form is due to MSDE on, or before the close of business on November 2, 2018.** (Add additional rows, if required).

Section	Page Number	Clarifying Questions	LEA Response(s)	Commendations
PARCC ELA/Literacy for Grades 3-8 & 10	Section II.7	Please elaborate on what you mean by achievement gap as a challenge relative to students with disabilities in grades 6-8, 10.	While the achievement gap is closing, there is still a disparity in academic performance between IEP carriers and other groups of students that is evident across the board in subject-area grades, standardized test scores, course selection, dropout rates, and other success measures.	Nice alignment between strategies and rationale.
PARCC ELA/Literacy for Grades 3-8 & 10	Section II.9; Section II.21-26	According to Edreports, the adopted curriculum is only partially aligned to the CCSS. Why did you pick this curriculum over others that might be better aligned to the standards?	The selection of HMH Journeys for Grades 3-5 was due to a textbook refresh, not a textbook adoption. SMCPS had been using an older edition of HMH for over ten years. A new elementary school was opened in 2015 and since the older edition of HMH was no longer available, Journeys was purchased for the new school. In order to maintain consistency across the county, the decision to purchase HMH Journeys for grades 3-5 across the system was made.	Good work drilling down to long-term ELs and approaching long-term ELS across grade spans and differentiating strategies based on this analysis.
PARCC Mathematics for Grades 3-8	Section II.21-26	According to Edreports, the adopted curriculum is only partially aligned to the CCSS. Why did you pick this curriculum over others that might be better aligned to the standards?	According to EdReports , <i>Bridges in Mathematics</i> , published by <i>The Math Learning Center</i> , meets expectations in alignment, rigor, focus, coherence, and mathematical practices at every grade level K - 5. It was selected by a committee of stakeholders (classroom teachers, administrators, special education teachers, and parents) based on a collaboratively developed rubric. The rubric was developed using the principles outlined in the NCTM book <i>Principles to Actions</i> .	Excellent level of detail in the strategies.
PARCC Algebra I	Section II.29-31	Please explain your rationale for selecting EnVision as your curriculum, particularly when a strategy is to align resources, when according to Edreports, EnVision is not aligned to	SMCPS adopted EnVision A G A released in 2018 (not the earlier version that is being referred to in the clarifying questions). The report for this program was released by EdReports on 10/24/18. EnVision A G A met expectations for all three Gateways: Focus & Coherence, Rigor & Mathematical Practices, and Usability. EnVision	Excellent level of detail in the strategies.

		the CCSS.	A G A was initially selected for review by a team of stakeholders due to its integration of Desmos interactives, 3-Act Tasks, and connection to NCTM's Principles to Actions. This is in addition to its alignment to standards and focus on all aspects of rigor.	
PARCC Algebra I	Section II.27	Many of the challenges describe admin difficulties, such as lack of time for collaboration, yet the strategies are not related to the administrative changes. Can you please explain how you plan to address admin challenges.	<p>Strategies that are listed in the Master Plan:</p> <p>Teacher facilitated collaborative planning/PD in grade level groups after school</p> <p>Special Education teachers joined General Education teachers for content area training on the SMCPS Back to School PD Day</p> <p>Classroom teachers with EL students in their class and EL teachers are encouraged to attend WIDA English Language training together</p> <p>Classroom teachers with EL students in their class will attend a training which emphasizes WIDA principles specifically targeted at mathematics. This will include appropriate pedagogy and directly tie in how to use the new resources to support students</p> <p>Meetings will be planned and coverage provided as necessary so that Special Education teachers, EL teachers, and Classroom teachers are able to attend PLC meetings and data meetings regarding students and instruction</p> <p>Content area teachers and special educators will collaborate across the district digitally via the Google Plus platform. Additionally, a separate Google Plus community for special educators will be utilized as a place to share strategies and build capacity as they support the general ed teachers with delivering content and support our students with differing abilities</p>	It is nice to see a strong focus on professional learning, including the weekly newsletters highlighting instructional practices and the CPD courses.
HSA Government	Section II.33-34	If some of the challenges in Government are because of challenges with reading and writing, why did St. Mary's decide to not include any reading/writing or English teachers in the collaborative structures?	The challenge areas are disciplinary literacy practices (e.g., ways of reading, thinking, and writing) used by social scientists, not intermediate literacy and literature standards. These practices center on research conducted over the past decade about how social studies experts engage in their professional work. For instance, Sam Wineburg's research identified several essential disciplinary reading practices that include sourcing, contextualization, close reading, and corroboration. Additionally, the scholarly work of Chauncey Monte-Sano revealed disciplinary literacy practices for social studies centers on generating evidence-based arguments while considering multiple perspectives and evaluating evidence. These disciplinary literacy practices require PLC members to have a deep understanding of the content knowledge standards and disciplinary literacy practices. Since disciplinary literacy practices require teachers to have a firm understanding of historical periodization, ELA teachers were not included in these professional learning communities.	Great detail and nice, narrow focus on the strategies.