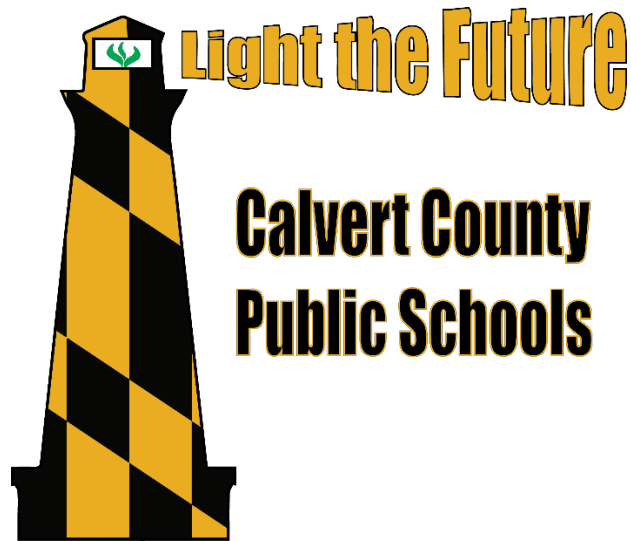


Update to Board of Education

Strategic Plan – Measuring Our Progress

September 13, 2018



Team Leaders

- Equity – Sandy Walker
- Student Outcomes – Diane Workman and Susan Johnson
- Climate and Culture – Kim Roof
- Workforce – Tony Navarro and Laveeta Hutchins
- Community Engagement – LaCoria Contee

Priority Area: Equity

- Calvert County Public Schools will provide equitable learning opportunities to all students in order to help them become determined, independent, and successful learners.
- Calvert County Public Schools will promote a culturally responsive workforce.
- Calvert County Public Schools will promote equitable allocation of resources that is transparent and in clearly communicated.

#	Measure for Monitoring Progress	Proposed Metric	Internal or External Facing	2018 Baseline	2019 Target	2019 Actual	2020 Target	Steering Committee Comments/ Questions
1	Percentage of students perceiving high expectations and positive attitudes towards all students regardless of their background	Student Survey	External	82%	84%		86%	
2	Percentage of staff that have completed a cultural competency professional development	PD Participation	External	0%	0%		95%	Year 2018: Build training and train leadership. Year 2019: Module 1 training will take place for staff. 2019 and Module 2 training will take place 2020. These are different trainings.
3	Percentage of staff perceiving high expectations and positive attitudes towards all students regardless of their background.	Staff Survey	Internal	93%	94%		96%	
4	Percentage of students reporting that their teachers treat them with respect	Student Survey	Internal	80%	82%		85%	
5	Percentage of building level Equity Teams scoring about 60% on the Equity Team Performance Evaluation Tool	Performance Tool	Internal	25%	50%		75%	Equity Teams are an essential to the creation of equitable learning environments. The teams must learn and grow in order to lead and impact their buildings.

During the creation of the Strategic Plan, we talked about equity as a component of each pillar. Therefore, the equity Pillar focuses on equity/cultural proficiency training and the impact such training has on the learning environment.

Training:

- Although, all staff has been required to take the SafeSchools course: **Diversity Awareness: Staff-to-Student**, the intention of cultural proficiency training metric for the sake of the Strategic Plan relates specifically to the three-module training developed by CCPS. Staff includes all CASA, CEA, CAESS, and Meet and Confer employees.
- **Side note:** All Substitutes complete SafeSchools and new substitutes receive a mini-bias training during their intake.
- **2018-2019** starts a train-the-trainer format with administrators (Equity PD) and Equity Liaisons (DELT meetings).
- **2019-2020** trained staff will facilitate cultural proficiency training for all CASA, CEA, CAESS, and Meet and Confer employees.

This process will continue for four years as all staff will complete one module a year for three years.

The modules will increase staff's understanding of personal, cultural, and racial identity in order to create an anti-bias environment conducive for students and staff achievement.

Climate Survey Questions:

The survey questions are designed to highlight important aspects of equity: relationship building and high expectations.

Equity Team Ratings:

Two years ago, three schools scored above 60% on the Equity Team Evaluation Rubric. Last year, that number increased to six. The goal is to have a 25% increase each year for the next two years. Several factors will help this:

- Equity Liaisons are now EDEP for time in building.
- Members have been engaged in the work at least two years.
- Mandatory Training will start in 2019.
- Leadership is developing a greater sense of how to use their equity team.
- Equity resources are developed and a tracking system is in place to mark the work of each building.
- Anti-bias standards now guide all equity work and team focus.

It has taken time for individuals to learn and develop a comfort level with the work of equity. It has also taken time for individuals to then gain comfort in pushing the work into their building. All teams will be operating near 100% within three years.

Priority Area: Student Outcomes

- Calvert County Public Schools will provide promote the growth for all students.
- Calvert County Public Schools will eliminate all achievement gaps.
- Calvert County Public schools will enhance opportunities for high ability learners to thrive and be academically challenged.
- Calvert County Public Schools will prepare students for post-secondary education and/or career-focused options.
- Calvert County Public Schools will support the expansion and integration of digital learning to enable all students to be connected to the world and prepare them to be 21st century learners.

Blue (External) – Pink (Internal)

Percentage of Students who are PROFICIENT on PARCC ELA/Math	Proposed Metric	Baseline 2017	Target 2018	2018 Actual
ELA 3	State Assessment	55.0	56.7	56.3
ELA 5	State Assessment	50.0	51.9	52.0
ELA 8	State Assessment	50.0	51.9	57.0
ELA 10	State Assessment	66.0	67.3	65.5
Math 3	State Assessment	64.0	65.4	64.6
Math 5	State Assessment	49.0	51.0	55.3
Math 8	State Assessment	42.5	44.7	52.3
Algebra I	State Assessment	39.4	41.7	52.0

Achievement Gap of Specialized Populations	Proposed Metric	Baseline 2017	Target 2018	2018 Actual
ELA 3				
AA	State Assessment	21.0	20.2	16.6
SWD	State Assessment	43.0	41.3	41.4
FARMs	State Assessment	24.0	23.1	21.3
ELA 5				
AA	State Assessment	23.0	22.1	15.9
SWD	State Assessment	41.0	39.4	47.0
FARMs	State Assessment	23.0	22.1	23.7
ELA 8				
AA	State Assessment	18.0	17.3	22.6
SWD	State Assessment	47.0	45.2	52.3
FARMs	State Assessment	22.0	21.2	24.0
ELA 10				
AA	State Assessment	21.0	20.2	20.8
SWD	State Assessment	52.0	50.0	56.9
FARMs	State Assessment	27.0	26.0	23.6
Math 3				
AA	State Assessment	28.0	26.9	17.7
SWD	State Assessment	45.0	43.3	44.8
FARMs	State Assessment	27.0	26.0	27.0

Achievement Gap of Specialized Populations	Proposed Metric	Baseline 2017	Target 2018	2018 Actual
Math 5				
AA	State Assessment	24.0	23.1	21.0
SWD	State Assessment	42.0	40.4	41.2
FARMs	State Assessment	24.0	23.1	25.8
Math 8				
AA	State Assessment	17.7	17.0	17.7
SWD	State Assessment	19.0	18.3	19.0
FARMs	State Assessment	10.3	9.9	10.3
Algebra I				
AA	State Assessment	24.7	23.8	24.7
SWD	State Assessment	43.4	41.7	43.4
FARMs	State Assessment	24.0	23.1	24.0

Targets should decrease over time.

Percentage of graduating students who have completed courses and/or pathways that could earn them articulated credit or college credit (CSM, DE, CTE, Pathways, AP) at the high school level	Student Course Enrollment	-	-	88 students concurrently enrolled 317 students dually enrolled
Percentage of students who enter grade 9 enrolled in an honors class	Student Course Enrollment	-	-	82.0%
Percentage of minority students taking an AP test	AP Exam Scores	72.36%	73.0%	62.0%
Percentage of minority students taking an AP test scoring a 3 or higher	AP Exam Scores	45.06%	45.0%	41.0%
Percentage of seniors who earn CCR designation at graduation	-	-	-	88.18%
Percentage of students enrolled in CTE programs who earn technical skill attainment	TSA Results	63.0%	-	67.50%
PreK – 2 Data Point	We will add if we implement a universal screener	-	-	
Digital Integration	Development of Plan	-	-	Rough Draft Developed – 3 year deployment of technology

Students who qualify for GT services will have access to advance programming/enrichment opportunities to meet their individualized learning needs.	Program Implementation	-	-	Advanced Learners Program
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Calvert County Public Schools will:

- Promote the growth for all students.
 - *As noted in the data, CCPS continues to demonstrate growth in ELA and math at most grade levels. This year, we saw substantial growth in math in the aggregate data.*
- Eliminate all achievement gaps.
 - *We continue to show gaps in achievement with the largest gaps being in the students with disabilities sub-group. We are beginning to see slight narrowing of the gaps with our African American and FaRMS student groups.*
- Will enhance opportunities for high ability learners to thrive and be academically challenged.
 - *This is an area where we will continue to develop plans for improvement. 82% of students who entered 9th grade this year were enrolled in at least 1 honors course. However, the percent of minority students taking an AP test or scoring a 3 or higher decreased over last year.*
 - *Opportunities for high ability learners are limited in elementary school. This will be a focus for this year.*
- Will prepare students for post-secondary education and/or career-focused options.
 - *The high percentage of seniors (88.18%) earning CCR designation is indicative of the high achieving students we have in CCPS. Students earn this distinction via English 10, SAT, AP or ACT assessments.*
 - *We had 520 CTE completers in the class of 2018. 387 of whom were dual completers.*
- Will support the expansion and integration of digital learning to enable all students to be connected to the world and prepare them to be 21st century learners.
 - *The Future Ready Team drafted a plan based on the Future Ready Gears addressing each of the Future Ready areas.*
 - *Additionally, the Future Ready committee drafted and implemented a three-year plan to put a device in the hands of every student in grades 3 – 12. The first year of the plan was implemented this year with all students in grades 3, 6 and one grade at each high school receiving a laptop.*
 - *IPads were distributed at a 1:4(5) ratio in grades K-2.*
 - *Three technology integration specialists were hired to support teachers on the 1:1 implementation of technology.*
 - *Summit Learning at PPMS is now in all three grades.*

Additional Thoughts:

- The department of instruction has made a concerted effort to provide professional development on county-wide days, Saturdays, during PLCs in a variety of formats (face to face, online and hybrid).

- Professional development has been focused on unpacking the MCCRS, collaborative planning and instructional strategies to promote learning for all students.
- In order to support equitable instructional programs, additional resources have been purchased for teachers of reading, English-Language Arts and Math.
- It's important to look at the number and percentage of students within any given sub-group who are demonstrating growth – whether it's from level 1 to 2 or level 4 to 5. These students are demonstrating that the instruction they are being provided is making a difference for them. It will just take a bit longer for these students to fill in skill deficits that are present.
- We continue to collaborate with CSM to provide a large menu of courses available to CCPS students either as dually or concurrently enrolled.

Conclusion:

We continue to be one of the highest achieving districts in Maryland. However, we also continue to have students who are not making progress. It is our hope that with the district-wide implementation of the Learning Focused Framework, the lesson planning framework and high yield strategies will be effective in ensuring all students achieve at high levels and gaps will close.

Priority Area: Climate and Culture

- Calvert County Public Schools will integrate students' social-emotional and behavioral learning into daily instruction.
- Calvert County Public Schools will provide a nurturing, respectful and safe environment for all.
- Calvert County Public Schools will build and nurture the wellness and morale amongst staff.

#	Measure for Monitoring Progress	Proposed Metric	Internal or External	2018 Baseline	2019 Target	2019 Actual	2020 Target	Steering Committee Comments/ Questions
1	Percentage of students who report feeling safe at school	Student Survey	External	68.7%	74%		80.0%	
2	Percentage of students who report that at least one adult in their school cares about them	Student Survey	External	84.6%	87.0%		90.0%	
3	Percentage of parents who report that they are satisfied with the school	Parent Survey	External	84.7%	87.0%		89.0%	
4	Percentage of parents that feel their children are supported by teachers	Parent Survey	External	83.5%	86.0%		88.0%	
5	Percentage of employees surveyed who indicate that their talent and work is recognized and appreciated	Staff Survey	Internal	84.6%	87.0%		89.0%	
6	Percentage of students receiving OSS	Discipline Data	Internal	3.1%	2.8%		2.6%	
7	Percentage of students receiving OSS that are repeat offenders.	Discipline Data	Internal	30.16%	29.16%		28.16%	Those that have 2 or more OSS
8	Percentage of staff that feel they work in a positive school environment	Staff Survey	External	82.5%	84.5%		86.5%	
9	Percent of parents whose children report feeling safe	Parent Survey	External	83.7%	86.0%		88.0%	
10	Percentage of students who had 18	Attendance Records	Internal	11.28%	10.78%		10.26%	K-12 and must be in attendance for 10 or

#	Measure for Monitoring Progress	Proposed Metric	Internal or External	2018 Baseline	2019 Target	2019 Actual	2020 Target	Steering Committee Comments/ Questions
	or more absences for the school year							more days during the year
11	Percentage of schools implementing a schoolwide evidence based SEL program	Internal	Internal	17.0%	52.0%		78.0%	4 schools out of 23 implemented schoolwide SEL programs last year

Response Data:

Total Student Survey Responses - 9,514 – (78% of 3-12 graders)

Total Parent Survey Responses - 2,861

Total Staff Survey Responses - 1,568- 78%

(These numbers could reflect that a person took the survey more than once).

Priority Areas - Climate and Culture:

- Calvert County Public Schools will integrate students’ social-emotional and behavioral learning into daily instruction.
 - This data is reflected in measurement #11. However, while only 4 schools indicated a school wide program last year, many schools were doing targeted SEL within their buildings.
- Calvert County Public Schools will provide a nurturing, respectful and safe environment for all.
 - This data is reflected in #1, 2, 3, 4, 5, 8, 9 with #1 being the lowest at 68% and the remaining ranking in the 80%+ range.
- Calvert County Public Schools will build and nurture the wellness and morale amongst staff.
 - This data is reflected in #5 and #8. Staff feels appreciated and that they work in a positive environment.

Additional thoughts:

1. When looking at the measurements for OSS, repeat offenders receiving OSS, and attendance, these data points should be used to help add to the picture of climate and culture within the system but should not be used in isolation to draw specific conclusions. There are many other factors that could impact these numbers which are not reflected in the survey.
 - OSS- While we have a percentage, what we don’t know are the specific incidents, severity, or the consistent practices across the system by school or level.
 - OSS repeat offenders- The percentage does not indicate how many incidents have occurred for each student nor do we know the severity of those incidents.
 - Attendance- This number indicated those students who accrued over 18 days illegal or legal absences, but we don’t know how many absences per student, how many are health related, nor how many have decreased their absence from the previous years even though they continue to have over 18 absences.

We believe that additional drilling down of the data and the implementation of strategies would be necessary to have an impact on the climate and culture within the system.

2. The data relating to 18 days or more of absences falls in line with what ESSA will be requiring in the future. We felt by changing the measurement to reflect ESSA requirements it will allow us to remain consistent in the data collection for future surveys.

CLIMATE AND CULTURE ENGAGEMENT STRATEGY

- Every school will have a goal related to culture and climate in the School Improvement Plan.
 - Individual schools can utilize survey data as well as academic, attendance and discipline data in creating the goal for the plan.
- CCPS will identify a list of evidence and/or researched -based programs for social-emotional learning and work with schools on implementation of best practices.
 - Two programs were recommended for schools to utilize.
 - 2nd Step
 - Stop and Think
 - Some schools (elementary level) may be using something other than what was recommended.
- Every school will identify a staff wellness coordinator.
 - ED/EP committee recommended, and it was approved, that there be a stipend for every school to have a Wellness Coordinator
- Every school will have a strategy related to staff wellness and morale in the School Improvement Plan.
 - School can use data from the staff survey to address needs within their own schools
- Differentiated staff development model will be used to provide multiple opportunities for growth in the areas of climate and culture.
 - School Social Workers have created an SEL Tool Kit that will soon be available to all schools
 - The Tool Kit can be utilized as a training tool as well as a resource for teachers with specific strategies to address individuals needs.
 - Staff training is available at all schools

Conclusion

The survey has given us some baseline data to build on for the future in Calvert County Public Schools. As we look at the data points, we feel they are relevant to student, staff and system improvement. As we move forward with the onset of the MSDE Climate Survey, I think we need to have a plan on what we are going to do with the delivery of our survey and the impact this data will have on the movement of our system and how, if at all, will it merge with the MSDE survey. Theoretically our students could have to take 3 surveys this year. Possibly one in the fall and two in the spring. What impact will that have on the reliability of the survey and what impact will it have on the growth and movement towards our targets within the Strategic Plan.

Priority Area: **Workforce**

- Calvert County Public Schools will enhance the diversity of its workforce.
- Calvert County Public Schools will retain high-quality staff.
- Calvert County Public Schools will provide staff with personalized and differentiated professional learning enabling them to grow and increase student success.

Measurable Annual Goals

#	Measure for Monitoring Progress	Proposed Metric	Internal or External	2016 Baseline	2016 Actual	2017 Actual	2018 Actual	2019 Actual	Steering Committee Comments/ Questions
1	Percentage of racially diverse teachers that closely match the student populations belonging to minority group as of September 30 th annually	HR Reports	External	7.40%	7.40%	6.90%	7.30%	8.90%	This year's data is reflective of employee demographics as of 9/12/18. In addition, race is self-selective and can be updated/ changed by the employee at their discretion.
2	Percentage of staff who report leaving unfavorable working conditions	HR Reports	External						Exit survey data will be utilized to capture this data moving forward.
3	Percentage of employees surveyed who indicate that they feel valued and respected per the annual Climate Survey	Staff Survey	Internal				82.0%		This information is gathered from the Climate Survey (1159 employees responded to the survey.)
4	Retention rate of teachers new to CCPS (less than 5 years of teaching in the district)	Staff Survey	Internal				N/A		Human Resources is waiting for a report to be created to capture this data. Currently, 25% of CCPS teachers have five or less years of experience.
5	Percentage of teachers who are teaching 1 or more classes out of their certification area.	HR Reports	Internal				N/A		Accurate data is not available at this time. There are courses taught that do not require certification. For example: Career and Research Development (CRD)

Refining Recruitment Efforts

- 5 mini job fairs
- Site visits to universities and colleges
- Teachers-Teachers
- Grow your own with Instructional Assistants and Substitutes
- Community Job Fair
- Advertisements in publications
- Social Media campaigns
- Training recruiters
- Consulting with other local school systems
- Webinars
- Updating Interviewing Efforts
 - Scheduled bias training for administrators
 - Skype Interviews
 - Preliminary Screenings
 - Contingent Contracts
 - Webinars
- Improving Climate and Culture
 - Climate and Culture presentations for A&S
 - Surveying a variety of stakeholders
 - Assistant Principal training sessions
 - Modified Substitute Training to include Bias Training
 - Added Diversity to the Safe Schools Training for All Staff and Substitutes

Priority Area: Community Engagement

- Calvert County Public Schools will work to ensure that all staff, families, and community businesses and organizations are actively engaged with the district as advocates, allies and partners to increase equity, access, and results for all students.

#	Measure for Monitoring Progress	Proposed Metric	Internal or External	2017 Actual	2018 Target	2018 Actual	2019 Target	2019 Actual	Steering Committee Comments/Questions
1	Total students who are receiving industry or business experiences through internships or working partnerships	Student Survey	External	119	123	197	201	56*	Based on 2% per year increase outlined in May 10, 2018, Community Engagement Strategic Plan Update *2019 Actual as of July 18, 2018
2	Percentage of schools in the district that have a parent involvement organization or business partner	Climate Survey	External	100%	100%	100%	100%		All schools have a parent involvement organization, business partner or both.
3	Number of opportunities for community members to meet with board members (and provide feedback on district)	Meeting Count	External	0	0	0	3		Plans to work with BOE to meet goal
4	Total number of parents, businesses, and community members volunteering, mentoring, and/or tutoring students.	Meeting Count	External	2,186	2,230	3,464	3,534		Based on 2% per year increase outlined in May 10, 2018 Community Engagement Strategic Plan Update