# Kent County Public School

2016 Annual Update

November 15, 2016

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

Table of Contents

2016 Master Plan Annual Update

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

Master Plan Annual Update

Due: October 17, 2016

Local Education Agency Submitting this Report: Kent County Public Schools
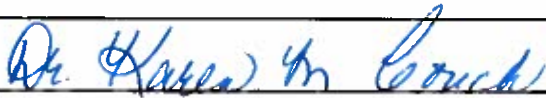
Address: 5608 Boundary Avenue, Rock Hall, MD 21661

Local Point of Contact: Gina Jachimowicz
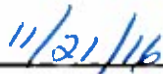
Telephone: 410-778-7116

E-mail: gjachimowicz@kent.k12.md.us

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2016 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.
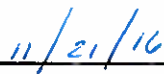
_____   11/21/16
Signature of Local Superintendent of Schools   **Date**
or Chief Executive Officer

_____   11/21/16
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 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)
Mr. Dan MacLeod	Supervisor of Technology, KCPS
Ms. Angie Councell	Supervisor of Finance, KCPS
Mr. Ed Silver	Supervisor of Human Resources, KCPS
Mrs. Gina Jachimowicz	Supervisor of Elementary Education / Point of Contact
Dr. Lloyd Taylor	Liason for Federal and State Grants, KCPS
Mrs. Darlene Spurrier	Supervisor of Pupil Personnel, KCPS
Dr. Nina Newlin	Supervisor of Secondary Education/LAC, KCPS
Mrs. Wendy Keen	Supervisor of Special Education, KCPS / UDL Liason
Mr. Wayne Bedwell	Supervisor of Environmental Services
Mrs. Tracy Gulbrandsen	Data Analyst
Mrs. Brenda Rose	Principal (Henry Highland Garnett Elementary), KCPS
Mrs. Janice Steffy	Principal (Kent County Middle), KCPS
Mrs. Amy Crowding	Principal (Galena Elementary), KCPS
Mrs. Dawn VanGrin	Principal (Worton Elementary), KCPS
Mrs. Tracey Williams	Principal (Kent County High School), KCPS
Mrs. Kris Hemstetter	Principal (Millington Elementary School), KCPS
Mrs. Tracey Rodney	Principal (Rock Hall Elementary School), KCPS

Executive Summary

Executive Summary

I.A

The Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, Annotated Code of Maryland §7-203.3, and the 2016 Maryland General Assembly Legislation House Bill 999, Commission on Innovation and Excellence in Education, requires LEAs to develop and submit a 2016 annual update to the comprehensive master plan to the Department for review. In alignment with the Annotated Code of Maryland § 5-401, Annotated Code of Maryland §7-203.3, House Bill 999, and the Maryland State Board of Education's vision to create a world class system to prepare all students for college and career, the comprehensive master plan annual update should include goals, objectives, and strategies to promote academic excellence among all students.

Reported strategies are to address any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, students with limited English proficiency, as defined in §5-208 of the Education Article 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.

School systems are encouraged to craft the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community. The Executive Summary should serve as a stand-alone document that summarizes progress that the LEA is making in accelerating student performance and eliminating achievement gaps, as described throughout the master plan annual update. Only specified reporting requirements noted in this guidance should be included in this Executive Summary.

The Executive Summary shall include a budget narrative section that provides a detailed summary of the fiscal climate in the LEA. The budget narrative section should also describe any changes in demographics and the fiscal climate, along with a discussion of the effect of these changes on the LEA and Master Plan implementation.

The following is a suggested outline for the Executive Summary:

I. **Introduction**

Growing a Community of Leaders

Kent County Public School System (KCPS) is the smallest district in Maryland, serving approximately 2,000 students. The 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 (2016) Master Plan describes the goals, objectives, major initiatives and strategies to promote academic excellence among all students. The KCPS 2016 plan reflects major focus areas of supporting Professional Learning Communities (PLC) and increasing student achievement. 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 and other resources are allocated to support the vision and focus for system improvement. Administrators are held accountable for implementation of all programs. Though there has been strong attention to system priorities, performance gap among several subgroups has widened.

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 2,002 students enrolled in our system. Declining enrollment presented us with many challenges including a proportionate decrease in both support, instructional, and administrative staffing positions. The median household income is below the national average, manifesting itself in an increase in our FARMs population to approximately 59% of the student body. This has had an influence on the system resulting in 5 out of 7 schools identified as Title 1. No child's success should be determined by their zip code.

School Demographics 2016

Level	Attendance Rate %	Student Mobility%	SPED Services%	504 %	FARMS %	LEP %	Title 1
Elementary	≥95	20.5	11.9	≤5.0	56.7	≤5.0	83.6
Middle	94.3	12.4	11	8.3	50.3	**	≥95
High	93.6	10.5	14.6	6.3	41.5	**	**

*mdreportcard.org, ** fewer than 10 students

Chart of Enrollment Numbers
Number of Students as of October 3, 2016

School Name	Street Address	City/Town/ Zip	Enrollment	FARMS percent
Millington Elementary	172 Sassafras St.	Millington 21651	161	62%
Kent County High	25301 Lambs Meadow Rd.	Worton 21678	566	50%
Worton Elementary	11085 Worton Rd.	Worton 21678	261	64%
Kent County Middle	402 E. Campus Ave.	Chestertown 21620	447	59%
Garnett Elementary	320 Calvert St.	Chestertown 21620	256	73%
Rock Hall Elementary	Sharp St.	Rock Hall 21661	167	65%
Galena Elementary	114 S. Main St.	Galena 21635	171	52%

Priorities of the KCPS 2016 Annual Update
The Superintendent of Schools, Dr. Karen Couch, is committed to providing instructional leadership to advance Kent County Public Schools to be one of the top school systems in Maryland. Under her leadership, Kent County has focused on improving the culture and collaboration within the school community. KCPS adopted the Professional Learning Community (PLC) process and the application of Universal Design for Learning (UDL) principles to guide curriculum development, lesson planning and assessments that will maximize student learning opportunities for all students including gifted and talented, English language learners, and students with disabilities. Her desire is to create a permanent solution for closing the achievement gap that will lead Kent County on the fast track to "Growing a Community of Leaders."

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 FY17 budget allocations beyond. Each year, the Board will review and revise these goals as needed.

a. Improve the learning outcomes of all students by focusing on curriculum, assessment and instruction that produce deep understanding of core concepts, skills and ideas. (Standards and Assessments)

b. Implement Professional Learning Communities (PLC) to analyze, interpret, report, and use data collected from multiple sources to plan academic success for all students. (Professional Learning)

c. Provide dependable and accessible technologies to support the digital transformation needed to offer differentiated learning that reflect and align with UDL principles and guidelines. (Technology)

d. Promote a collaborative and supportive environment that fosters the growth of all staff. (Staff Evaluation)

e. Efficiently and effectively manage schools to ensure a safe and secure environment that meets the current and future needs of students, staff, and community. (Culture and Climate)

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. Assessment results indicate the following improved academic outcomes:

- PARCC scores- met 13 OUT OF 16 targets
- Double digit improvements in 9 OUT OF 16 targets
- Secondary schools exceeded statewide averages in 6 out of 10 targets
- 10th grade ELA - #1 on Eastern Shore
- Improved graduation rate 91%
- Elementary schools showed steady growth in mathematics
- Data demonstrates success of district PLC process

While we celebrate these successes, 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.

5

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:

- Design master schedules to ensure that students who struggle receive additional time and support,
- Share a collective responsibility to help all students learn at high levels
- Provide additional time (early release days) to focus on designing assessments and interventions
- Monitor the learning of each student's attainment of grade-level standards on a weekly basis
- Analyze student work and engage in dialogue based on evidence of student learning as part of the PLC process
- Administer new universal screener called the MAPS assessment from NWEA and determine how achievement will be reported
- Universal Design for Learning (UDL) strategies serve are part of curriculum revisions and formative assessment development

II. Budget Narrative
a. 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 a personal learning experience within a collaborative community of learners, that inspire our students to reach their highest potential and become engaged global citizens. The enrollment between FY'16 and FY'17 has shown a decrease, which will equate to another decrease in funding for FY 18'. The school system anticipates this decrease to be about $182,000.

Even though 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 2015 the KCPS countywide percentage was 55% for the free and reduced

meal program. Last year, KCPS experienced a 3.5% decrease in student enrollment, the sharpest decline in five years. The school system may have to move towards consolidation in FY 18'. No formal decision has been made in regards to what school or how many schools at this point.

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 for FY 16' and will be with an additional $303,857 for FY 17'. However, the financial constraints continue to be an ongoing concern with the pension shift, 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 $170,000 per year. These costs are comprised of a teacher, instructional assistant, the associated benefits for both as well as materials and supplies for the students. The extended day program (after school) was eliminated in FY' 14 due to the lack of 21st Century grant funding. The early morning program was also eliminated due to the lack of Local Management Board (LMB) funding. Other redistributed funds supported the purchase of lap top computers which now makes KCPS the only Maryland school system that provided individual technology (1 to 1) devices for every student and allows our teachers to personalize learning.

The school system had a small increase in the fund balance allocation for year ended 2016. This was due to savings in the areas of transportation (due to the decrease in fuel costs) and in the fixed charges area due to health care costs. Utilizing the fund balance to fund on-going programs has become a trend in order to balance the budget.

Retaining and recruiting high quality teachers is one of the top priorities of the Kent County Board of Education. Approximately 77% of the school system's budget is dedicated to salaries and benefits. Staff development costs continue to be dependent upon both Federal and State grants. Class sizes are growing each fiscal year but the school system continues to make every effort to keep them reasonable.

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

KCPS identified four priorities in guiding the development of the 2017 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 2017 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, 77% of the school system's budget consists of salaries and benefits. A three step increase was given to all employees on July 1, 2016 and a 1% cost of living increase was given to the teachers in addition to the three step increase. This cost about $800,000, which was an addition in the FY 17' budget.

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:

- 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.

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

8

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 2017 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 17% 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.

III. Goal Progress
a. Maryland's Goals, Objectives, and Strategies Regarding Performance of:
   i. Students requiring special education services;
   ii. Students with limited English proficiency;
   iii. 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.

b. Strategies to Address any Discrepancies in Achievement of:
   i. 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.

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. Students receiving free and reduced meals and African American students also continue to score well below the county proficiency percent.

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. 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.

To close the achievement gap, Kent County has created professional learning communities of general educators and special educators. Teams collaborate with supervisors in developing training activities that 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' skillset.

As the smallest school system, Kent County Public Schools(KCPS) have an active ESOL program that employs 3 full time teachers to serve over 40 English Language Learners distributed in every one of our 7 schools. KCPS continued to move towards AMAO 1 and AMAO 2 goals as set by MSDE for the 2015-16 school year; while ESOL programs in MD will not be held accountable for reaching AMAO 1 and 2 targets for the last school year, charting these targets has been a critical determiner of ELL progress and attainment in the county schools. This will be the fourth consecutive year that KCPS has achieved AMAO 1. The ESOL Program has been diligently working for several years to improve its AMAOs – especially AMAO 2, which Kent did not meet in 2015-16. Only 5 out of 41 test takers exited. Based on some critical implementations – especially in the areas of WIDA-based professional development for teachers as well as interpreter and translator services for families – the ESOL Program has been striving to increase the English proficiency levels of its ELLs. However, it should be noted that with the lack of Title III funding for the 2015-16 and 2016 - 17 school years, not as many ESOL specific professional learning opportunities are available.

Strategies to Address Achievement Discrepancies
- Provide adequate special education staffing including an elementary "Behavior Support Classroom" and additional social worker support
- Expand and enhance Professional Learning Communities (PLC) opportunities
- Provide high quality digital and print resources to support the Maryland College and Career Readiness Standards
- Continue to provide full day Pre-Kindergarten services to all age eligible students
- Provide high quality professional development focused on the use of technology to actively engage students and personalize learning, the process of designing interdisciplinary units and common formative assessments, strategies to support students' social and emotional development, math talks, the use of manipulatives for the instruction of multiple mathematical concepts, equal access and understanding multiple entry points
- Partner with Discovery Education to offer student access to interactive digital media content and digital textbooks to bring the world into the classroom.

10

- Provide 1:1devices to all students in grades 1-12, software, and programming to enhance student learning
- Continue to revise grade-level curriculum scrolls 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
- Continue to train and retrain staff on providing high quality reading and math interventions

IV.   Assessment Administered Requirement

The Kent County Public Schools 2016 Bridge to Excellence Assessment Administered Requirement Template has been completed and can be found on page xxx.

**(See page 12 for the 2016 Bridge to Excellence
Assessment Administered Requirement Template).**

Finance Section

Finance Section

Revenue and Expenditure Analysis

1. Did actual FY 2016 revenue meet expectations as anticipated in the Master Plan Update for 2015? If not, identify the changes and the impact any changes had on the FY 2016 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 met expectations as anticipated in the Master Plan Update for 2015, other than category reallocations and additional grants awarded to Kent County after the Mater Plan was submitted. Funds were reallocated and other budget reductions were made as necessary to fund current year priorities. Despite these adjustments the school system 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-

   > Elementary and Secondary Professional Learning Communities will continue to meet bi-monthly as they utilize the PLC process to improve student learning.

   Professional Learning Communities (PLC's)

   > Professional Learning Communities (PLC's) is a process that forms teams of teachers that work collaboratively to build common units of instruction and common formative assessments. The data collected is then used to provide both interventions and enrichments to enhance student achievement.

   Technology

   > Kent County has continued to move forward with the one to one initiative and we will continue to provide dependable and assessable technologies to support the digital transformation needed to offer differentiated learning. The Schoolnet data system is critical to both teachers and administrators in the creation and monitoring of Student Learning Objectives (SLO's). The Kent County and the Discovery Digital Leader Corps will engage in professional development to gain the knowledge and skills needed to create a model classroom-learning environment that is student centered and inquiry based.

Staff Evaluation

Kent County Public Schools administration will continue to work closely with teachers to develop rubrics and instruments using the four domains of the Charlotte Danielson Model. Kent County Public Schools will continue to use our new teacher evaluation system for assessing effectiveness of tenured and non-tenured staff.

Culture and Climate

Kent County Public Schools recognizes that school climate and culture have a profound impact on student achievement and behavior. We will continue to promote viable strategies to create educational environments that are safe, appropriate, and free from harassment. Proactive culture planning and structures have been put into place including Character Coaches and a "Challenge Day" anti-bullying initiative to support and sustain a positive school climate.

Maryland's Goals, Objectives and Strategies

Maryland's Goals Objectives and Strategies

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices.

Based on the 2016 Maryland General Assembly House Bill 999, the Commission on Innovation and Excellence in Education, the reporting requirements regarding the performance of certain students in all indicated assessments **must** include goals, objectives and strategies. Strategies **must** address any discrepancies in achievement. For this annual update, the reporting requirements must address for the following student populations:

    i. Students requiring special education services;
    ii. Students with limited English proficiency; and
    iii. 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.

Based on House Bill 999, the reporting requirement must also include strategies to address any discrepancies in achievement for students failing to meet, or failing to make progress toward 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. Describe the goals, objectives, and strategies regarding the performance of each identified student group.

In your analysis of **students requiring special education services**, LEAs **must** consider the following special education issues **within** the responses:

- *Access to the General Education Curriculum.* How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- *Collaboration with General Educators.* How is the local education agency ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- *Strategies used to address the Achievement Gap.* When the local education agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- *Interventions, enrichments and supports* to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general educations students?

In your analysis of **students with Limited English Language proficiency**, you **must** consider reporting the progress of English Learners (ELs) in the ACCESS for ELLs 2.0 in developing and attaining English language proficiency and achievement on the reading/language arts and mathematics State's assessments for the following indicators.

- **Indicator 1** is used to demonstrate the percentages of ELs progressing toward English proficiency. To demonstrate progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs 2.0*. ELs are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs 2.0* is 0.5 higher than the overall composite proficiency level from the previous year's test. In order to meet the Indicator 1 target for school year 2015-2016, LEAs must show that **57%** of ELs made progress.

As a result of professional learning communities (PLC), revisions to curriculum and the ELL instructional program, 70% of Kent's LEP students showed progress toward English proficiency as measured on the ACCESS for ELL's 2.0. This exceeded the Indicator 1 target.

2015 ACCESS Data	Listening	Speaking	Reading	Writing	Overall Proficiency
Entering	4	4	9	11	6
Beginning	5	8	8	9	7
Developing	9	6	9	13	16
Expanding	3	3	5	8	7
Bridging	10	9	7	0	4
Reaching	10	11	3	0	1
	41	41	41	41	41

Of the students who were tested both last year and this year in Kent, 70% made adequate progress in their proficiency (as measured by an increase of at least .5 in their overall test score). In addition, 12% of the tested students exited and will be reclassified as RELL 1 for next year -- considering we exited over 30% of our students last year, this is an acceptable number for me.

- **Indicator 2** is used to demonstrate the percentages of ELs attaining English proficiency by the end of each school year. For determining Indicator 2, Maryland uses an overall composite proficiency level **and** a literacy composite proficiency level based upon *ACCESS for ELLs 2.0*. ELs are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4.0 or higher. In order to meet the Indicator 2 target for school year 2015-2016, LEAs must show that **15%** of ELs have attained proficiency.

17

Kent County Public Schools did not meet Indicator 2 Only 12% of LEPs attained English Proficiency as measured on the ACCESS for ELLs 2.0. Training was provided to ESOL teachers and regular classroom teachers to facilitate focused use of WIDA ACCESS data in planning and delivery of instruction, and continued support will be provided to ESOL teachers this year.

- **Indicator 3** represents achievement on the Reading/Language Arts and Mathematics State's assessments for the EL subgroup.

  LEP students continue to struggle to meet the Reading/Language Arts and Mathematics standards as measured on the PARCC assessments. In grades 6-8, all but one LEP student scored in the lowest level on the 2015 PARCC Assessment of English Language Arts/Literacy. (2 students at Level 1; 1 student at Level 3)

Describe the strategies that will be used to ensure ELs meet the targets for Indicators 1-3. LEAs should include funding targeted to changes or adjustments in staffing, materials or other items for a particular program, initiative or activity.

Maryland's accountability structure is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC performance levels defines the knowledge, skills and practices students are able to demonstrate. The five performance levels are:

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 regular education teacher's instruction is understood and fully achieved by English Language learners (Funding source: Local Funds).

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 and 2016 - 17 school years, not as many ESOL specific professional learning opportunities are planned. 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 translators for parent meetings, conferences and workshops outside regular school hours to help parents and families of ELL'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).

PARCC Performance Levels
- **Level 1**: Did not yet meet expectations
- **Level 2**: Partially met expectations
- **Level 3**: Approached expectations
- **Level 4**: Met expectations
- **Level 5**: Exceeded expectations

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

1. 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.**

PARCC English Language Arts/Literacy Grades 3-5: When examining Table 2.1a-c, the challenges for PARCC English Language Arts/Literacy in Grades 3-5 include substantial gaps between the achievement of minority students and their white peers. 39.2% of grades 3-5 white students scored at levels 4 and 5 while only 13.1% African Americans achieved at this level. Less than 5% of the Special Education students met expectations. There was a 4% increase in the percent of African American students performing at levels 1 and 2, the lowest performance levels. African American males scoring at the lowest levels on PARCC English Language Arts/Literacy increased by 3% and African American females increased by 6.4%. 91% of LEP students scored well below expectations. PARCC Level 1 and Level 2 for FARM students increased by 2.5%. All grades 3-5 students' scores (levels 3-5) remained flat at 57.5%.

PARCC English Language Arts/Literacy Grades 6-8: When examining Table 2.2a-c, the challenges for PARCC English Language Arts/Literacy in Grades 6-8 include substantial gaps between the achievement of minority students and their white peers. 67% of grades 6-8 white students scored at levels 3 to 5 while only 27% of African Americans achieved at this level. Only 6% of the Special Education students approached or met expectations. In addition, special education scores in the 3 to 5 range decreased from 2015 to 2016, 10.6% proficient to 6.3% proficient. There was only one LEP student in grades 6-8, so no conclusions can be made about the data.

PARCC English Language Arts/Literacy Grades 10: When examining Table 2.4a, the challenges for PARCC English Language Arts/Literacy in Grade 10 include a gap between the achievement of minority students and their white peers. 87% of grade 10 white students scored at levels 3 to 5 while 69% of African American students achieved at this level. Only 42% of Special Education students reached this level. There were no LEP students tested in grade 10 English.

19

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 1 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>**

Priorities for KCPS English Language Arts will continue to include a laser focus on closing student achievement gaps in performance for African American, Special Education, and FARM students. The Professional Learning Community (PLC) process will allow teams time to analyze, interpret, report subgroup data and implement quality Tier II and III interventions. Analysis of common formative assessments (CFA's) created by PLC teams will promote gap reduction and growth allowing for teachers to provide "just in time" interventions and enrichment.

English Language Arts/Literacy Changes/Strategies

Experienced principals have been recently transferred to under-performing schools. Tenured teachers have also been partnered with non-tenured teachers to provide frequent coaching and support. 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 aligned their school improvement plan goals to their most challenged subgroup(s) (Funding source: Local Funds).

Professional Learning Communities (PLC) teams will continue to revise the written, taught, and tested curriculum to ensure good first instruction for all students. General and special education teaches will build units of instruction based on common core standards with emphasis on literacy and writing in every content/classroom. The implementation of units of instruction will be monitored through informal walk-throughs utilizing a PLC created Walk-through tool. Local common formative assessments, specific intervention progress monitoring tools, and the PARCC data will help determine instructional effectiveness (Funding Source: Local and Title IIA).

Kent County Public Schools' master schedules have been structured to cultivate a collaborative environment. Daily collaboration is embedded in routine work. Guiding Coalition members continue to receive training and support on guidelines, protocols, and processes to help school-based PLC teams have a positive impact on student learning (Funding Source: Local).

20

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: Local and R4K).

Kent County Public Schools' teachers administer NWEA MAP to students in grades 1-9 to gain additional information about our students as readers. Students are assessed three time per year. The MAP data serves as a universal screener as well as benchmark data to our administrators 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 reading and written language instruction (Funding Source: Local and SpEd Local Priority and Flexibility).

Provide collaborative professional development among general and special educators to ensure the success of students with disabilities in inclusive and self-contained settings. Instructional Supervisors 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: Title IIA and R4K Preschool).

Professional development will be provided in the use of the PARCC rubric to score student writing responses to text. Google Hangout will serve as a platform for additional on-line professional learning opportunities so PLC teams can participate in range-finding as a practice to select anchor papers to ensure inter-rater reliability (Funding Source: Title IIA).

Intensive professional development coaching and resources will be provided to Academic Interventionists, teachers, administrators at Title I schools that target rigorous comprehension and writing strategy instruction for all students including racial/ethnic subgroups, English learners, students receiving special education services and free and reduced price meal services (Funding Source: Title I).

Student Support Teams (SST) will continue to implement the comprehensive Multi-Tiered Response to Intervention model (RTI) to promote research-based strategies and ongoing assessment, early identification and support for students at risk of reading failure (Funding Source: Local and SpEd Local Priority and Flexibility).

Targeted reading interventions are provided daily during the acceleration/intervention period. 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 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 has expanded Tier II and III Reading and Math Interventions including increased time for tutors to support Title I 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).

The need for retraining in specific interventions continues to be an issue as a result of reduction in locally funded elementary coaching positions, teacher attrition, and shifting of positions. KCPS will continue to assess the effectiveness of our current interventions based on student progress and needed provide professional development (Funding Source: Title IIA).

A local Intervention Institute has been instrumental in addressing the achievement gap between students with disabilities and the all student subgroup. General and special education teachers received training and materials to off supports to address diverse learning needs. All schools participated in various intervention trainings including; Phonics Chip Kit, Blueprint Comprehension, Multi-syllable Routine Cards, and Vocabulary (Funding source: Title IIA and SpEd Local Priority and Flexibility).

Professional development delivered by consultants, administrators, supervisors, and lead teachers, and interventionists focus on effective literacy practices including guided reading, writing workshop, and intensive phonological awareness interventions (Funding Source: Local).

Title I and Title IIA 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.

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

PARCC Mathematics for Grades 3-5: When examining Table 2.6a-c, the challenges for PARCC Mathematics in Grades 3-5 include substantial gaps between the achievement of minority students and their white peers. 43.3% of white students in grades 3-5 scored at levels 4 and 5 while only 7% African Americans achieved at this level. Less than 12% of the Special Education students met expectations in mathematics. 71 percent of African American students performed at levels 1 and 2, the lowest performance levels. 82% African American males scored well below expectations and at the lowest levels on PARCC Mathematics. All grades 3-5 students' mathematics scores (levels 3-5) remained relatively flat from 54.6% in 2015 to 58.9% in 2016.

PARCC Mathematics Grades 6-8: When examining Table 2.7 a, the challenges for PARCC Mathematics in Grades 6-8 include substantial gaps between the achievement of minority students and their white peers. 55% of grades 6-8 white students scored at levels 3 to 5 while only 23% of African Americans achieved at this level. Only 8% of the Special Education students approached or met expectations. In addition, special education scores in the 3 to 5 range decreased from 2015 to 2016, 10.7% proficient to 8.4% proficient. There were only two LEP students tested in grades 6-8, so no conclusions can be made about the data.

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

Kent County Public Schools' recognize that persistent achievement gaps exist among specific student groups; racial/ethnic subgroups, FARMS, and special education. To address these 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 quality Tier II and III mathematics interventions (Funding Source: Local).

Experienced principals have been recently transferred to under-performing schools. Tenured teachers have also been partnered with non-tenured teachers to provide frequent coaching and support. 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 to their most challenged subgroup(s) (Funding Source: Local, Title I, and Title IIA).

To address the subgroup declines, KCPS has expanded Tier II and Tier II Math Interventions. Increased time has been provided for math tutors to support students in all Title I schools. Locally retired teachers and other certificated persons will provide one on one support to identified students by implementing evidenced-based best practices to meet their unique needs (Funding Source: Local, Title I and SpEd Local Priority and Flexibility).

KCPS teachers utilize new formative assessments more closely linked to the Maryland College and Career Ready Standards for Mathematics. Professional learning opportunities provided to explore topics of fluency, and providing multiple entry points based on the principles of equal access. Title IIA funds supported participation in the Formative Assessment for Maryland Educators (FAME) project (Funding Source: 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, 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 who are at risk of reading failure (Funding Source: Title IIA, Local and SpEd Local Priority and Flexibility) Dreambox, Scholastic SRC, 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)

Quality ongoing professional development will be offered on how to individualize instruction and provide accommodations and services to meet individual learning needs and participation of children with disabilities across all learning opportunities. Elementary Math Academy teams allow teachers to meet outside their duty day to develop aligned written, taught, and assessed units of instruction with emphasis numeracy, fractions, and geometry. In collaboration with special education, Academy teams will continue to plan lesson 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). Academy sessions were designed as a course and teachers are able to earn up to 3 CPD credits for their participation (Funding Source: Title IIA).

Targeted interventions will be 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).

Title I and Title IIA funds have been allocated to contract services for professional development to improve teacher and administrator understanding of quality mathematics 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.

Middle school special education students are receiving targeted intervention over and above Tier II intervention. Tier II intervention is offered daily for half an hour to every student who is struggling with current material and each subject has a dedicated day. Tier III intervention is offered to identified students based on IEP identified needs in reading and/or math for a 70 minute period three times a week

KCPS Academic Interventions
ELA

Intervention	Focus	Grade Level/Teir	Purpose
Mondo Guided Reading Intervention	Reading (Title I ONLY)	K-5 Teir II Comprehension	Critical thinking, reading and writing, emphasizes Informational text
Mondo Oral Language	Reading	PreK, K – 5 Teir II Speaking/ Comprehension	Development of oral language, reading and writing
Phonemic Awareness Michael Heggerly	Reading	PreK – 1 Tier II Foundational Skills	Phonological awareness deficits
Read Naturally	Reading	2 – 5 Tier II or III Fluency/Vocabulary Comprehension	Fluency, vocabulary, comprehension
95% Phonemic Awareness Blueprint	Reading	K – 2 Tier III Foundational Skills	Phonemic awareness success
Blueprint Comprehension	Reading	3 – 5 Tier III Foundational Skills	Comprehension success
RAPS	Reading	2, 3, 4, 5 Tier III Foundational Skills	Developing phonics, vocabulary, word building
Double Dose Fundations	Reading	K – 3 Tier II or III Foundational Skills	Phonics, vocabulary, spelling

| Kindergarten Intervention Reading Assist | Reading | K – 1
Tier II
Foundational Skills | Phonological Awareness, vocabulary, fluency and comprehension |

KCPS Academic Interventions
Mathematics

Intervention	Focus	Grade Level/Teir	Purpose
Do the Math Marilyn Burns	Math (Title I ONLY)	K-2 Tier III	Number Sense
Do the Math Marilyn Burns	Math	3-5 Tier III	Fractions
Origo Fact Fluency Kits	Math	1-5 Tier II	Basic Fact Fluency
Math Triumphs	Math	1-5 Tier II	OA, Fluency, Place Value, Algebra
MathLine	Math	1-5	Number Sense, Fluency
Dreambox	Math	K – 5 Tier II	Individualized based on Common Core
Digiblocks (Kohlberg's Lessons)	Math	Pre-K-1 Tier II	Benchmark Numbers, Ordering and Comparing, Estimation, Addition and Subtraction
Focus Math (NEW-Pearson) Checking Out	Math	K-5 Tier III	

PARCC Algebra I

I. 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.**

PARCC Algebra I: When examining Table 2.8a, the challenges for PARCC Algebra I include a gap between the achievement of minority students and their white peers. 64.5% of grade 10 white students scored at levels 3 to 5 while 48.1% of African American

26

students achieved at this level. Only 35% of Special Education students reached this level. There were only three LEP students tested in Algebra I, so no conclusions can be made about data.

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

25

Curriculum design to ensure alignment of the written, taught, and tested units of instruction based on common core standards with emphasis on literacy, numeracy, and writing in every content/classroom. Common formative assessments are being developed and utilized with analysis of the data in all areas (Funding Source: Title IIA).

Kent County Public Schools' teachers will administer NWEA MAP to students in grade 9 to gain additional information about our students on mastering mathematics' standards. Students will be assessed three time per year. The MAP data serves as a universal screener as well as benchmark data \ 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. (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: Title IIa, the STEM grant, and Local).

PARCC Algebra II *(Optional Reporting)*

1. Based on available PARCC data, describe the challenges in Algebra II. In your response, identify challenges for students requiring special education services, students with limited

27

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.

Only given to a small group of honors students.

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 1 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**

26

includes the reporting requirements for <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency</u>.

PARCC Geometry *(Optional Reporting)*

1. Based on available PARCC data, describe the challenges in Geometry. 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.

NA

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 1 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>.**

MSA Science

1. Based on available MSA Science data, describe the challenges in science for grades 5 and 8. In your response, identify challenges for students requiring special education, students with limited English proficiency, and students failing to meet, or failing to make progress

28

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

Maryland School Assessment Performance Science Results Grades 5: When examining Table 2.11, all grade 5 students' scores had a slight decline from 66.2% in 2015 to 61.3% in 2016. The challenges include substantial gaps between the achievement of minority students and their white peers. 73% of white students in grades 5 scored proficient while only 32% of African Americans achieved at this level. There is a 35% gap between the performance of Special Education and all grade 5 students. Only 48% percent of FARM students met proficiency on the Grade 5 Maryland School Assessment Performance Science Results.

Maryland School Assessment Performance Science Results Grades 8: When examining Table 2.12, all grade 8 students' scores had a decline from 73.3% in 2015 to 63.9% in 2016. The challenges include substantial gaps between the achievement of minority students and their white peers. 75.3% of white students in grades 8 scored proficient while only 34.2% of African Americans achieved at this level. Only 11.8% of special education students and 51.5% of FARM students met the standard. No ELL students tested.

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

Curriculum scrolls continue to be developed and ensure alignment of the written, taught, and tested units of instruction based on the Next Generation Science Standards with additional emphasis on the Common Core standards for literacy in science. Inter-disciplinary Units have developed by grade-level teams and embedded into the scrolling process (Funding Source: Local and Title IIA).

Elementary science teachers will receive personalized professional development on integrating the Discovery Education Science Tech-book, Discovery resources, Gizmos into daily instruction. These digital tools increase student engagement and student conceptual understanding (Funding Source: Title IIA).

Elementary school science teachers will receive regular professional development sessions focused on Environmental Literacy and the Next Generation Science Standards focusing on the Practices of Science and Engineering and Cross Cutting Concepts. Science teachers will collaboratively develop end of unit assessments for grades 3-5 as part of the Professional Learning Community (PLC) process. Grades 4/5 Science teachers will participate in regular vertical articulation meetings with the 6th grade Science teachers on system PLC days (Funding Source: Local).

Elementary science teachers are working with a retired teacher with science expertise to integrate Engineering is Elementary kits into their science instruction. The focus during this professional development will be integration of NGSS science and engineering practice. Middle school science teachers are working with a consultant who is helping them to integrate NGSS practices as well as higher order questioning strategies to help students move above a basic, recall level of science understanding. At all levels, students and teachers are using Discovery Education and Gizmos to engage students, provide real world examples of science content, and to develop students' conceptual understanding of science content (Funding Source: Title IIA).

Intensive professional development training and resources will be provided to teachers, and administrators at the elementary and middle schools 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 is a combination of Title I, Title IIa, the STEM grant, and local (Funding Source: Title IIA).

HSA English Grade *11 (Optional Reporting):*

1. Based on available HSA data describe the challenges in **English** for **grade 11.**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 <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency</u>.**

   NA

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

High School Assessment (HSA) Biology

1. Based on available data, describe the challenges in Biology. 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. There are considerable gaps in achievement for subgroups in biology. For example, African American students achieved at only 20.4% proficient, well below their white peers (60.9%). Hispanics achieved at only 16% proficient and special education students were only 13.6% proficient. FARM students were only 31.2% proficient. There were only 5 ELL students in this class, but none of them were proficient.

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

   Curriculum scrolls continue to be developed and ensure alignment of the written, taught, and tested units of instruction based on common core standards with emphasis on literacy, numeracy, and writing in every content/classroom. Common formative assessments are being developed and utilized with analysis of the data in all areas. Since, this is the last year of the Biology HSA based on Core Learning Goals, teachers are continuing to gear instruction to the Next Generation Science Standards, with a more integrated approach with a test covering content from three years at the end of 10th grade. There is also a continued focus on the part of Common Core that deals with literacy for social studies. Teachers have been provided with multiple online resources, including Discovery Education and Gizmos, that support conceptual understanding and also provide access to source documents and real-life video and written connections to generate student interest and involvement in the content (Funding Source: Local and Title IIA).

   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>.**

   Teachers routinely differentiate within the classroom based on students' needs. In addition, teachers work with students who have not passed HSAs to help prepare them for retesting.

High School Assessment (HSA) Government

1. Based on available HSA data, describe the challenges in 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 <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency</u>.**

There are considerable gaps in achievement for subgroups in government. For example, African American students achieved at only 36% proficient, well below their white peers (73%). Hispanics achieved at only 41.7% proficient and special education students were only 15.4% proficient. FARM students were only 43.5% proficient. There were only 4 ELL students in this class, and only one of them was proficient.

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 1 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>.**

Curriculum scrolls continue to be developed and ensure alignment of the written, taught, and tested units of instruction based on common core standards with emphasis on literacy, numeracy, and writing in every content/classroom. Common formative assessments are being developed and utilized with analysis of the data in all areas. Teachers are collaborating with English Language Arts teachers for a more integrated approach and a focus on the areas in Common Core that deal with literacy for history.

Teachers have been provided with multiple 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 (Funding Source: Local and Title IIA).

2016 BRIDGE TO EXCELLENCE MASTER PLAN ASSESSMENT ADMINISTERED REQUIREMENT TEMPLATE

2016 BRIDGE TO EXCELLENCE MASTER PLAN ASSESSMENTS ADMINISTERED BY LEAs

In accordance with requirements of §7-203.3, for each assessment administered, the LEA must provide the following information. Use the template on page 18 to list the required assessment information:

- · The title of the assessment;
- · The purpose of the assessment;
- · Whether the assessment is mandated by a local or state entity;
- · The grade level or subject area, as appropriate, to which the test is administered;
- · The testing window of the assessment; and
- · Whether accommodations are available for students with special needs and what accommodations are.

Assessments refer to local, state or federally mandated tests that are intended to measure a student's academic readiness, learning progress, and skill acquisition. Assessment **does not** include a teacher- developed quiz or test, or an assessment or test given to a student relating to the following:

- • A student's 504 Plan;
- • The federal Individuals with Disabilities Education Act, 20U.S.C.1400; or
- • Federal law relating to English Language Learners.

On or before October 15, 2016, assessment information required in §7-203.3 (see above) are intended to measure a student's academic readiness, learning progress, and skill acquisition, shall be:

- ▪ updated;
- ▪ posted on the website of the LEA; and included in the Annual update of the LEA master plan required under §5-401.

33

2016 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 Speci Needs?	What are the Accommodations?
			Grade Level	Subject Area			
MAP	To screen literacy and mathematics skills and measure growth	local	1,2,3,4,5,6,7,8	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	August 23-October 1	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	
ASVAB	Measure developed abilities	local	11	Multiple	Fall Spring	Yes	
Midterms & Finals	Mastery of content	local	High School Credit courses	All	January June	Yes	

Assessment	Purpose	Level	Grade	Subject	Date	Accommodations	Accommodations Notes
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 9 – Mar 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 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.
MISA	Monitors students' progress toward obtainment of state and national standards.	State	Grades 5 and 8	Science	March 20-22	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
PARCC • English Language Arts/Literacy	Monitors students' progress toward obtainment of state and	State	Grades 3 – 8, Algebra 1, English 10	English Languages Arts,	April 5-May 24	Yes	Partnership for Assessment of Readiness for

Mathematics	national standards.			Mathematics		College and Careers (PARCC) Accessibility Features and Accommodations 1a – 1s 2a – 2f 3a – 3m 4a – 4s 5a 7a, b, d

36

Appendices

- Appendix A – Contact Information for MSDE Program Managers
- Appendix B – General Submission Procedures
- Appendix C – Bridge to Excellence Resources
- Appendix D – Local Bridge To Excellence Points of Contact

Appendix A – Contact information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Master Plan Requirements	Michelle Daley	410-767-0359	michelle.daley@maryland.gov
Elementary and Secondary Education Act Flexibility Requirements	Danielle Susskind	410-767-0476	danielle.susskind@maryland.gov
Finance Requirements	Donna Gunning	410-767-0757	donna.gunning@maryland.gov
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon Laura Hook	410-767-0714 410-767-6577	ilhye.yoon@maryland.gov laura.hook@maryland.gov
Special Education Programs	Monique Green	410-767-0256	monique.green@maryland.gov

Appendix B – General Submission Procedures
Posting and Submission Procedures

The 2016 Master Plan is shared with the LEA master plan points of contact via Google Drive and Docushare. The annual update submission procedures include three submission options: Google Drive, Docushare and hard copy via U.S. mail. Each point of contact is assigned a username of password to access the secure folders via Docushare.

General Submission Procedures

Date	2016 Submission Procedures
October 17 **DRAFT SUBMISSION**	**ELECTRONIC SUBMISSION**- Using Google Drive or Docushare, LEAs may submit their 2016 annual update. This electronic submission should include the annual update and the Excel workbooks containing the final Finance, and Data sections. **The annual update should be submitted in PDF format. The Excel workbooks should be submitted in Excel format.** **Google Drive Submission** Share the annual update via Google Drive with Michelle Daley (michelle.daley@maryland.gov). ▪ The annual update should be submitted as one document in **PDF** format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in **Excel format.** **Docushare Submission** ▪ The annual update should be submitted as one document in **PDF** format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in **Excel format.** **Hardcopy** ▪ Send 5 hardcopies, double-sided and three-hole-punched: **Annual Update, Finance Section, and Data Section**. ▪ Avoid sending documents in binders.

Date	2016 Submission Procedures
November 18 **FINAL** **SUBMISSION**	**Google Drive Submission** Share the annual update via Google Drive with Michelle Daley (michelle.daley@maryland.gov). • The annual update should be submitted as one document in **PDF** format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in **Excel format.** **The annual update must contain original signatures in all areas where required.** **Docushare Submission** • The annual update should be submitted as one document in **PDF** format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in **Excel format.** **The annual update must contain original signatures in all areas where required** **Hardcopy** • Send 2 hardcopies, double-sided and three-hole-punched: Annual Update, Finance Section, and Data Section. • Avoid sending documents in binders. **The annual update must contain original signatures in all areas where required**
	All annual update hard copy and signed original C-125s should be mailed to: Michelle E. Daley Division of Student, Family, and School Support Maryland State Department of Education 200 West Baltimore Street (4th Floor) Baltimore, Maryland 21201

Appendix C: Bridge to Excellence Resources

Bridge to Excellence

Bridge to Excellence Home
Page
http://www.marylandpublicschools.org/MSDE/programs/Bridge_to_Excellence/

Bridge to Excellence Master
Plans
http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-7622

MGT Report: *An Evaluation
of the effect of Increased
State Aid to Local School
Systems through the Bridge to
Excellence Master Plan*
http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-18046

2016 Bridge to Excellence
Guidance Documents
http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-36255

2016 Review Tools for
Facilitators and Panelists
http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-36256

2016 Bridge to Excellence
Calendar of Events
http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-36257

Appendix D – Local Bridge to Excellence Points of Contact

Local Education Agency	Name	E-mail
Allegany County	Kim Green	kim.green@acpsmd.org
Allegany County	Ellen Sause	ellen.sause@acpsmd.org
Anne Arundel County	Deanna Natarian	dnatarian@aacps.org
Anne Arundel	Sheila Hill	skhill@aacps.org
Baltimore City	Jennifer Dull	Jdull@bcps.k12.md.us
Baltimore City	Kasey L. Mengel	kmengel@bcps.k12.md.us
Baltimore County	Kara Calder	kcalder@bcps.org
Calvert County	Diane Workman	workmand@calvertnet.k12.md.us
Calvert County	Darlene White	whited@calvertnet.k12.md.us
Caroline County	Patricia Saelens	saelens.patricia@ccpsstaff.org
Carroll County	Greg Bricca	gjbricc@carrollk12.org
Carroll County	Alice Smith	amsmit3@carrollk12.org
Carroll County	Gail Caples	vgcaple@carrollk12.org
Cecil County	Rick Edwards	redwards@ccps.org
Charles County	Joan Withers	jwithers@ccboe.com
Charles County	Amy Hollstein	ahollstein@ccboe.com
Dorchester County	Renee Hesson	hessonr@dcpsmd.org
Frederick County	Doreen Bass	doreen.bass@fcps.org
Frederick County	Natalie Gay	natalie.gay@fcps.org
Garrett County	Barbara Baker	bbaker@ga.k12.md.us
Harford County	Renee Villareal	Renee.villareal@hcps.org
Howard County	Caryn Lasser	caryn_lasser@hcpss.org
Kent County	Gina Jachimowicz	gjachimowicz@kent.k12.md.us
Montgomery County	Thomas P. Klausing	thomas_p_Klausing@mcpsmd.org
Montgomery County	Sharron Steele	sharron_steele@mcpsmd.org
Prince George's County	Veronica Harrison	veronica.harrison@pgcps.org
Prince George's County	Fred Hutchinson	fhutch@pgcps.org
Queen Anne's County	Julia Alley	Julia.alley@qacps.org
Somerset County	Tom Davis	tdavis@somerset.k12.md.us
Somerset County	Tracie Bartemy	tbartemy@somerset.k12.md.us
Somerset County	Jill Holland	jholland@somerset.k12.md.us
St. Mary's County	Jeffrey Maher	jamaher@smcps.org
Talbot County	Helga Einhorn	heinhorn@tcps.k12.md.us
Washington County	Jamie Hade	hadejam@wcps.k12.md.us
Washington County	Michele Jakoby	jakobmic@wcps.k12.md.us
Wicomico County	Bonnie Ennis	bennis@wcboe.org
Worcester County	Sandy Pacella	smpacella@mail.worcester.k12.md.us