Kent County Public Schools

2018 Annual Update

Revised November 9, 2018
FINAL

Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

2018 Master Plan Annual Update

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

Master Plan Annual Update

November 9, 2018

Local Education Agency Submitting this Report: Kent County Public Schools

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2018 Master Plan 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.

Dr. Karen M. Couch   **11/9/18**
Signature of Local Superintendent of Schools   **Date**
or Chief Executive Officer

Gina Jachimowicz   **11/9/18**
Signature of Local Point of Contact   **Date**

Local Planning Team Members

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

Name	Affiliation/Title with Local School System
Dr. Karen Couch	Superintendent, Kent County Public Schools (KCPS)
Mrs. Gina Jachimowicz	Director of Teaching and Learning, KCPS
Mrs. Jane Towers	Supervisor of Finance, KCPS
Mr. Ed Silver	Supervisor of Human Resources, KCPS
Dr. Lloyd Taylor	Liason for Federal and State Grants, KCPS
Mrs. Tracey Williams	Supervisor of Student Services, KCPS
Dr. Wendy Keen	Supervisor of Special Education, KCPS
Mr. Joe Wheeler	Supervisor of Environmental Services, KCPS
Mrs. Tracy Gulbrandsen	Data Analyst, KCPS
Mrs. Brenda Rose	Principal (Henry Highland Garnett Elementary), KCPS
Dr. Mary Helen Spiri	Principal (Kent County Middle), KCPS
Mrs. Arlene Reading	Principal (Galena Elementary), KCPS
Mr. Nick Keckly	Principal (Kent County High School), KCPS
Mrs. Kris Hemstetter	Principal (Rock Hall Elementary School), KCPS

Executive Summary

Executive Summary

Growing a Community of Leaders

Kent County Public School System (KCPS) is the smallest district in Maryland with only 5 schools, and serving approximately 2,000 students. The vision of KCPS is centered on "Growing a Community of Leaders." Our small size allows for the delivery of personalized learning experiences to students at all levels. The mission and core values of the Kent County Public School System (KCPS) are clearly targeted to provide a high quality education for our students. They reflect the foundation for all decisions made on behalf of the students who attend the Kent County Public Schools.

Mission: Anchored in excellence, Kent County Public Schools will provide personal learning experiences within a collaborative community of learners, that inspire our students to reach their highest potential and become engaged global citizens.

Core Values

Students First
Developing positive relationships and providing individual learning experiences within a digital environment will meet the diverse needs of our students.

Collaboration
Our success is dependent upon effective teamwork of students, staff, parents, and community members.

Commitment
Promoting a culture of excellence and accountability will demonstrate our commitment to students.

Community
Uniting our community requires respectful understanding of our diverse heritage and valuing the natural beauty and resources of our environment.

Fiscal Responsibility
Through responsible spending of the funds entrusted to us, the needs of all students will be achieved.

Trust
Trust and confidence will be acquired through integrity, competence, and transparency.

The KCPS mission and core values focus all work in the school system on the successes of each student and the support of all teachers, principals and other school personnel who work each day. To that end, the instruction and finance divisions, as well as all departments, and all family and community partnerships support the work of student achievement.

The Executive summary of the Kent County Public School System (2018) Master Plan describes the goals, objectives, major initiatives and strategies to promote academic excellence among all students. Teachers and staff understand their primary responsibility is the success of all students. Interventions in reading and mathematics instruction are described in the plan as well as

professional development activities designed to meet the unique needs of individuals. Data are analyzed to inform instruction as well as monitor aggregate and disaggregate academic achievement. Budget decisions are made and resources are allocated to support the vision and focus for system improvement. Administrators are held accountable for implementation of all programs. KCPS continues to build on efforts to remove obstacles to student progress and raise achievement for all students while closing persistent gaps in achievement among student subgroups.

Kent County Public Schools' Demographics

Kent County is the smallest (population) of 24 jurisdictions in Maryland. The estimated population in 2015 was 19,787. Because of an aging of our population, our student enrollment has steadily decreased over the last several years. Currently there are 1,932 students enrolled in the system. Declining enrollment presents many challenges including proportionate decreases in support, instructional, and administrative staffing positions. The median household income is below the national average, manifesting itself in an increase in the FARMs population to approximately 60%. A large and growing proportion of our county population face poverty and other challenges that interfere with learning and impede a child's prospects for lifelong success. This has had an influence on the system resulting in 4 out of 5 schools identified as Title I. No child's success should be determined by their zip code.

School Demographics

Level	Attendance Rate %	Student Mobility%	SPED Services %	504 %	FARMS %	LEP %	Title 1
Elementary	94.8	16.2	11.9	≤5.0	59.8	≤5.0	82.6
Middle	93.2	11.6	13.9	11.8	53.0	**	11.6
High	92.5	12.2	20.9	13.2	44.3	**	**

*mdreportcard.org, ** fewer than 10 students

Chart of Enrollment Numbers
Number of Students as of October 6, 2018

School Name	Street Address	City/Town/ Zip	Enrollment	FARMS percent
Kent County High	25301 Lambs Meadow Rd.	Worton 21678	566	48%
Kent County Middle	402 E. Campus Ave.	Chestertown 21620	417	54%
Garnet Elementary	320 Calvert St.	Chestertown 21620	362	64%
Rock Hall Elementary	Sharp St.	Rock Hall 21661	228	64%
Galena Elementary	114 S. Main St.	Galena 21635	346	53%

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Priorities of the KCPS 2018 Annual Update

Based on our mission, daily KCPS decisions are guided by our goal to prepare students to reach their highest potential and become engaged global citizens. Our system work focuses on the successes of each student and the support of all teachers, principals and other school personnel who work with students on a daily basis. To that end, all departments and family and community partnerships hold up the state's vision of educational reform and results. The district goals support the mission and beliefs of KCPS and represent priorities. These priorities govern the initiatives and FY19 budget allocations beyond. Each year, the Board will review and revise these district priorities.

Priority #1: Education Excellence and Equity for Every Student

We are committed to providing equitable access to high quality instruction and culturally responsive educational programs. We will offer tiered supports to ensure all students acquire the foundation to meet or exceed grade level standards and to graduate on time ready for postsecondary college and careers.

Priority Goal # 2- Highly effective and diverse workforce.

We are committed to recruiting and retaining high-quality diverse staff and leaders. In addition, we will fully implement and promote professional learning of all employees to ensure shared accountability for student outcomes at all levels of the organization.

Priority Goal #3- Safe Climate and Student-Centered Facilities

We are committed to educating students in a healthy and safe environment to maximize their true learning potential. Optimal facilities include world-class buildings, equipment and technology designed to improve and enhance student outcomes.

Priority Goal #4- Student, family, and community engagement.

We are committed to ensuring family and community partnerships are outcome focused and tied to academic achievement. We will cultivate family and community partnerships as resources to meet student and school needs as well as philanthropic partners, to ensure students receive an excellent education.

All KCPS schools have adopted and implemented the Professional Learning Communities (PLC) process. District leadership and school-based Guiding Coalition teams receive ongoing training and support for implementing a culture of collaboration, focused disaggregation of student data, and using data to inform intervention and enrichment programs. This year KCPS administrative and school-based PLC teams will integrate the Data-Wise Improvement Process into district, school, and grade-level practice.

We are keenly aware that significant challenges remain challenges in meeting the needs of the special education and African American subgroups. Universal Design for Learning (UDL) is a major part of the Kent County PLC process in that each team strives for consistent, ongoing innovation, and progress toward maximizing teaching and learning strategies that reflect and align with UDL principles and guidelines.

To help support the master plan for KCPS, special education teachers work collaboratively with the general education teacher to prepare lessons that incorporate UDL strategies to address the learning differences students experience in general education classrooms. Along with this collaboration, special education teachers and general education teachers work together to write high quality standards based IEP goals that also incorporate UDL strategies to demonstrate multiple means of engagement, representation, and expression of what the students have learned. This will be done through co-planning professional development using the models of co-teaching and UDL.

Key Strategies:
The following strategies are in place to address disparities in achievement for students requiring special education services and those with limited English proficiency, and students failing to meet or make progress toward the State performance standards:

- Ensure all schools implement a rigorous universally designed curriculum to meet the diverse needs of all students.
- Provide standards-based training for interventionists and coaches
- Expand services for English Language Learners.
- Establish a comprehensive assessment system to measure student academic proficiency.
- Schedule additional job-embedded and early release PLC time to focus on designing quality instruction and common formative assessments
- Monitor the learning of each student's attainment of grade-level standards on a weekly basis
- Integrate writing into all content areas to build critical thinking.
- Administer Measures of Academic Progress assessment from NWEA and use data monitor student growth and learning and differentiate instruction
- Apply Universal Design for Learning (UDL) strategies
- Focus resources to close learning gaps for all students in PK-12.
- Revise Grading and Reporting Policy and Procedures.
- Implement the Next Generation Scholars program to provide frequent monitoring of academics and individualized support to identified students in grades 7-10.
- Prepare high school students for the global economy and rapidly changing workforce needs through successful Career Technology Education (CTE) programs.

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Budget Narrative 2018

Fiscal Outlook, changes in demographics

Budget decisions as well as other resources are allocated to support the overall vision and focus for system improvement. Administrators as well as all level of personnel are held accountable for the appropriate implementation of the programs.

Declining enrollment continues to be a challenge as it impacts both the budget and the school system's ability to achieve its mission of being anchored in excellence, providing personalized learning experiences within a collaborative community of learners, that inspire our students to reach their highest potential and become engaged global citizens. The enrollment between FY'17 and FY'18 has shown a decrease, which will equate to another decrease in funding for FY 19'. In FY 18, the school system has consolidated their elementary schools from 5 to 3.

As enrollment continues to decrease, the percentage of economically disadvantaged students (students eligible for the Free and Reduced Meal Program) as well as students with disabilities continues to increase each year. In October 2018, the KCPS countywide percentage was 58.46% for the free and reduced meal program.

The County government's support of education to the current expense fund continues to be the major source of funding for the school system. The appropriation from the County government to the school system was maintained at the (MOE) Maintenance of Effort level and allocated over $ 300,000 above maintenance of effort for FY 19. However, the financial constraints continue to be an ongoing concern with ongoing rising costs in health care, OPEB obligations and declining enrollment.

Funds were reallocated and other budget reductions were made as necessary to fund current year priorities. Despite these adjustments the school system plans to meet the goals, objectives, and strategies detailed in the master plan's timeline. Beginning in FY 14' the school system made a commitment to invest in Universal Pre-K. This has enabled the school system to take in all Pre-K students (4 year olds) that register. This recurring commitment costs approximately $1,000,000 per year. These costs are comprised of 8 teachers, 5 instructional assistants, the associated benefits for both as well as materials and supplies for the students.

Impact of changes on the school system and the master plan goals and objectives

KCPS identified four priorities in guiding the development of the 2018 budget that supported the implementation and achievement of the master plan goals.

> 1. Research supports that the single most important factor affecting a child's achievement is the effectiveness of the classroom teacher. As a result, one of the priorities in the 2018 budget is to recruit and retain highly qualified teachers to provide classroom instruction that meets AYP goals, with careful

attention paid to students who face academic challenges because of poverty, disability, or language. Again, 79% of the school system's budget consists of salaries and benefits. A one step increase was given to all employees on July 1, 2017 along with salary scale enhancements.

2. In order to support the instructional program, an additional budget priority is to provide professional development aligned to system goals. The school system relies heavily on Federal and State grants to support professional development. The strategic goals that are supported include those that support student achievement, provide a safe and caring environment, encourage parent and community involvement, enhance the use of technology and data, and develop lifelong learners. The professional development goals include supporting the following programs:

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*Support for PARCC and (MISA), the new Science Assessment

*Support for the implementation of Common Core

*Use of Positive Behavioral Interventions and Support (PBIS)

*Implementation of the Second Steps program to increase positive behavior and respect in schools

*Implementation of Professional Learning Communities (PLC's) to support academic success for all students

*Use of digital technologies to offer differentiated learning including resources from Discovery.

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3. Developing well-equipped and maintained classrooms and schools is an additional priority that supports a safe and secure learning environment for all students.

4. Finally, the budget priorities support the goals of the master plan by providing funding for technology to support the use of data and support 21st Century technology initiatives. These KCPS strategic goals also support our commitment to– supporting the implementation of enhanced curriculum and assessments, developing a longitudinal data system to support instruction, developing great teachers and great leaders through enhanced professional development and a new evaluation system, turning around low-achieving schools, and providing STEM instruction for all students.

Decisions made during the fiscal 2018 budget process will affect future budgets only if the goals of the master plan change and fiscal resources continue to reduce. The most significant factors bearing on the future continue to be declining student enrollment, increasing health care costs, ACA obligations and County funding.

The Board of Education is faced with difficult decisions how to meet the instructional priorities of meeting student needs and accelerating student achievement with declining resources and increasing costs. About 28% of the budget is dedicated to the mandatory cost of doing business for the school system, which consist of day-to-day operations (i.e. utilities, transportation, insurance, etc.) Utilizing the fund balance to fund on-going programs has increased dependency for recurring costs and adds another level of challenge to the decision making process.

Goal Progress
Maryland's Goals, Objectives, and Strategies Regarding Performance of:

Special Education 2018
The KCPS mission is to provide personal learning experiences within a collaborative community of learners, that inspire our students to reach their highest potential and become engaged global citizens. The Kent County Board of Education supports this mission by fostering a climate that supports change and demands monitoring of student progress through measurable indicators.

Kent County students with disabilities are continually challenged to achieve proficiency on formative and summative assessments. Based on 2018 PARCC English Language Arts (ELA) and Mathematics, students requiring special education services continue to struggle to demonstrate proficiency. 3% of the special education students in grades 3-5 scored at the proficient level on the PARCC ELA assessment. At the middle school level these acheivement gaps continue with 6% of the Special Education population meeting proficiency on the PARCC ELA assessment. Only 2% of the Special Education population in grades 6-9 met proficiency on the PARCC Math assessment. The gap narrowed at the High School level where 36% achieved a score of 725 or better in ELA and 25% of the Special Education population met graduation requirements in mathematics.

To ensure that students are progressing and involved in the general education curriculum at all levels and across all content areas, regardless of disability or participation in state assessment, all students are provided access to materials and curriculum at grade level in an inclusive manner. Professional development for special educators and general educators is provided on tools and strategies to increase accessibility of materials to schools through the core programs as well as digital resources. All staff must recognize that the curriculum must be delivered with an array of supports and barriers must be removed. General education and special education teachers work together alternating between the models of inclusive teaching to ensure the UDL strategies area incorporated into lessons and offer flexible small group instruction to meet individual student needs.

To close the achievement gap, Kent County has created professional learning communities of general educators and special educators. Teams collaborate with supervisors in developing rigorous lessons that address grade level standards provide information to general and special educators on strategies for differentiation, accommodations and modified instruction. After school academy workshops and collaborative planning sessions facilitated by supervisors enhance general education and special education teachers' skill set.

Students with Limited English Proficiency 2018
As the smallest school system, Kent County Public Schools(KCPS) have an active ESOL program that employs 3 full time teachers to serve over 60 English Language Learners distributed in our schools. ESOL teachers completed charts (included in the plan) for their school/s using ACCESS for ELL 2.0 overall scores from 2016-2017 and comparing them to overall scores for 2017-2018. There was significant progress in the two elementary schools – 73% at one and 70% at the other - of EL either meeting the annual growth target or earning a proficiency score of 4.5 or higher. At the middle school there were only 7 students, but no progress was shown. At the high school, of the EL having two data points, only 40% of that group met the annual growth target and no EL scored 4.5 or above.

Strategies to Address Achievement Discrepancies
- Implement the practice of school teams monitoring data on a weekly basis
- Support school-based PLC teams with strategies for differentiation, accommodations, and modified instruction
- Establish a comprehensive assessment system to measure proficiency and growth
- Implement "Next Generation Scholars" program to increase college access for low income students
- Monitor special education referrals at schools to ensure proper procedures for identification are followed
- Expand options and offer training for evidence-based interventions in writing, reading, and mathematics
- Pilot a "3 Year Old" program to provide services and early interventions
- Provide high quality professional development focused on the use of technology to actively engage students and personalize learning.
- Provide 1:1devices to all students in grades 1-12, software, and programming to enhance student learning
- Revised curriculum aligned to the rigor on the Maryland College and Career Readiness Standards and the principles of Universal Design for Learning
- Implement Positive Behavior Intervention Services at each school
- Offer a variety of assistive tools (Photo Math, Google Keep, MathTalk, Ghotit, etc.)

I. Assessment Administered Requirement

(See the 2017 Bridge to Excellence
Assessment Administered Requirement Template).

Finance Section

Finance Section

Kent County Public Schools is the smallest school district in Maryland located on the Eastern Shore with enrollment under 2,000 students. Over the past decade, the school system has had a continued decline of student enrollment. Because of this decline in enrollment, we had to faced the hard budget decision to consolidate schools. This decision was made on March 20, 2017 to close two elementary schools. The closing schools were Worton and Millington Elementary Schools.

With this decline in enrollment, it impacts both the budget and the school system's ability to achieve its mission of being anchored in excellence, providing a personal learning experience within a collaborative community of learners, that inspire our students to reach their highest potential. With this in mind, we direct our limited resources towards identified priorities and to be efficient and effective in all aspects of the organization. We closely monitor all expenditures, keeping instructional priorities constant and look for the most cost effective way to operate.

Beginning in FY 14', Kent County Public Schools (KCPS), made a commitment to invest in Universal Pre-K. This has enabled the school system to take in all Pre-K students (4 years old) that register. This recurring commitment costs over $ 1,000,000. These costs are comprised of a 8 teachers, 5 instructional assistants, the associated benefits for both as well as material and supplies for students. Another initiative is the purchase of student laptop computers. KCPS is the only Maryland school district that provides individual technology (1 to 1) devices for every student and allows our teachers to personalized learning.

FY 19 Projected Revenue

Below is a pie graph of FY19's operational fund budgeted revenue sources. As you can see local appropriations make up roughly 63% of our unrestricted funding with $ 695,000 from KCPS's fund balance.

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Operating Fund Budgeted Revenue Sources

Other Funding
3.75%

Federal Funding
.25%

State
33%
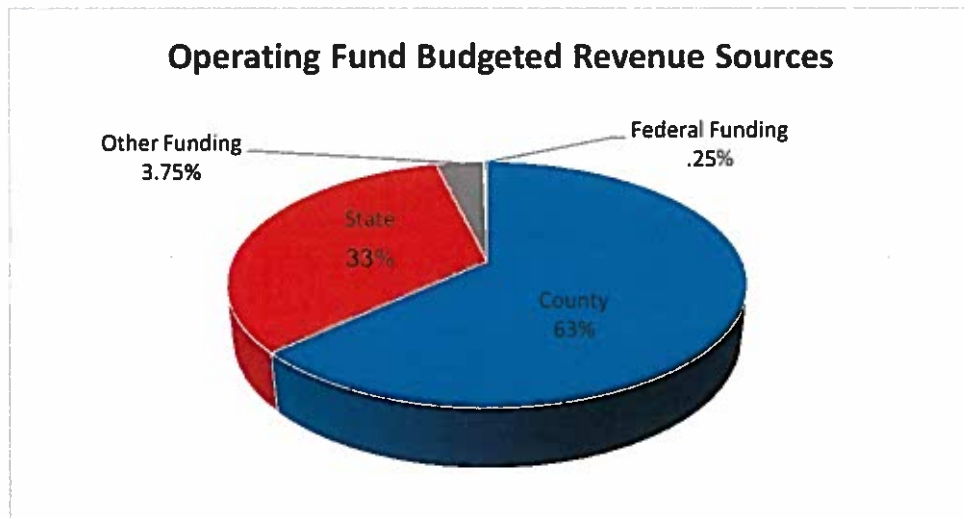
County
63%

FY 19 Projected Expenditures

The below graph represents how Kent County Public School's resources are aligned with priorities. The majority of our expenditures, roughly 78% are directly attributed to instruction. These areas are:

Instruction: 39%

Mid Level: 6%

Special Education: 11%

Fixed Charges: 22%

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Operating Fund by Category Expenditure

Administration 4%

Maintenance of Plant 2%

Mid Level Admin 6%

Fixed Charges 22%

Operation of Plant 6%

Instruction 39%

Transportation 7%

Special Education 11%

Health Services 1%

Student Personnel Services 2%
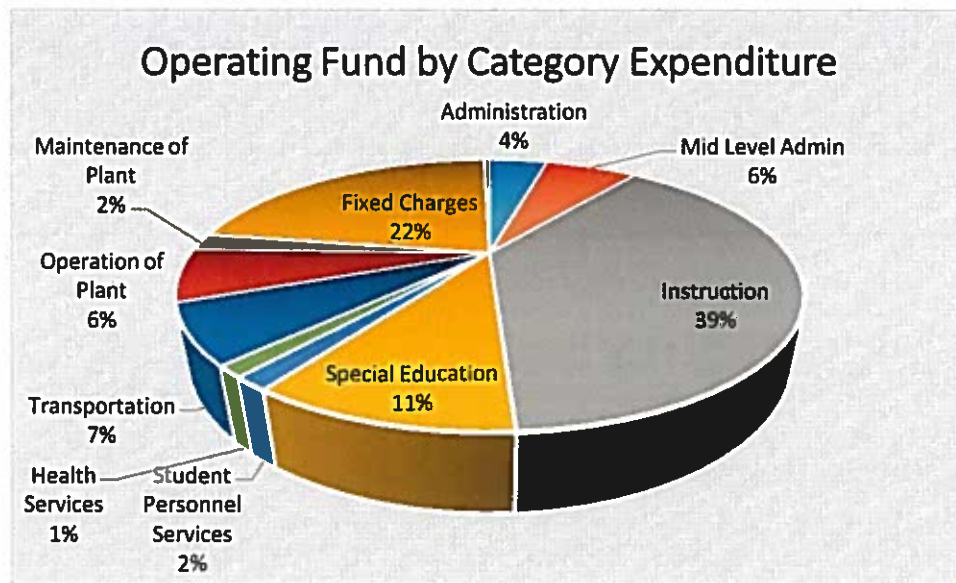
Last fiscal year, FY 18, we used 22% or $ 430,763 of our fund balance to cover operating expenditures. For FY 19, we are projected to use another 47% or around $ 695,000 of our fund balance to meet projected operating expenditures.

The Board of Education approved in FY 18 the formation of a long term Strategic Committee. The purpose of this committee was to achieve a stable, long-term facility plan that will improve the learning environment, align the size of the facility plant with student enrollment, and provide a more financially sustainable support infrastructure.

The recommendations span a six year facilities strategic plan to address two tiers of capital projects, planning recommendations and the surplus of facilities. The Committee believes that the proposed list of improvements will help to stabilize the existing school buildings and improve their security, while allowing time to determine the best option for the middle and high school based upon the projected enrollments and the educational programs that are required.

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Analyzing Questions

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.

   Actual Revenue did met expectations as anticipated in the Master Plan Update for FY 18. There were however, category reallocations and additional grant awards were awarded after the Master Plan was submitted. Funds were reallocated and other budget reductions were made to fund current year priorities. With these adjustments, the school district met the goals, objectives and strategies detailed in the master plan's timeline.

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.

   - Standards and Assessments-expenditures increased by $ 148,363 due to increase in salaries, Career & Technology Grant and allocation of fixed charges. This increase is due to the negotiated contract raises.

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   - Data Systems to Support Instruction-expenditures decreased $ 14,148 due to budgeted expenditures under KCPS Discovery Contract. With the hiring of Dr. Jacob, she has taken the place in some of the duties that Discovery once had done. We are moving forward using Data Wise.

   -
   - Great Teachers and Leaders-expenditures increased by $ 2,952,867 due to raises, allocation of fixed charges along with Title IIA Grant. In analyzing the true costs, it was determined that fixed charges should be allocated to the category instead of lumping them into the mandatory cost of doing business.

   - Turning Around Lowest Performing Schools increased by $ 771,488 due to Medical Assistance Grant, Additional Social Workers, Title I Salaries, and allocation of fixed charges.

   - Mandatory Cost of Doing Business-decrease by 3,712,422 due reallocation of expenditures to appropriate category. In analyzing the true cost, it was determined to correctly allocate these to the proper category.

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Maryland's Goals, Objectives and Strategies

Maryland's Goals, Objectives and Strategies

<u>**English Language Proficiency**</u>

ESOL teachers completed charts (included) for their school/s using ACCESS for ELL 2.0 overall scores from 2016-2017 and comparing them to overall scores for 2017-2018. There was significant progress in the two elementary schools – 73% at one and 70% at the other - of EL either meeting the annual growth target or earning a proficiency score of 4.5 or higher. At the middle school there were only 7 students, but no progress was shown. At the high school, of the EL having two data points, only 40% of that group met the annual growth target and no EL scored 4.5 or above.

2018 ACCESS 2.0 Data District-wide	Listening	Speaking	Reading	Writing	Overall Proficiency
Entering	14	23	28	23	21
Emerging	11	17	17	17	17
Developing	12	16	10	17	18
Expanding	3	7	4	6	6
Bridging	6	1	3	1	2
Reaching	18	0	2	0	0
Total test Takers	64	64	64	64	64

Kent County will provide direct services in language acquisition instruction to LEP students from ESOL teachers. ESOL teachers support the instructional program by ensuring that the classroom and content teacher's instruction is understood and fully achieved by English Language learners. In addition, a bilingual ESOL tutor will be used at the district's elementary school with the largest number of EL; this tutor will also provide a link between the school and its Spanish-speaking families to promote and encourage family engagement. (Funding source: Local Funds)

Although Kent County Public Schools did receive Immigrant Funding in January 2018

and a summer professional development grant during the summer of 2018, it should be noted that Kent County Public Schools no longer receives Title III funding. With the lack of Title III funding for the 2015-16, 2016-17, 2017-18 and now 2018-2019 school years, not as many ESOL specific professional learning opportunities are planned. However, Title IIA and Title IV grant funds will be used to support strategies for differentiation of instruction and UDL methods to support equitable access. (Funding source: Title IIA and Title IV)

The Professional Learning Communities (PLC) process will provide time and a structure for ESOL and general education teachers to identify specific interventions to help all EL's meet the targets for Indicators 1-3. Title I schools will receive additional coaching to promote children's social, emotional, and behavioral development and appropriately address challenging behaviors. (Funding source: Local Funds and Title I)

KCPS will provide interpreters for parent meetings, conferences and workshops outside regular school hours to help parents and families of EL's become more active participants in their child's education (Funding source: Local funds)

KCPS will purchase supplemental classroom materials for use in regular classrooms and during LEP pull out, including grade-level appropriate content related bilingual texts. In the selection of texts and other materials of instruction, the focus will be on providing students with highly engaging bilingual Informational Texts related to the mastery of Science, Social Studies and Mathematics skills and processes (Funding source: Local Funds and Title I)

Academic Achievement Indicator

Grades 3 - 5	ELA	Math
	11 test takers no proficient EL 54.5% scoring at lowest level 30% gap between All Students and EL subgroup	11 test takers 9% proficient 36% Level 1 27.3% Level 2 20% gap between All Students and EL subgroup
Grades 6-8	ELA	Math
	3 test takers 2 EL or 67% Level 1 1 EL or 33.3% Level 2	5 test takers 2 or 40% Level 1 2 or 40% Level 2 1 or 20% Level 3
High School	English	Algebra
	No test takers	1 test taker 1 or 100% Level 1

KCPS PARCC Assessment Data
KCPS Elementary

GALENA ELEMENTARY

SUBJECT GRADE	TOTAL	1	NM%	2	PM%	3	A%	4	M%	5	E%
ELA 3	53	19	35.8%	8	15%	12	22.6%	14	26.4%	0	0%
MATH 3	53	5	9.4%	11	20.3%	17	32%	14	26.4%	6	11.3%
ELA 4	48	5	10.4%	19	39.5%	11	22.9%	13	27%	0	0%
MATH 4	49	6	12.2%	17	34.6%	17	34.6%	9	18.3%	0	0%
ELA 5	45	4	8.8%	10	22.2%	11	35.5%	15	33.3%	0	0%
MATH 5	45	4	8.8%	9	20%	15	33.3%	14	31.1%	3	6.6%

GARNET ELEMENTARY

SUBJECT GRADE	TOTAL	1	NM%	2	PM%	3	A%	4	M%	5	E%
ELA 3	59	21	35.5%	8	13.5%	13	22%	17	28.8%	0	0%
MATH 3	59	14	23.7%	15	25.4%	11	18.6%	16	27.1%	3	5%
ELA 4	69	10	14.4%	25	36.2%	9	13%	23	33.3%	2	2.8%
MATH 4	69	10	14.4%	19	27.5%	15	21.7%	25	36.2%	0	0%
ELA 5	34	5	14.7%	5	14.7%	7	20.6%	17	50%	0	0%
MATH 5	34	5	14.7%	7	20.6%	11	32.3%	9	26.4%	2	5.9%

ROCK HALL ELEMENTARY

SUBJECT GRADE	TOTAL	1	NM%	2	PM%	3	A%	4	M%	5	E%
ELA 3	32	7	21.8%	10	31.2%	10	31.2%	5	15.6%	0	0%
MATH 3	32	7	21.8%	9	28.1%	9	28.1%	7	21.8%	0	0%
ELA 4	27	9	30.7%	6	22.2%	7	25.9%	3	11.1%	2	7.4%
MATH 4	27	10	33.3%	8	29.6%	5	18.5%	4	14.6%	0	0%
ELA 5	44	3	22.7%	12	27.2%	9	20.4%	18	40.9%	2	4.5%
MATH 5	44	10	6.8%	8	18.1%	13	28.8%	13	28.8%	0	0%

KENT COUNTY MIDDLE

SUBJECT GRADE	TOTAL	1	NM%	2	PM%	3	A%	4	M%	5	E%
ELA 6	158	26	16.4%	33	20.9%	58	36.7%	38	24%	3	1.9%
Math 6	159	36	22.6%	51	32%	40	25%	30	18.9%	2	1.3%
ELA 7	135	21	15.6%	22	16.3%	47	34.8%	39	28.9%	6	4.4%
Math 7	134	15	11.2%	42	31.3%	40	29.9%	33	24.6%	4	3%
ELA 8	138	16	11.6%	20	14.5%	39	28.3%	53	38.4%	10	7.2%
Math 8	94	28	29.8%	31	33%	26	27.7%	9	9.5%	0	0%138
Algebra I	42	0	0%	0	0%	11	26.1%	30	71.4%	1	2.3%
Geometry	1	0	0%	0	0%	0	0%	0	0%	1	100%

KENT COUNTY HIGH

SUBJECT GRADE	TOTAL	1	NM%	2	PM%	3	A%	4	M%	5	E%
ENG 10	182	39	24%	25	15.4%	29	17.9%	47	29%	22	13.6%
ALGEBRA I	152	28	18.4%	52	34.2%	60	39.4%	12	7.9%	0	0%
ALGEBRA 2	34	3	8.8%	1	2.9%	9	26.5%	19	55.9%	2	5.9%

KCPS PARCC Assessment Data

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

Percent at Level 4 + ELA

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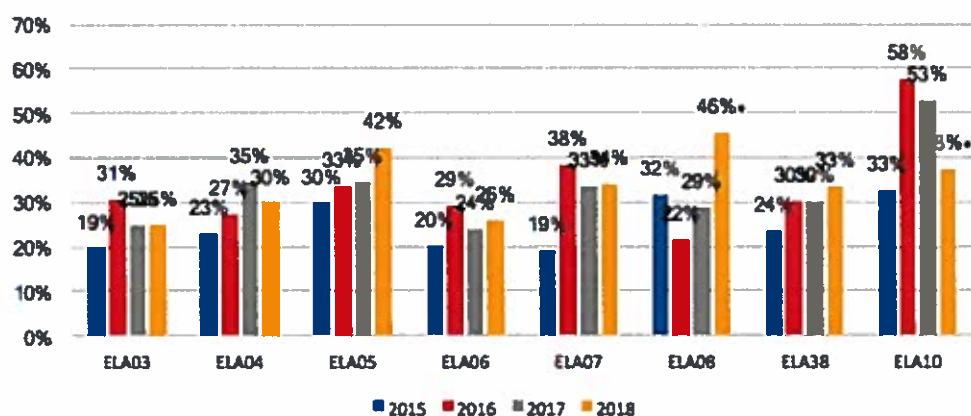
ELA PARCC Subgroup Analysis 2018

PARCC SCORES BY SUBGROUPS

Grade in Spring 2018	Score/ Range	OVERALL	White	African American	IEP/504	FARM
3rd	4 & 5	25%	32%	5%	0%	15%
	1 - 3	75%	68%	95%	100%	85%
4th	4 & 5	30%	41%	11%	7%	20%
	1 - 3	70%	59%	89%	93%	80%
5th	4 & 5	42%	53%	21%	8%	34%
	1 - 3	58%	47%	79%	92%	66%
6th	4 & 5	26%	38%	17%	5%	24%
	1 - 3	74%	62%	83%	95%	76%a
7th	4 & 5	33%	52%	35%	17%	33%
	1 - 3	67%	48%	65%	83%	67%
10th	4 & 5	43%	56%	17%	11%	27%
	1 - 3	57%	44%	83%	89%	73%

A variety of data are used to support the selection of ELA strategies. This includes PARCC English Language Arts Performance Results, Measures of Academic Progress (MAP), and local diagnostic assessments which vary by grade-level. A review of PARCC English Language Arts/Literacy data for grades 3-5 and 6-8 shows student performance remained flat overall. The percentage of students scoring at Performance Levels 4 and 5 increased by 1.5% and in grades 6-8 decreased by 1.3%.

PARCC English Language Arts/Literacy Grades 3-5:

A review of PARCC English Language Arts/Literacy data for grades 3-5 indicates 31% of Kent County students have met or exceeded proficiency levels in reading. This is an increase of 1.5%. Merely 29% of Kent County students in grades 6-8 met or exceeded proficiency levels in reading. Overall this year, student reading performance remained flat. When examining PARCC trend data, the challenges arise with scores from the following populations: special education, LEP, and FARMS. A substantial gap exists between the achievement of minority students and their white peers. 40% of grades 3-5 white students scored at levels 4 and 5 while only 14.5% African Americans achieved at this level. Only 6% of the Special Education students met expectations. 15% percent of African American students scored at levels 4 and 5. Not a single LEP student met proficiency in reading. Only 22% FARM met proficiency.

PARCC English Language Arts/Literacy Grades 6-8:

When examining PARCC data, the challenges for PARCC English Language Arts/Literacy in Grades 6-8 include substantial gaps remaining between the achievement of minority students and their white peers. 35% of grades 6-8 white students scored at levels 4 and 5 while only 11% of African Americans achieved at this level. Not one single Special Education or LEP student met PARCC English Language Arts proficiency.

PARCC English Language Arts/Literacy Grades 10: A review of PARCC English Language Arts/Literacy data for grades 10 indicates 53% of Kent County students have met or exceeded proficiency. The challenges include a gap between the achievement of minority students and their white peers. 64% of grade 10 white students scored at levels 4 and 5 while only 20% of African American students achieved at this level. Only 5% of Special Education students reached this level. There were no LEP students tested in grade 10 English.

English Language Arts Changes/Strategies

Professional Learning Communities (PLC) teams will continue to revise the written, taught, and tested units of instruction to ensure good first instruction for all students. General and special education teaches will build common formative assessments based on common core standards with emphasis on literacy and writing in every content/classroom. PLC teams will integrate the Data-Wise Improvement Process into district, school, and grade-level practice and PLC's. They will follow a protocol to access learning statements via the interactive MAP Learning Continuum to see what students learn, create skill-based small group instruction, and provide daily differentiated lessons, and promote gap reduction and growth allowing for teachers to provide "just in time" interventions and enrichment. The implementation of units of instruction will be monitored through informal and formal classroom observations. Local common formative assessments, specific intervention progress monitoring tools, and the PARCC data will help determine instructional effectiveness. (Funding Sources: Unrestricted and Title IIA).

NWEA Measures of Academic Progress (MAP) assessment, a universal screening tool will be administered three times per year and expanded to include grades K-10. The data will be used to gain information about our students as readers, and create and reinforce evidence-informed instructional practices. MAP data is predictive of PARCC and provides information regarding achievement gaps in performance for African American, Special Education, and FARM students. District teams will also use this rich data to analyze program effectiveness and track growth throughout the school year. An additional measure is the utilization of quarterly benchmarks, and common formative assessments administered very two to three weeks. (Funding Source: Unrestricted and SpEd Local Priority and Flexibility).

KCPS will offer reading incentive programs to promote increased independent reading. The Scholastic Reading Counts (RC)! Incentive program has been purchased where students read books of their choice and are recognized for being "Anchored in Reading Excellence." KCPS'

will also participate in multiple "One School, One Book" initiatives to promote parental involvement and children reading for pleasure outside of school. In March of 2019, all KCHS students will receive a copy of the book "Tigerland," and participate in interdisciplinary lessons and activities. Author Wil Haygood will provide on-site support to KCHS teachers and hold focus groups with identified students. (Funding Source: Literacy Grant, Rotary and other Local Donations).

The district instructional coordinator will partner with literacy coaches from each school to explore ways to increase access to opportunities for enriched curriculum for Gifted students. Professional support will continue to equip classroom teachers with the resources and skills to differentiate effectively. (Funding Source: Unrestricted).

Staff will utilize the item bank in SchoolNet, an instructional resource. SchoolNet offers customized reading assessments in a blended learning environment. Training will be provided on how to create, and administer MDCCRS aligned assessments. This tool provides instant results to differentiate instruction. SchoolNet also includes a highly visual and interactive data dashboard so administrators and teachers can monitor and chart performance progress for all students including Special Education, ESOL, and African American. SchoolNet will include rubrics and exemplars to support consistent scoring. (Funding: Unrestricted).

Literacy Coaches and Academic Interventionists provide on-site professional learning opportunities and additional academic and social skill guidance and support to all schools. Specific questions regarding professional development for special education students (or any other identified subgroup) and intervention programs are posed for school administrators and delivered to all identified Title I students. In addition, schools aligned their school improvement plan goals to their most challenged subgroup(s) (Funding source: Title I, Special Education Discretionary Funds. Literacy Grant).

The Kent County Middle School Master Schedule includes additional time for English Language Arts instruction in grades 6-8 to ensure all students have equal access to a rigorous curriculum. This increased time allows for daily small group instruction to personalize learning. Teacher teams have been formed in grades 6 & 7 to support the pilot of a responsive classroom approach to learning. A study skills class has been built into the 7th and 8th grade schedule to build responsibility and foster good study habits. Ongoing professional development will focus on unpacking the ELA standards, identifying learning intentions, and aligning formative assessment. (Funding: Unrestricted and Title I)

Students participating in the KCPS Alternative Program continue to underperform in English compared with All Students. A Truancy and Behavior Specialist works with those transitioning from the Alternative Classroom back to Kent County High School. This person will conduct classroom observations and monitor student grades and attendance on a regular basis. (Funding: Unrestricted)

General and special educators will be trained in the effective models of co-teaching and differentiation strategies. Teachers will be provided with additional opportunities to plan

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collaboratively to ensure the success of students with disabilities in inclusive and self-contained

settings. Literacy coaches and lead teachers will meet monthly with Professional Learning Community (PLC) teams to jointly plan units of instruction, identify appropriate instructional and testing accommodations, and evaluate the effectiveness of the instructional strategies and make adjustments as needed. The PLC process ensures collaboration between general education and special education staff (Funding Source: Literacy Grant, Title IIA, and R4K Preschool, Special Education Discretionary Grants).

Kent County will continue with census administration of the Kindergarten Readiness Assessment (KRA) to ensure early identification and intervention for students most at-risk. Kindergarten students reading below-level in January of Kindergarten will be placed in appropriate interventions delivered by both general and special education teachers. Progress is monitored by each school's Student Support Team (SST) (Funding Source: Unrestricted and R4K, Special Education Discretionary Grants).

Teachers and special educators serving birth to age 5 will participate in professional learning focused on the development of oral language, pre-literacy, and background knowledge. This will include an online course in LETRS (Language Essentials for Teachers of Reading and Spelling). (Funding Source: Unrestricted and R4K).

KCPS will implement the Raising a Reader program in the three –year- old and Pre-K classes in all elementary schools. Bags of books will be available at the Judy Center and the branches of the Kent County Public Library where home day care and day care centers will be able to utilize the program Each week a bag of selected books will be sent home with each student and returned at the end of the week. A new selection of books will be sent home each week. This initiative will increase the number of books available in the home and encourage parents to read to their child/children. A survey will be distributed at the beginning of the program and then at the end of the year. (Funding Source: Literacy Grant).

Professional development delivered by consultants, administrators, and supervisors focus on building foundational skills (print concepts, phonological awareness, phonics, and word recognition), alignment of daily writing instruction to the standards, and fluency. (Funding Source: Unrestricted, Special Education Discretionary Funds).

Professional development will be given on the Six Traits of Writing. A consultant will be hired to meet with teachers in grades 3-5 for an initial professional development and then for follow-up sessions. The KCPS Literacy Facilitator will implement walk-thrus to observe the program implementation and to offer support to teachers with this implementation. Six Traits of Writing professional development will give teachers the needed training to enhance their writing instruction.

Intensive professional development coaching on routines and procedures for teaching to the rigor of the standards and strategies for addressing under-performing subgroups will be provided by Dr. Vicki Gibson to Academic Interventionists, teachers, administrators at Title I schools. (Funding Source: Literacy Grant).

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Daily acceleration/intervention time is part of the elementary and middle school English Language Arts schedule to provide targeted reading interventions to all students. Initial interventions are based on the previous year's data. Each intervention has its own research-based pretest, which is used to strategically place students to best meet their deficits. PLC teams track progress of each intervention. Monthly special education and general education teacher progress-monitoring meetings are held. Teachers bring their data to these meetings and meet with interventionists and/or content experts to determine when students need additional support or are ready to be exited from the program (Funding Source: Local, Title I, and SpEd Local Priority and Flexibility).

To address the subgroup declines, KCPS includes time for tutors to support Title I elementary schools. Locally retired teachers and other certificated persons provide one on one support to identified students by implementing evidence-based best practices to meet unique student needs (Funding Source: Title I and SpEd).

Title I, Title IIA, and Literacy Grant funds have been allocated to contract services for professional development to improve teacher and administrator understanding of quality early literacy and English/Language arts instruction. District professional development days are dedicated to increasing knowledge of effective instructional strategies. Time for district days is limited and a continues to be a challenge.

At the secondary level Revision Assist will be implemented. Through the use of webinars and technical support a consultant will work with secondary teachers to improve writing instruction. Students will have the opportunity to revise their writing and receive immediate feedback with respect to their writing. Teachers will use the data collected to revise instruction and to provide differentiated support to students. Spot checks will be done by Literacy Coaches to help with a successful implementation.

LexiaCore5 will be available to secondary students. This adaptive reading program will provide differentiated support to our struggling readers. Several webinars will provide teachers with the knowledge they need to successfully use this program.

Secondary and grade 5 teachers will participate in a book study using Notice and Note by Kylene Beers and Bob Probst. The Literacy Leadership Team will lead the book study and provide ongoing support as strategies are implemented. Teachers will have the opportunity to attend professional development session given by the authors, Kylene Beers and Bob Probst.

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PARCC Mathematics for Grades 3-8:
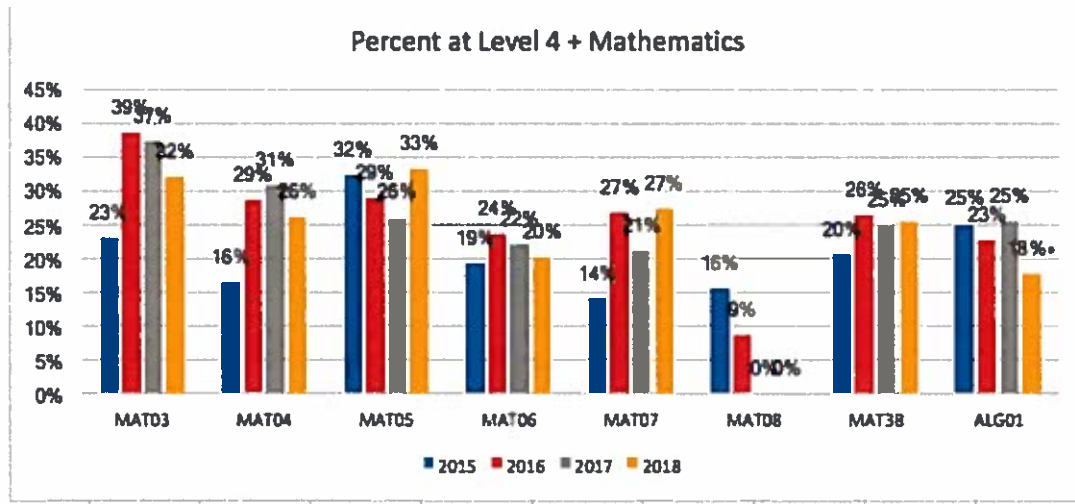
Mathematics PARCC Subgroup Analysis 2018

MATH PARCC SCORES BY SUBGROUPS

Grade in Spring 2018	Score/ Range	OVERALL	White	African American	IEP/504	FARM
3rd	4 & 5	32%	39%	13%	10%	19%
	1 - 3	68%	61%	87%	90%	81%
4th	4 & 5	26%	37%	13%	13%	14%
	1 - 3	74%	63%	87%	87%	86%
5th	4 & 5	33%	45%	7%	8%	24%
	1 - 3	67%	55%	93%	92%	76%
6th	4 & 5	20%	29%	3%	4%	9%
	1 - 3	80%	71%	97%	96%	91%
7th	4 & 5	28%	36%	9%	0%	16%
	1 - 3	72%	64%	91%	100%	84%
10th	4 & 5	22%	29%	10%	3%	11%
(Algebra I)	1 - 3	88%	71%	90%	97%	89%

A review of PARCC Mathematics data for grades 3-8 shows student performance generally remained flat or slightly decreased. However, in grades 5, 7, and 8, overall proficiency increased slightly, by 7.4%, 6.6%, and 5.3%, respectively.

PARCC Mathematics for Grades 3-5:

PARCC Mathematics data for grades revealed that 31.9% of 3rd graders, 26.2% of 4th graders, and 33.3% of 5th graders either met or exceeded expectations. When examining PARCC data, the challenges arise with scores from the following populations: African American, special education, economically disadvantaged, and ELL students at all grade levels. In grade 3, 12.5% of African American vs 39.2 of Whites, 9.1% of special education vs 36.1% of non-special education, and 19% of economically disadvantaged students vs. 50% of non-disadvantaged students met or exceeded expectations. In grade 4, 13.2% (vs 36.5%) of African American, 18.2%(vs 27.6%) of special education, and 13.8% (vs 44.8%) of economically disadvantaged students met or exceeded expectations. In grade 5,7.1% (vs 44.4%) of African American, 9.5%(vs 38.2%) of special education, and 23.3% (vs 48%) of economically disadvantaged students met or exceeded expectations. Note: There are very small numbers of ELL students - grade 3 - 9 students, grade 4 - 6 students, grade 5 - 2 students. In grades 3-5, only one student met or exceeded expectations.

PARCC Mathematics Grades 6-8:

In middle school, 20.1% of 6th graders, 27.6% of 7th graders, and 9.6% of 8th graders (32% of 8th graders took PARCC Algebra I instead of grade 8) met or exceeded expectations. When examining PARCC data, the challenges for PARCC Middle School Mathematics results were similar to elementary, showing gaps in achievement for African American, special education, economically disadvantaged students, and ELL students. In grade 6, 2.9%(vs 28.6%) of African American, 4%(vs 23.1%) of special education, and 8.9% (vs 34.8%) of economically disadvantaged students met or exceeded expectations. In grade 7, 8.7%(vs 36%) of African American, 0% (vs 31.6%) of special education, and 15.5%(vs 41.3%) of economically disadvantaged students met or exceeded expectations. Grade 8 had overall low achievement, with 4.3%(vs 12.7%) of African American, 0%(vs 31.6%) of special education, and 8.1%(vs 512.%) of economically disadvantaged students meeting or exceeding expectations. However, the gaps are still significant. Note: There are very small numbers of ELL students - grade 6 - 3 students, grade 7 - 2 students, grade 8 - 2 students. In grades 6-8, no students met or exceeded expectations.

Mathematics Changes/Strategies

KCPS has three components for the Pre-K to 12 Mathematics Instruction Plan. The components are solid first instruction, high quality interventions, and equity and access.

Through formal and informal observations, KCPS administrators will ensure that initial mathematics instruction is aligned with grade-level standards while being rigorous, engaging, and includes formative feedback. PLC teams will integrate the Data-Wise Improvement Process into district, school, and grade-level practice and PLC's. As part of the collaboration, teachers will effectively use MAP, PARCC, and formative assessment techniques to target support while developing an understanding of the math progressions and common misconceptions. PLC teams will create a responsive culture as they work to identify factors that contribute to differential outcomes among groups of students, and provide the appropriate support.

To address subgroup inequities and support all students in reaching the goals of the Maryland Common Core State Standards, Professional Learning Communities (PLC) structures are in place at both the district and school levels. Additional collaboration time is provided during the monthly early release days allowing time for all mathematics teachers to analyze, interpret, and report subgroup data in order to implement a quality core program as well as Tier II and III mathematics interventions (Funding Source: Unrestricted and Special Education Priority funds).

Principals, Supervisors, and Academic Interventionists provide instructional guidance and support to schools where students are failing to meet or make progress on state standards. Specific questions regarding professional development for special education students (or any other identified subgroup) and intervention programs are posed for school administrators. In addition, schools were informed to align their school improvement plan goals and schoolwide Student Learning Objectives (SLO's) to their most challenged subgroup(s) (Funding Source: Local, Title I, Special Education Passthrough Funds, and Title IIA).

Principals and other instructional leaders will improve communication and support of families and community in the area of mathematics. Schools will hold math evening events to help parents understand concepts and strategies for supporting students at home. (Funding Source: Title IIA, Local and SpEd Local Priority and Flexibility)

To address the subgroup declines, daily lesson plans include flexible group instruction for small groups of students who have difficulty on content from the math curriculum. Each of these lessons utilizes manipulatives and strategy instruction focused on targeted concepts. Professional development emphasizes the importance of solving problems that are modeled in a concrete way, represented using visuals or drawings and in abstract notation of equations in order to utilize algorithms to determine a solution. Professional development is provided to build

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skills in the co-teaching model using the UDL Framework to allow student to reach standards. Co-teachers offer increased differentiated representation, expression, and engagement. Specialized instruction is in place to meet individual needs through an inclusive environment. (Funding Source: Unrestricted)

Since all KCPS elementary school are Title I, increased time has been provided for elementary math tutors to support students in all schools. Locally retired teachers and other certificated persons provide one on one support to identified students by implementing evidenced-based best practices to meet their unique needs. (Funding Source: Title I)

The KCPS 2018-19 Math Academy team meets monthly to allow teachers to develop lessons that are aligned with grade level standards while diving deeper into the standard to push students to the next proficiency level. Each teacher that is part of the academy will complete a book study: Math In Practice to understand the progression of the standards and develop strategies for building math understanding. The Math Academy includes at least one grade level teacher from each school and special education teachers that work collaboratively with these teachers to develop standards aligned lessons and units of instruction with emphasis in numeracy, fractions, and geometry. In collaboration with special education and ELL teachers, lesson are developed with supports for critical-need student populations such as students with limited English proficiency and students receiving special education services. Portions of the sessions also focus on methods in which to teach mathematics, multiple entry points, and attending to equitable access for structuring lessons accessible to all learners (UDL). During these academy sessions, teachers also look at data to ensure that the gap is narrowing between subgroups and all students are making progress. KCPS Mathematics Professional Development is focused around building a deeper understanding of math strategies and instructional approaches. Each school has at least one teacher who will join the National Council of Teachers of Mathematics. Teachers are encouraged to participate in webinars as well as other professional development opportunities and conferences. After participating in these professional development opportunities, they share what they have learned with other teachers and apply these strategies to lessons. (Funding Source: AEP Grant, Special Education)

KCPS teacher teams utilize benchmark and common formative assessments linked to the Maryland College and Career Ready Standards for Mathematics to guide instruction. Professional learning opportunities will be provided to explore topics of student discourse, and the power of number lines. Elementary and Middle School County Middle School teachers will attend the Maryland Council of Teachers of Mathematics conference and the Mathematics at Work PLC Conference (Funding Source: Title I and Title IIA).

Training in the KCPS Response to Intervention (RTI) process has been provided to all administrators and school teams. Resources are available on-line to support a comprehensive,

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consistent, multi-tiered plan to effectively support the achievement of all students including Gifted and Talented, Hispanic, Special Education, and African American students and assist in the implementation of research-based strategies, ongoing assessment, early identification, and support for students at risk. This includes incorporating PBIS framework for teachers to implement tiered behavior approaches into daily classroom structures. Professional development will be provided to elementary and middle school staff in Responsive Classrooms. (Funding Source: Title IIA Supplemental, Local and SpEd Local Priority and Flexibility)

Number Worlds, Think Through Math, Origo Fact Fluency, Dreambox, IXL, TenMarks, and FrontRow are a few examples of the many math interventions available for students struggling with mathematics content. (Funding Source: SpEd Local Priority and Flexibility, Title I, Student Instructional Intervention Systems (SSIS) Grant)

PLC teams will work closely with the central office staff to develop content and instructional supports for differentiating instruction to attract and support traditionally underrepresented students in gifted and advanced mathematics opportunities.

Targeted interventions are provided daily during an acceleration/intervention period for both reading and mathematics. Interventions are based on the previous year's data. Each intervention has its own research-based pretest, which is used to strategically place students to best meet their deficits. Data folders are kept on each student to track progress in the intervention. Monthly progress-monitoring meetings are held for each school grade level. Teachers bring their data to these meetings and meet with interventionists and/or content experts to determine when students need additional support or are ready to be exited from the program (Funding Source: Local, SpEd Local Priority and Flexibility and Title IIA).

The focus continues on narrowing the achievement gap between subgroups at the secondary level. The Measures of Academic Progress (MAP) assessment and PARCC scores guide groupings that allow teachers to provide individualized instruction to the most struggling learners in the area of math in KCPS. Co-teaching versus pull out services are primarily used for the majority of KCPS students as evidence shows that students who are pulled out of the classroom often receive instruction that is below the grade level standard and fall below level when measured on Grade Level Standards. At the high school, for students who are significantly struggling, students may be placed in a classroom that is double blocked for math instruction and intervention. This class has two general education teachers and one special education teacher to ensure that high quality instruction is being provided and we are narrowing the gap between sub groups.

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Title I, Title IIA, and Special Education funds have been allocated to contract services for professional development to improve teacher and administrator understanding of quality mathematics instruction. Due to an increase in referrals for special education services for African Americans in the area of math and the poor achievement of special education studdents, special education funding for mathematics professional development has increased. Kent County only has 3 District professional development days so time for professional learning together across all grade-levels is limited and a continues to be a challenge.

PARCC Algebra I

PARCC Algebra I:

A review of PARCC Mathematics data for Algebra I indicates 34.9% of Kent County students have met or exceeded proficiency. 74% of students who took the PARCC Algebra I in the middle school scored at the met or exceeded level. The percentage of students meeting or exceeding expectations in High School Algebra I decreased by 4%, however 100% of middle school algebra students met the graduation requirement (3+) and 56% of high school students met the graduation requirement, up 20% from 2017. The challenges include a gap between the achievement of minority students and their white peers. 28.7% of grade 10 white students scored at levels 4 and 5 while only 10.2% of African American students achieved at this level. While 34.8% of students not economically disadvantaged met or exceeded expectations, only 10.8% of their disadvantaged peers did. No Special Education or ELL students met or exceeded expectations. Note: Only 6 ELL students tested.

The KCPS Algebra I team continues to create PARCC aligned benchmarks for Algebra I. Each question type is carefully designed to reflect the level of rigor of the standards. Benchmark results will be analyzed as part of the mathematics Professional Learning Community and used to inform daily instruction as well as personalized interventions. (Funding Source: AEP grants and Unrestricted)

KCPS math teachers will continue to design units to ensure alignment of the written, taught, and tested lessons are based on common core standards with emphasis on daily practice with the sample items for the PARCC Algebra I samples PARCC items. The Kent County High School mathematics PLC team created a yearlong Algebra I curriculum scroll in 2017-18. Ongoing

vertical articulation with the middle school Algebra I teacher is provided during early release days built into the calendar on a monthly basis. Common formative assessments are being developed and utilized with analysis of the data in all areas. Carnegie is used for the technology enhanced items, and the Agile Minds assessments are all online. (Funding Source: Title IIA and AEP Grants).

A "Non-STEM" Algebra I class was piloted in 2016-17 which included underrepresented groups to increase equity and access. Non-STEM is defined as those students that did not meet the criteria to participate fully in the grade 8 enrichment STEM program. However, the individual Algebra Aptitude results, and other local measures showed the "non-STEM" students had the potential to succeed in Algebra I. Middle school Algebra I students had a 96% pass rate on the PARCC Algebra I test and a 72% pass rate in 2017-18. Kent County Middle School will continue to explore additional opportunities for more students to take accelerated math in grades 6 and 7.

The PARCC and MAP data as well as benchmark data are used to identify students who are not on track or failing to show growth. Teachers use both the MAP data and Common Formative Assessments (CFAs) to take a diagnostic approach to mathematics instruction. In 2017, 21 students were identified and this year, 25 have been selected to receive intensified help with Algebra I. These students were enrolled in a block class with two content teachers and one special education teacher. Instruction in this course is designed to narrow the gap and enhance instructional approaches to ensure mastery of Algebra I standards. (Funding Source: Local and SpEd Local Priority and Flexibility).

Collaborative professional development for general and special educators is held to ensure the success of students with disabilities in inclusive and self-contained settings. The secondary instructional supervisor will meet at least bi-monthly with Professional Learning Community "PLC" teams to develop, monitor, and evaluate the effectiveness of the instructional program and make adjustments as needed (Funding Source: Local and SpEd Local Priority and Flexibility).

Intensive professional development training and resources will be provided to teachers, and administrators at the high school focused on increasing the rigor of instruction, and differentiating instruction so that all students can meet grade level standards, including racial/ethnic subgroups, English learners, students receiving special education services and free and reduced price meal services. (Funding Source: Special Education Discretionary Funds, Title IIa, and Local).

The Carnegie math program is offered as intensive intervention to identified Algebra I students. The program is focused on building a deep conceptual understanding of math, and is for students struggling to make progress in Algebra I. Each student receives direct instruction and targeted practice in the Carnegie software (Special Education Priority Funds.

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The Intensified Agile Minds math program is offered as intensive intervention to identified Algebra I students offered in a Block Schedule for 100 minutes per day. The program is specifically designed to build on existing mathematics skills and is for students struggling to make progress in Algebra I. (Special Education Priority Funds.)

Bridge Projects are now built into Intermediate classes to remediate/strengthen mathematical skills prior to students moving onto Algebra II or Geometry. The matriculation is Algebra I, if they are not performing at the proficient level then they are assigned to Intermediate Algebra, then Geometry, and then Algebra II.

High School Assessment (HSA) Government:

Although official results have not been received, reviewing preliminary data indicates approximately a 68% pass rate, up from 60% in 2017. There are considerable gaps in achievement for subgroups. 40% of African Americans met the passing score, while 83% of their white peers did so. Gaps were also evident in the areas of special education (19%vs.84%), FARMs (48%vs.86%) . There was only one ELL student who tested and she/he did not pass.

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 <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency.</u>**

KCPS is a fully inclusive school system. Tenth grade special education students are included in the general education classes with their peers. This allows equal access to the government curriculum. Special education and general education teachers work together for the purpose of improved student learning. In an effort to improve achievement the following strategies are in place for 2018-2019:

General Education and Special Education teachers have been provided with various online resources, including Discovery Education, that provide access to source documents and real-life video and written connections to generate student interest and involvement in the content.

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Discovery Education and other online tools assist in narrowing the achievement gap by addressing multiple intelligences, and authentic learning experiences relevant to key concepts in the Government curriculum. Additional training and support in the use of Google Apps and Discovery resources will be offered (November, January, March)   (Funding Source: Local and Title IIA)

Teachers are provided dedicated time to collaborate together for targeted remediation for those students not passing HSA (Early Release Days). Portions of these PLC meetings in social studies include updates on these students in terms of progress and mastery. A Government teacher has been given time in the master schedule to work, either individually or in small groups, with these students to remediate for this assessment. In addition, teachers identify juniors and seniors in their classes who have not yet passed the Government HSA, and mentor them to help them prepare for retaking the exam. Students will be provided another opportunity to take the Government assessment in January. Prior to this reassessment, students participate in a Government Blitz day to review needed information. In addition, any social studies teacher that has 5 or more students in their social studies classes has an SLO that is targeted for the HSA Government assessment.

Teachers have received training in both formative and summative assessment tools to help monitor student progress. (tools to include: Schoolnet, Google Apps, Kahoot, Edmodo, Animoto, Quizlet, etc.)

2018 BRIDGE TO EXCELLENCE MASTER PLAN

ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
MAP	To screen literacy and mathematics skills and measure growth	local	K,1,2,3,4,5,6,7,8,9, 10	English Language Arts and Mathematics	Fall Winter Spring	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
KRA (Census Administration)	Assesses students' school readiness skills	State	K	Four Domains	September 5-October 10	Yes	Level the Field Supports
Math Unit Assessments	Monitors students' progress toward obtainment of state and national standards	local	K-5	Mathematics	2 week window at the close of each unit	Depending upon the student's plan (IEP, 504, EL) *Presentation, Response, Timing and Scheduling, and Setting Accommodations* found in Section 5 of the MARYLAND ACCOMDATIONS MANUAL are made available to each student when appropriate for assessments.	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
Algebra Aptitude	Assess readiness for algebraic thinking	local	6	Mathematics	Spring	Yes	

	Measure developed abilities	local	11	Multiple	Fall Spring	Yes	
ASVAB							
Midterms & Finals	Mastery of content	local	High School Credit courses	All	December June	**Yes**	
PSAT	Measure developed abilities	local	10	Multiple	Fall Spring	Yes	
AP Exams	Mastery of content	local	High School AP Courses	Multiple	May	Yes	
ELPA ACCESS for ELLs 2.0	Monitors students' progress toward obtainment of English language proficiency.	State	K-12	English Proficiency	Jan 7 – Feb 8	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E Exceptions: EL Accommodations are not allowed. IEP accommodations are limited: 1F Read to Entire not allowed on Reading Test. 1G Read Selected not allowed on Reading, Writing, Listening. 3A Extended Time not allowed on Speaking Test.
PARCC • English Language Arts/Literacy • Mathematics	Monitors students' progress toward obtainment of state and national standards.	State	Grades 3 – 8, Algebra I, Algebra II, Geometry, English 10	English Languages Arts, Mathematics	April 8 - June 7	Yes	Partnership for Assessment of Readiness for College and Careers (PARCC) Accessibility

	Description	Level	Grade	Subject	Dates		Features and Accommodations 1a – 1s 2a – 2f 3a – 3m 4a – 4s 5a 7a, b, d
High School Assessment	Assess skill level and ability to apply knowledge	State	10	Government	May 7 - June 7	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
MISA Science	Assesses skill level and ability to apply knowledge for cognitively or developmentally impaired students who are unable to participate in grade level state tests.	State	Grades 5, 8, 11	Science	March 11- 29 May 7- June 7	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E
MSAA	Assesses skill level and ability to apply knowledge for cognitively or developmentally impaired students who are unable to participate in grade or state tests.	State	Grades 3-8, 10	English Languages Arts, Mathematics	March 18- May 3	Yes	Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E

Kent County Public School

2018 Finance and Data Tables

November 9, 2018
FINAL

Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601