FREDERICK COUNTY PUBLIC SCHOOLS

Every Student Succeeds Act (ESSA)
Consolidated Strategic Plan
November 15, 2019

Submitted to:
Maryland State Department of Education
Division of Student Support, Academic Enrichment, and Educational Policy
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2019 Local ESSA Consolidated Strategic Plan
(Including this page as a cover to the submission indicated below.)

Due: October 15, 2019

Local School System Submitting this Report:
FREDERICK COUNTY PUBLIC SCHOOLS

Address:
101 S. EAST STREET
FREDERICK, MD 21701

Local School System Point of Contact: NATALIE GAY
Telephone: 301.696.6890
Email: natalie.gay@fcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2019 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local school system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in the plan.

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<thead>
<tr>
<th>Signature of Local Superintendent of Schools or Chief Executive Officer</th>
<th>Date</th>
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<tbody>
<tr>
<td>Therresa Allan</td>
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<tr>
<td>Natalie Gay</td>
<td>11/18/19</td>
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LOCAL ESSA CONSOLIDATED STRATEGIC PLAN PLANNING TEAM

System Accountability and School Administration Department
- Jamie Aliveto, Executive Director
- Jennifer Bingman, Director, System Accountability and School Improvement
- Natalie Gay, Coordinator, Data Analysis and Research *(ESSA Consolidated Strategic Plan Point-of-Contact)*

Curriculum, Instruction, and Innovation Department
- Kevin Cuppett, Executive Director
- George Seaton, Director of Curriculum
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- Debra Myers, Elementary Math Curriculum Specialist
- Peter Cincotta, Secondary Math Curriculum Specialist

Organizational Development Department
- Margaret Lee, Director
- Amy Struntz, Coordinator, Professional Learning

Accelerating Achievement and Equity Department
- Keith Harris, Executive Director
- Michelle Concepcion, Director, Special Education Instruction and Student Performance
- Linda Chambers, Director, Special Education Compliance and Student Support
- Larry Steinly, Supervisor, English Language Learning
- Kathy Gull, English Learners Achievement Specialist
- Lawrence Paul, Teacher Specialist (Elementary), Advanced Academics

Student Services Department
- Dana Falls, Director
- Keri-Ann Henson, Program Administrator, Homeless Education
- Janet Shipman, Supervisor, Behavioral Health and Student Services
- Jenifer Waters, Health Services Specialist
- Ann McGreevy, Supervisor of Psychological Services

Fiscal Services Division
- Leslie Pellegrino, Chief Financial Officer
- Heather Clabaugh, Officer, Budget Department

Other Contributors/Acknowledgements:
Andrew Raith, Reporting Specialist, System Accountability and School Administration Department
Christine Logan, Lead Data Assistant, System Accountability and School Administration Department
Stephen Blickenstaff, Media Artist, Public Affairs Department
EXECUTIVE SUMMARY

Introduction and Authorization

The 2019 Local ESSA Consolidated Strategic Plan is authorized by the Every Student Succeeds Act (ESSA) and Section 5-401, Comprehensive Master Plans, Education Article of the Annotated Code of Maryland.

Since 2002, when the Maryland General Assembly enacted the Bridge to Excellence (BTE) in Public Schools Act, local school systems have been required to develop a comprehensive master plan describing the goals, objectives, and strategies used to improve student achievement for all students and to close the achievement gap. The Every Student Succeeds Act (ESSA), reauthorized in 2015, provided the state and locals additional flexibility to innovate while maintaining accountability. In 2019, the Maryland Commission on Innovation and Excellence in Education (CIEE) sought to update educational funding formulas, made policy recommendations in the areas applicable to local school systems [e.g., early childhood education, high-quality teachers and leaders, college and career readiness pathways (including career and technical education)], and provided more resources to ensure all students are successful.

From 2016 to 2018, the reporting structure for the plan was governed by the requirements set forth in House Bills 999 and 412. For 2019, locals are required to transition to the new local ESSA consolidated strategic plan. Aligned to the new accountability, reporting, and school improvement system, this plan mostly focuses on 2017-2018 ESSA Report Card data1. The plan describes goals, objectives, and strategies that have been and will be used to promote academic excellence for all students while addressing the identified areas of focus. In addition, the plan addresses any disparities in achievement for students with disabilities, English Learners, students failing to meet/make progress towards performance standards, and/or students eligible for McKinney-Vento, if applicable. Budgetary influence as tied to the goals continues to be a critical focus in the plan.

About Frederick County Public Schools

Frederick County Public Schools (FCPS) is a successful school system in a diverse and growing community. Frederick County bridges rural, suburban, and urban lifestyles near both the Washington, D.C. and Baltimore metropolitan communities.

► More than 42,000 students were enrolled in FCPS in the 2018-2019 school year (SY)—an increase of nearly 600 students from the 2017-2018 SY and a 5% increase since 2015. In 2019, the student population was 59% white, 17% Hispanic/Latino, 13% black/African American, 6% Asian, 6% two or more races, and less than one percent American Indian/Alaskan Native or Pacific Islander/Native Hawaiian. FCPS serves students with varying needs, including about 11% of students with disabilities, 26% of students who receive free/reduced-priced meals, and 7% of English learners.

► Currently, Frederick County is home to 67 schools, including 37 elementary schools, 13 middle schools, 10 high schools, three public charter schools, an alternative school, a special education school, Flexible Evening High, and a Career and Technology Center (CTC).

► FCPS employs over 3,000 staff who are champions of excellence that collaborate with parents, community members, and local businesses to create an inspiring, academic, safe, healthy and nurturing environment for students.

1 Per MSDE guidance, the plan required a needs assessment utilizing ESSA Report Card data from the 2017-2018 SY as a primary data source. Where appropriate and available, additional and/or more recently reported data are provided by FCPS.
Progress Summary

FCPS students consistently demonstrate impressive results, often outpacing their state and national peers in academic measures.

- In 2018, the mean SAT college-entrance exam score for FCPS students was 1149 compared to the state at 1065 and the nation at 1049.
- FCPS students’ mean score (3.27) on the Advanced Placement (AP) exam surpassed the state (3.03) and globally (2.84). The percentage of students with AP scores 3 or better (on a 5-point scale, where 3 typically qualifies for college credit) was 73.6% at FCPS (with 4,522 exams), 64.7% statewide and 60.3% globally.
- In 2018, the graduation rate for FCPS was 92.5% compared to the state at 87.1%. Likewise, the dropout rate was 4.1% compared to the state at 8.4%.
- Students in the Class of 2019 received $33.5 million in scholarship offers. [Not all were accepted, as some students received more than one offer.]
- FCPS consistently outperforms the state, most frequently performing in the top quartile of all Maryland school systems on state assessments in both English language arts (ELA) and math.
- Under the new accountability reporting, 86% of FCPS schools were state-rated (on a scale of 1-5) as four or five stars; no schools received fewer than three stars.

FCPS Strategic Plan

FCPS has established itself as a high-performing school system compared to many other Maryland counties. However, FCPS faces a rapidly changing environment, including diverse student needs, changes to local, state, and national regulations, and an unpredictable fiscal climate. In response to these shifts, in 2012, FCPS developed a long-term strategic plan to guide its academic and operational goals. The FCPS Strategic Plan includes five aspirational goals and district priorities with specific measurable targets.

★ Goal 1: FCPS will equip each and every student to be an empowered learner and engaged citizen to achieve a positive impact in the local and global community. • Priority 1: FCPS will provide each and every student high-quality instruction that fosters inquiry, creative thinking, complex problem solving, and collaboration. • Priority 2: FCPS will raise the achievement for all students and eliminate achievement gaps.

★ Goal 2: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. • Priority 3: FCPS will implement strategies to ensure a high-quality and diverse workforce. • Priority 4: FCPS will support all staff by providing ongoing opportunities to grow as professionals throughout their career.

★ Goal 3: FCPS will pursue and utilize resources strategically and responsibly to achieve its objectives and inspire public confidence. • Priority 5: FCPS will provide equitable distribution of resources based on the varied needs of students and schools. • Priority 6: FCPS will promote clear communication and transparency in allocation of resources.

★ Goal 4: FCPS will nurture relationships with families and the entire community, sharing responsibility for students’ success, and demonstrating pride in all aspects of our school system. • Priority 7: FCPS will encourage and sustain collaborations with families and the entire community to support student success. • Priority 8: FCPS will equip staff with the knowledge and tools necessary to be positive ambassadors who build support for our goals and initiatives.

★ Goal 5: FCPS will promote a culture fostering wellness and civility for students and staff. • Priority 9: FCPS will promote and maintain a safe and respectful environment. • Priority 10: FCPS will foster personal well-being and health among students and staff through increased awareness and engagement on these topics.
The FCPS aspirational goals and priorities function together in an integrated fashion. Ensuring the strategic, transparent, and equitable distribution of resources that support the presence of high-quality and diverse staff, strong family-school partnerships, and culture of wellness and safety in schools, is critical and essential to FCPS providing high-quality instruction and ultimately raising the achievement for each and every student (see Figure 1). While the aspirational goals and priorities provide a vision, the measurable goals (internal and not shown here) allow FCPS to evaluate its success in meeting its vision. These measures were recently updated and reflect alignment with identified state reported priorities.

**Budget Narrative**

**System Priorities**

The FCPS Strategic Plan served as the foundation for developing the fiscal year (FY) 2020 budget as well as planning efforts. The plan includes five aspirational goals and correlating priorities that reflect the core vision of FCPS schools and students (see FCPS Strategic Plan).

**Fiscal Outlook**

The adopted FY20 budget includes expenditures the Board of Education (BOE) of Frederick County believes are necessary to provide quality educational services to students. The budget reflects feedback obtained from individuals representing many sectors who have a stake in public education.

For the FY20, FCPS received more than maintenance of effort (MOE) funding from the Frederick County Government (i.e., $7.6 million more than MOE). The state funding increased by approximately $23.54 million. The increase in state funding was due to enrollment increases as well as enacting The Blueprint for Maryland’s Future 2019 legislation. With a recognition of salary savings due to staff turnover and the support of Frederick County Government, the BEC of Frederick County is able to fund its priority to complete the transition to a new teacher salary scale, thus ensuring its commitment to quality education for all FCPS students.

- **Frederick County.** Frederick County continues to experience steady economic growth. The county is growing a widely diversified $11 billion economy. Frederick County currently retains a “Triple-A” bond rating with all three New York rating agencies. This level of trust from the rating agencies shows Frederick County’s fiscal health is in great shape and the County Government is well managed.2

- **Enrollment.** Frederick County is experiencing population growth and FCPS anticipates an increase in equated enrollment of approximately 4,250 students between September 2018 and 2028. Thus, FCPS will need additional capital funding during these years considering many of FCPS schools are currently at or near capacity. In addition to funding for new facilities, ongoing maintenance in the operating budget will be strained as the majority of existing facilities are over 25 years old. Although both state and local formula funding are designed to address enrollment growth, the additional revenues often lag behind the need.

- **Poverty.** The number of students who qualified for free/reduced-priced meals decreased from 10,392 students in October 2017 to 10,220 students in October 2018.3 The overall percent of students receiving free/reduced-priced meals decreased to 25.5% in 2018.4 This rate is attributable to local economic conditions as well as efforts to improve communication and identification techniques for the program. FCPS staff in the Food and Nutrition Services (FNS) department strive to ensure all eligible

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2 Source: Frederick County Government

3 Source: FCPS Food and Nutrition Services

4 Based on September 30, 2018 official state reporting.
students complete the necessary paperwork to provide nutritious meals to its neediest students, which ultimately leads to improved student performance.

- **Students with Disabilities.** From October 2017 to October 2018, the number of students with disabilities increased from 4,498 to 4,673, an increase of 175 students or 3.9\%. The overall FY20 operating budget included a $4.9 million increase in the category of special education; this includes both restricted and unrestricted funds. This 7.3% increase over the prior year’s budget is reflective of the increasing demand for special education services.

- **English Learner Program.** Despite the fact that 290 English learners exited the English Learner Program in the 2018-2019 SY, the number of English learners enrolled in FCPS continues to rise. For instance, 380 additional English learners have enrolled from July to October 2019. In addition, there are 973 former English learners who are included in ESSA accountability measures.

The adopted FY20 budget includes expenditures that the BOE of Frederick County believes are necessary for the continuation of providing quality educational services to students. The budget reflects feedback obtained from individuals representing many sectors who have a stake in public education.

## Climate Changes and Impact

The FCPS fiscal climate is expected to remain stable in FY20. The goals identified in the FCPS Strategic Plan will help to guide the allocation of scarce educational resources. The goals and objectives set forth in FCPS’ local ESSA consolidated plan are aligned to its strategic goals. Providing each and every student with high-quality instruction, raising achievement, and eliminating achievement gaps will remain a priority for FCPS.

## Goal Progress Overview

For the local ESSA consolidated plan, FCPS identified academic achievement in ELA and math (i.e., focus area #1) and school quality and student success (i.e., focus area #2) as its two areas of focus. These two areas were identified through a comprehensive and multi-event process—refinement of the FCPS Strategic Plan measurable goals, the FCPS School Improvement Process (SIP), the FCPS Collaborative Improvement Process (CIP), and implementation of the Accelerated Learning Process (ALP)—used to drive continuous improvement efforts and ensure equitable distribution of resources. Using quantitative and qualitative data from multiple state and local sources, FCPS continuously seeks to understand not only its strengths but weaknesses to identify strategies for systemic and school improvement. FCPS disaggregates data by student groups (e.g., gender, race/ethnicity, special services) to examine trends, assess equity and access issues to resources and/or programs, and to identify evidence-based activities, strategies, or interventions aligned to data-informed needs.

Analysis of data showed positive performance trends among individual schools and/or particular grade-level content areas but also showed achievement gaps for specific student groups, such as English learners and students with disabilities. Root cause analysis concluded a need to continue work in ensuring that instructional practices are consistently at the distinguished level, all teachers understand the level of rigor demanded by standards, strong collective teacher efficacy is being built, and cultural proficiency with a growth mindset is evident in all classrooms.

Similar to academic achievement, multiple data points were analyzed in identifying school quality and student success as the second focus area. In particular, suspension disproportionality, chronic absenteeism, and local perceptual data were analyzed. Data suggest the need to continue addressing student social and emotional needs that sometimes manifest as inappropriate behavior as well as promoting and ensuring a positive climate in all schools. Root cause analysis suggested that some schools may lack adequate resources to support students and staff both socially and mentally, continued professional learning in culturally proficient instruction, trauma/ adverse childhood experiences, and discipline is needed, and efforts to inform and educate the community about disciplinary policies, options, supports, and tools may be needed.

FCPS has a strong focus on evidence-based strategies/interventions and/or activities as required by ESSA. The primary strategies/interventions to support student achievement include the Framework for Teaching (FFT) with a focus on Mind, Brain and Education (MBE) science pedagogy, ALP, and FCPS’ Multi-Tiered System of Supports (MTSS). The primary strategies/interventions to support school quality and student success are

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\(^5\) Source: FCPS Fiscal Services

\(^6\) Source: FCPS Office of English Learners; data as of October 7, 2019.
cultural proficiency with a growth mindset with a specific focus on social-emotional learning (SEL). Tables 6 and 7 outline specific goals/objectives, strategies, timelines, funding sources, and evaluation or progress monitoring methods to address each area of focus.

The FCPS Strategic Plan provides the framework for all systemic improvement planning. Both identified focus areas are aligned with the Strategic Plan aspirational goals but specifically Goals 1 and 5. Closing the achievement gap and ensuring equity for all FCPS students is a FCPS priority. The BOE of Frederick County's Educational Equity Policy #444 and recommendations from its newly-formed Racial Equity Committee will help to provide staff with the guidance that is needed to view all aspects of work through an equity lens.

FINANCE SECTION

Overview

The following finance section, in conjunction with the budget narrative information in the Executive Summary, includes a current year variance table (see Table 1 on page 9), a prior year variance table (see Table 2 on page 10), and responses to questions generated by the Maryland State Department of Education (MSDE). Together, these documents illustrate FCPS' alignment to its current year budget and prior year expenditures with the goals/objectives in the local ESSA consolidated plan. The focus of the finance section is the total budget and all budgetary changes (i.e., retargeted funds, redistributed resources, and new funds).

Revenue and Expenditure Analysis

Actual revenues met expectations. Total revenues were $2.4 million under budget. Federal and state revenues were under budget because the FCPS revenue lines included added authority to allow for unanticipated funding from these sources. The revenue from the local appropriation was under budget due to the lower value of Frederick County in-kind services provided to FCPS.

Note: In Tables 1 and 2, FCPS maintained its methodology for assigning budget and actual costs to the various sections. In the responses provided for each assurance section below, reasons for variances are provided. While not a requirement of the finance section for the consolidated plan (and not reflected in the variance tables), additional examples of expenditures have been provided for some of the sections below. This information is for FCPS internal reporting purposes only. Further discussions on how FCPS aligns its budget reporting for various mandates and audiences (e.g., actual budget items at the local level, financials for MSDE consolidated plan, etc.) will continue among FCPS leaders. This supports the FCPS Strategic Plan Goal 3, specifically in promoting clear communication and transparency in allocation of resources.

Section B: Standards and Assessments

Tables 1 and 2 for this section include FCPS' Curriculum, Instruction, and Innovation (CII) department. The actual expenditures were 2% less than anticipated and are attributable to salary savings.

Additional Information: Local curriculum staff design assessments which assist teachers in evaluating evidence of student learning towards the standards. In addition to locally created assessments, FCPS uses Universal Screening assessments to identify students who may need additional intervention/support, as well as enrichment/extension, as appropriate.

Section C: Data Systems to Support Instruction

The budget and expenditures for this section reflected in the supporting prior year and current year financial tables include the technology infrastructure required to maintain the various platforms utilized to provide the systems described in the following paragraph. The expenditure variance was approximately 1% of the budget.

Additional Information: The budget and expenditures described next are included in sections B and D. FCPS uses multiple data systems and/or tools to support instruction, including Unify, Schoology, and Resource for Accountability, Data Analysis, and Reporting (RADAR). FCPS uses Unify, a Performance Matters platform, to administer systemic assessments. Unify allows teachers to conduct item analysis and adjust instructional design to easily group students and personalize instruction. Schoology, a learning management system (LMS) is used to assist teachers in designing high-quality instruction that is aligned to content standards. Schoology provides immediate feedback to support instruction. RADAR, a FCPS-customized data reporting tool, assists school leadership teams in conducting a comprehensive needs assessment, which is part of their school improvement planning process. RADAR supports school leaders in monitoring student progress in real-time.
(e.g., student attendance, discipline, and local assessment results). Systemically, RADAR is used for evaluating student outcome data and improvement planning, both of which ultimately impact classroom instruction.

**Section D: Great Teachers and Leaders**

Actual expenditures were $6.4 million less than the planned amount. This variance is attributable to the salary savings from staff turnover, as well as not reaching full employment for budgeted full-time equivalent positions. In addition, this area includes added budget authority for restricted grants.

While the overall Great Teachers expenditures were less than the planned amount, the special education costs, both restricted and unrestricted, exceeded the planned amount. This overage of $3 million was due to the increase in special education enrollment as well as increase in non-public placements and services associated with students with disabilities.

**Section E: Turning Around the Lowest Achieving Schools**

**Additional Information:** Historically, FCPS has not included expenditures in this section as it was not a participant of Race to the Top. The budget and expenditures referred to below are included in section D.

FCPS has implemented a MTTS to support school improvement (see Evidence-Based Interventions, Strategies, and Activities on page 15 in Area of Focus #1: Academic Achievement—ELA and Math for more details). Based on research on turnaround schools, a FCPS collaborative improvement process (see Collaborative Improvement Process on page 12) has been established to prevent FCPS schools with the most complexities from being identified by the state as either Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI) schools. Designated teams of central leaders work with school leaders on not only removing barriers to school success but sharing successful or best practices with other school improvement teams. Teams focus on high-quality leadership practices aligned to the Professional Standards for Educational Leaders (PSEL) in their efforts to eliminate achievement gaps, provide high-quality instruction, and develop a culture of belief in all students throughout schools and their respective communities. FCPS has also implemented a tiered equity-based staffing model to support its schools with the most complexities.

**Mandatory Cost of Doing Business**

Actual expenditures were $6.4 million less than the planned amount. FCPS achieved savings from employee benefits costing less than expected due to staff turnover, as well as costs for vehicle fuel and building utilities. In addition, this area included added budget authority for restricted grants.
# Frederick County Public Schools: Current Year Variance Table

## 1.1A: Current Year Variance Table

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

**Section B: Standards and Assessments**

Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.

**Expenditures:**

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**Section C: Data Systems to Support Instruction**

Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

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**Section D: Great Teachers and Leaders**

Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

**Expenditures:**

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**Section E: Turning Around the Lowest Achieving Schools**

Reform Area 4: Turning around our lowest-achieving schools.

**Expenditures:**

<table>
<thead>
<tr>
<th>Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.</th>
<th>Source</th>
<th>Amount</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Transportation</td>
<td>Unrestricted</td>
<td>$23,920,931</td>
<td>442.04</td>
</tr>
<tr>
<td>Student Services</td>
<td>Unrestricted</td>
<td>7,078,153</td>
<td>62.86</td>
</tr>
<tr>
<td>Administration</td>
<td>Unrestricted</td>
<td>9,837,691</td>
<td>102.85</td>
</tr>
<tr>
<td>Operations &amp; Maintenance of Facilities</td>
<td>Unrestricted</td>
<td>46,416,132</td>
<td>538.50</td>
</tr>
<tr>
<td>Fixed Charges &amp; Employee Benefits</td>
<td>Unrestricted</td>
<td>135,280,642</td>
<td>2.59</td>
</tr>
<tr>
<td>Local In-Kind Services</td>
<td>Restricted</td>
<td>12,111,313</td>
<td>8.00</td>
</tr>
<tr>
<td>Other Restricted Grants</td>
<td>Restricted</td>
<td>11,167,592</td>
<td>26.00</td>
</tr>
</tbody>
</table>

**Other:** Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.

**Expenditures:**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>FTE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Source</th>
<th>Amount</th>
<th>FTE</th>
</tr>
</thead>
</table>
## Table 2. Frederick County Public Schools: Prior Year Variance Table

### 1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY 2019 Original</th>
<th>FY 2019 Final Budget</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7/1/2019</td>
<td>6/30/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Appropriation</td>
<td>284,145,549</td>
<td>283,305,204</td>
<td>(840,345)</td>
<td>-0.30%</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>5,390,375</td>
<td>6,219,659</td>
<td>829,284</td>
<td>15.38%</td>
</tr>
<tr>
<td>State Revenue</td>
<td>248,305,168</td>
<td>243,815,084</td>
<td>509,916</td>
<td>0.21%</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>84.010: Title I</td>
<td>4,775,000</td>
<td>4,814,782</td>
<td>39,782</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>84.027: IDEA, Part B</td>
<td>7,571,206</td>
<td>7,799,188</td>
<td>227,922</td>
</tr>
<tr>
<td>Other Federal Funds</td>
<td>84.367: Title II</td>
<td>882,000</td>
<td>767,555</td>
<td>(114,145)</td>
</tr>
<tr>
<td>Other Federal Funds</td>
<td>8,554,736</td>
<td>5,435,349</td>
<td>(3,119,386)</td>
<td>-36.46%</td>
</tr>
<tr>
<td>Other Resources/Transfers</td>
<td>12,126,369</td>
<td>12,148,750</td>
<td>22,391</td>
<td>0.18%</td>
</tr>
<tr>
<td>Total</td>
<td>571,750,453</td>
<td>569,305,662</td>
<td>(2,444,591)</td>
<td>-0.43%</td>
</tr>
</tbody>
</table>

### Change in Expenditures - Instructions: Itemize FY 2010 actual expenditures and FTE by source (CFDA for regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

### Assurance Area

<table>
<thead>
<tr>
<th>Source</th>
<th>Expenditure Description</th>
<th>Planned Expenditure</th>
<th>Actual Expenditure</th>
<th>Planned FTE</th>
<th>Actual FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Assessments</td>
<td>Curriculum, Instruction &amp; Innovation</td>
<td>8,283,431</td>
<td>8,395,021</td>
<td>81.3</td>
<td>81.5</td>
</tr>
<tr>
<td>Data Systems to Support Instruction</td>
<td>Technology Infrastructure</td>
<td>6,456,525</td>
<td>6,525,301</td>
<td>32.0</td>
<td>32.0</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>Mid-level Management</td>
<td>4,241,607</td>
<td>4,385,031</td>
<td>30.0</td>
<td>31.0</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>Special Education &amp; Psychological Services</td>
<td>58,578,992</td>
<td>61,408,655</td>
<td>941.8</td>
<td>934.3</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>Schools, School Admin &amp; Leadership</td>
<td>243,801,237</td>
<td>236,350,639</td>
<td>3,330.7</td>
<td>3,435.9</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>Title I</td>
<td>4,775,000</td>
<td>4,314,782</td>
<td>80.2</td>
<td>74.9</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>IDEa Part B</td>
<td>7,571,266</td>
<td>7,799,188</td>
<td>210.5</td>
<td>211.5</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>Title II</td>
<td>882,000</td>
<td>767,555</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>Instruction Salaries (Gen. &amp; Special Ed)</td>
<td>6,519,562</td>
<td>3,716,271</td>
<td>17.3</td>
<td>45.9</td>
</tr>
<tr>
<td>Mandatory Costs of Doing Business</td>
<td>Student Transportation</td>
<td>23,040,844</td>
<td>22,296,230</td>
<td>447.6</td>
<td>457.6</td>
</tr>
<tr>
<td>Mandatory Costs of Doing Business</td>
<td>Student Services</td>
<td>3,335,409</td>
<td>3,017,877</td>
<td>27.4</td>
<td>27.4</td>
</tr>
<tr>
<td>Mandatory Costs of Doing Business</td>
<td>Administration</td>
<td>8,765,966</td>
<td>7,368,514</td>
<td>104.9</td>
<td>108.9</td>
</tr>
<tr>
<td>Mandatory Costs of Doing Business</td>
<td>Operations &amp; Maintenance of Facilities</td>
<td>46,188,443</td>
<td>44,752,526</td>
<td>537.5</td>
<td>544.0</td>
</tr>
<tr>
<td>Mandatory Costs of Doing Business</td>
<td>Fixed Charges &amp; Employee Benefits</td>
<td>130,514,011</td>
<td>128,738,526</td>
<td>3.3</td>
<td>-</td>
</tr>
<tr>
<td>Mandatory Costs of Doing Business</td>
<td>Local In-Kind Services</td>
<td>11,758,711</td>
<td>10,718,762</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mandatory Costs of Doing Business</td>
<td>Other Restricted Grants</td>
<td>7,237,663</td>
<td>7,065,739</td>
<td>18.5</td>
<td>-</td>
</tr>
<tr>
<td>Surplus Available for Future Budgets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NEEDS ASSESSMENT

Overview

Under ESSA, local school systems are required to conduct a needs assessment and align funding to identified areas of need. Different approaches to designing and conducting needs assessments in school systems can occur. Needs assessments can be comprehensive, segmented, consolidated, diagnostic, reviews/audits, etc. For FCPS, conducting a needs assessment is not a singular event, it is an ongoing process that occurs throughout the year to help inform continuous improvement efforts and to ensure equitable distribution of resources.

Purpose and Process

A needs assessment helps FCPS determine its strengths and weaknesses while understanding the context and constraints and ultimately leading to identification of strategies for systemic and school improvement. Data from the assessment serves as a foundation for future directions in delivering high-quality education to students in FCPS. For the purpose of this plan, MSDE recommended taking a consolidated approach in analyzing data and identifying areas of need. The approach taken by FCPS was consolidated and aimed at identifying systemic needs in a comprehensive manner. As previously mentioned, the approach is not a single event. In fact, this process has either occurred and/or continues to occur over multiple events, including:

- Refinement of measurable goals for the FCPS Strategic Plan.
- Refinement of the FCPS SIP.
- Refinement of the FCPS CIP.
- Continued implementation of the FCPS ALP.

A brief description of each of these events is described below; however, it is important that with each one, the following are integral pieces to the work:

- **Stakeholder Analysis.** Identifying key stakeholders early in the process is critical in drawing upon their knowledge and perceptions. Not only does FCPS focus on student groups but it also targets system and school leaders, school-based staff, and parents/guardians, where appropriate or necessary. Obtaining feedback from a diverse, representative group of FCPS stakeholders is important to minimize bias.

- **Data Collection and Analysis.** Employing a mixed-methods approach of quantitative and qualitative data collection techniques is a standard approach to obtain a broad understanding of current areas of strengths and gaps. In addition, staff are encouraged to use "big" and "small" data in completing root cause analyses.

- **Data Sources.** A variety of data sources—including archival and new data—are used for conducting needs assessments and relevant analyses, including local BOE meeting minutes, state reports and sources (e.g., Maryland Report Card), state and local assessment data, local perceptual surveys, feedback surveys from various leadership trainings/meetings, focus groups, results from evaluations, and recommendations stemming from the work of designated FCPS workgroups and task forces.

- **Contextual Factors.** Similar to evaluations conducted by FCPS, staff consider internal/external factors (e.g., student demographics, school complexities, culture and climate, resource equity, and/or local BOE policies/regulations) that may contribute and/or impact results.

- **Progress Monitoring.** Ongoing data reviews and progress monitoring are an expectation for continuous improvement as well as part of FCPS’ culture of promoting data literacy among all staff.

Strategic Plan and Refinement of Measurable Goals

In 2012, an audit was commissioned by the FCPS superintendent to identify improvement areas. The results of the audit led to the creation of a long-term strategic plan to help guide the work of FCPS staff. A steering committee comprised of central and school-based leaders worked with a consulting firm to conduct a comprehensive needs assessment that involved key stakeholders. The work resulted in a strategic plan with five long-term aspirational goals (see *FCPS Strategic Plan*), Theory of Action, and district priorities with specific
measurable targets (see https://www.fcps.org/boe стратегический план for more details). As mentioned previously, the measurable goals allow FCPS to evaluate its success in meeting its vision. Accelerating achievement and ensuring equity for all students continue to be at the forefront of FCPS strategic planning work. During the 2018-2019 SY, the BOE of Frederick County revisited its measurable goals to ensure alignment to current budget priorities/needs, state reporting, and to support school improvement and system goals. This refinement process included stakeholder input and multiple sources of data. During the 2019-2020 SY, staff will modify tools and processes to ensure appropriate data collection for the new measurable goals and staff will work to identify reporting structures for progress monitoring.

**School Improvement Process (SIP)**

School improvement is an ongoing, cyclical process within FCPS that takes into consideration multiple measures to address student achievement needs. For SIP, school leadership teams conduct "big data" (e.g., proficiencies, trends, comparisons) to "small data" (e.g., details, events, relationships, narratives) to: a) strategically identify and prioritize needs, b) establish measurable improvement goals, and c) identify and employ high-yield, evidence-based improvement strategies. Conducting root cause analysis (e.g., Using 5 Whys, Fishbone, Drilling Down) and creating a Theory of Action are core components of this school-level needs assessment work. Furthermore, each school’s SIP plan (and corresponding sections) is directly aligned to the FCPS Strategic Plan. For example, student achievement is aligned to Goal 1, school culture is aligned to Goals 4 and 5, and professional learning is aligned to Goal 2. Well-aligned, school-created professional learning plans are an integral piece of SIP. In fact, significant professional learning has been provided to school leadership teams to utilize high-yield, evidence-based strategies (based on ESSA requirements) that will ensure SIP goals are being met or exceeded. School leadership teams are required to frame all SIP work through an equity lens. This includes identifying equity-based recommendations and clearly communicating action steps that support these recommendations.

Continuous improvement implies the monitoring of progress toward achieving the desired outcomes and fluid and dynamic nature of responding. Periodically throughout the school year, each school's SIP leadership team engages their entire school staff by reviewing the systemic goals and priorities and relevant data, sharing the SIP plan as it evolves, and providing support as staff implement the SIP actions.

**Collaborative Improvement Process (CIP)**

Planned by a diverse group of FCPS stakeholders, CIP leverages the collective capacity of central and school-based staff to prevent schools with the most complexities from being identified by the state as either TSI or CSI schools. While FCPS embraces the need for continuous improvement in all schools, CIP takes SIP to a more granular level. Based on research on school improvement and turnaround schools, FCPS planned CIP to serve as a continuous and collaborative improvement approach that focuses inquiry around high-yield leadership, instruction, and building a culture of belief (and growth mindset). Similar to SIP, school teams review data, conduct root cause analysis, analyze to prioritize needs, and then develop an action plan that is routinely monitored and revised. However, for CIP, the culture of inquiry process requires a deeper dive into evidence in an attempt to allow actions to be more impactful. While the three areas for study are defined—instruction, leadership, and culture—school teams use their analysis of the data to identify a focused inquiry area. A collaborative team explores evidence to translate the collective insight into action. The CIP focuses on eliminating barriers and identifying resources to provide additional support to assist schools with achievement gaps. A strong collaborative network has been created to provide the benefit of networking and sharing best practices among leaders to create success across the system.

**Summary**

Given the wealth of work that has already been conducted by FCPS staff in identifying and prioritizing needs at the system level as well as individual schools, the needs assessment as required by this plan was streamlined. Supplementing the findings from the work of the Strategic Plan, SIP, CIP, and systemic data reviews, FCPS staff analyzed 2017-2018 ESSA Report Card data. Thus, the rationale for identifying two focus areas—academic achievement (focus area #1) and school quality and student success (focus area #2)—was based on analysis of data from multiple quantitative and qualitative sources (e.g., state and local assessments, student attendance and referral data, stakeholder perceptual survey results, root cause analysis and/other feedback from systemic workgroups and task forces, and observational data). A summary of the analysis for each focus area is provided in later sections.
Analyzing data using an equity lens is part of common practice. For example, FCPS staff disaggregate data by student groups to examine trends and identify achievement gaps. Based on analysis of state and local data, significant achievement gaps still remain for certain student groups, such as, students with disabilities and English learners. Closing the achievement gap and ensuring equity for all FCPS students is a priority. FCPS will continue to analyze pertinent data using an equity lens in order to promote and/or develop strategies to reduce gaps. Whether evaluation efforts are informal (e.g., continuous review and monitoring of outcomes) or formal (e.g., evaluation plan consisting of process and outcome measures), systemic and school-level efforts are put forth by staff to evaluate the effectiveness of interventions and/or strategies.

The next section describes each focus area in more detail. The identified areas of focus for the local consolidated plan are well-aligned to Goals 1 and 5 of the FCPS Strategic Plan. The FCPS Strategic Plan provides the framework for all systemic improvement planning, ALP, SIP, and CIP for TSI schools (see Figure 2). As mentioned previously, the FCPS SIP is designed to support schools in their work to eliminate the achievement gap. School improvement goals align to systemic goals outlined in the FCPS Strategic Plan.

**AREA OF FOCUS #1: ACADEMIC ACHIEVEMENT—ELA AND MATH**

**Description**

Describe Area of Focus #1 and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the area of focus (up to 1,000 characters).

Goal 1 of the FCPS Strategic Plan states that FCPS will equip each and every student to be an empowered learner and engaged citizen to achieve a positive impact in the local and global community. Thus, FCPS is committed to providing high-quality instruction that fosters deeper learning and raising achievement for all students while eliminating the achievement gap. FCPS’ Educational Equity Policy #444 states that FCPS is required to ensure that achievement is raised for all FCPS students while eliminating the predictability and disproportionality of which student groups occupy the highest and lowest achievement (see policy at https://apps.fcps.org/legal/doc.php?number=444). Analysis of data revealed areas of strengths in ELA and math achievement but it also showed gaps and areas for growth in academic achievement.

**Analysis**

To support student achievement, provide an interpretation or justification for data used to identify this need (up to 1,000 characters). *See Appendix A (i.e., response to MSDE’s clarifying questions) for additional clarification on this reporting section.*

State and local data are reviewed and analyzed by FCPS staff to determine successes and gaps in academic achievement in ELA and math. For the most part, performance on the Maryland Comprehensive Assessment Program (MCAP) shows overall trends being relatively positive across grade levels and for some student groups. Even so, according to the ESSA Report Card data for 2017-18, many FCPS schools received less than 50% of total possible points in meeting proficiency in ELA and/or math. This includes:

- 47% of elementary schools in ELA and 38% in math.
- 54% of middle schools in ELA and 62% in math.
- 10% of high schools in ELA and 20% in math.
In addition, data reported in the ESSA accountability model showed the following:

- **Elementary Schools.** FCPS elementary schools scored well in the areas of well-rounded curriculum and chronic absenteeism. Points earned for percent proficient in both reading and math, the performance index, and the student growth percentile varied by school. Schools with the most complexity variables (i.e., high poverty, mobility, etc.) had the most area for growth. English language proficiency also varied by school.

- **Middle Schools.** FCPS middle schools scored well in credit for completion of a well-rounded curriculum. Performance was moderate in chronic absenteeism and access to well-rounded curriculum. Similar to elementary, points earned for percent proficient in both reading and math, the performance index, and the student growth percentile varied by school. Schools with the most complexity variables had the most area for growth. English language proficiency also varied by school.

- **High Schools.** FCPS high schools scored well for 4- and 5-year adjusted cohort graduation rate well-rounded curriculum, and on-track in 9th grade. Challenges were evident in English language proficiency and chronic absenteeism. Similar to elementary and middle, achievement varied by high school. Most FCPS high schools earned a majority of points in the achievement categories as data looks at senior cohorts who have their entire high school career to meet proficiency in English 10 and Algebra I.

The FCPS Strategic Plan strongly emphasizes eliminating achievement gaps for minority students to ensure all students are achieving at high levels. FCPS staff conducted a comprehensive analysis of state assessment data to obtain a clearer picture of achievement gaps for minority students. A review of local assessment data supported the findings from the state assessment review. Thus, achievement gaps for students with disabilities and English learners in both ELA and math exist. In fact, two FCPS high schools were identified as TSI schools due to English learners’ performance and three middle schools were identified due to performance among students with disabilities. Table 3 shows a low percentage of students meeting proficiency in MCAP ELA and math but in particular, significant gaps are evident for English learners and students with disabilities. As teachers adjust instructional practices to best meet the needs of English learners and students with disabilities, it will increase their effectiveness in providing high-quality instruction for each and every learner.

<table>
<thead>
<tr>
<th>School Level</th>
<th>School Year</th>
<th>English Language Arts (% of Students)</th>
<th>Math (% of Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>English Learner</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Elementary</td>
<td>2018</td>
<td>9.9</td>
<td>13.4</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>12.4</td>
<td>14.2</td>
</tr>
<tr>
<td>Middle</td>
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<td>6.8</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>2.4</td>
<td>10.2</td>
</tr>
<tr>
<td>High</td>
<td>2018</td>
<td>9.3</td>
<td>15.1</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>9.8</td>
<td>14.4</td>
</tr>
</tbody>
</table>

**Root Cause**

*Identify the root cause(s) for area of focus #1 and describe how you intend to address them (up to 1,000 characters).*

FCPS understands that instruction must be rigorous and accessible for all learners and all teachers must have high expectations for each and every student. Root cause analysis concluded that there is a need for the following in FCPS schools:

- Implementing instructional practices consistently at the distinguished level.
Ensuring that a strong belief that every student will be successful and can learn at high levels exists in all classrooms.

- Understanding the level of rigor demanded in standards by all teachers.
- Building strong collective teacher efficacy as teachers plan instruction.
- Continuing to focus on cultural proficiency with a growth mindset.
- Viewing all aspects of work through an equity lens.

FCPS will continue to focus on the FFT as a tool to focus on and provide high-quality instruction in each and every classroom, each and every day (see Framework for Teaching in Evidence-Based Interventions, Strategies, and Activities below). The framework requires that teachers build student agency in the classroom and personalize learning in a safe and supportive classroom culture. While FCPS has strong collaborative practices established, it needs to continue to support job-embedded professional learning as teachers hone their practice. Building teacher capacity in content knowledge, aligned evidence of learning, coherent instructional design, and building student agency are all critical areas of focus.

See Evidence-Based Interventions, Strategies, and Activities below for additional details on FCPS systemic evidence-based intervention and strategies that will be implemented (or continued) in the 2019-2020 SY to support student academic achievement in ELA and math (focus area #1).

Evidence-Based Interventions, Strategies, and Activities
* See Appendix A (i.e., response to MSDE’s clarifying questions) for additional clarification on this reporting section.

FCPS has a strong focus on evidence-based strategies, interventions, and activities as required by ESSA. The primary areas to support focus area #1 include the FFT with a specific focus on MBE science, ALP, and a comprehensive MTSS. See Table 6 for specific priority strategies and/or interventions for focus area #1.

Framework for Teaching (FFT)

FCPS uses the Framework for Teaching as its guide to high-quality instruction. The guide is used as an instrument to support and enhance professional growth of teachers as they strive to increase student achievement. The framework provides a common language and promotes coaching conversations to increase overall teacher effectiveness. The four domains within the framework are planning, classroom management, instruction, and professionalism. The highest rating requires teachers to maximize student agency during instruction. FCPS’ Domain 5 connects student growth to teacher evaluation. Building upon its work in cultural proficiency with a growth mindset as part of the FFT, FCPS is committed to integrating learning sciences into its daily work (see Mind, Brain, and Education below).

Mind, Brain, and Education (MBE)

Mind, Brain, and Education science, also referred to as the “science of learning” or the “learning sciences,” examines how the brain learns and what can be done to enhance learning. MBE provides the bridge that fosters research-informed decision making about how we teach and how students learn. As FCPS leaders learned about the benefits of MBE as a lens with which to examine and refine practice, the district conducted a crosswalk of its three core initiatives tied to closing the achievement gap (i.e., cultural proficiency, high-quality instruction, and a process for collaboratively examining student growth) and could easily see that the principles of MBE would be the ideal accelerant to the work already underway; in fact, MBE would actually be the means to move all of the system targets forward.

Recognizing that a valuable approach to making an impact in the design and delivery of instruction is through developing MBE expertise in FCPS’ teacher specialists—expert teachers who coach and mentor other teachers, model lessons, and design and create curriculum and resources—FCPS created a FCPS Teacher Specialist Science of Learning Academy in April 2019. The Academy will run through April 2020 and includes a variety of different professional learning opportunities. Teacher specialists have vertical and horizontal influence in the district, providing guidance to senior leadership as well as classroom teachers. The 60 teacher specialists engaged in the Academy touch 100% of FCPS teachers and classrooms and will thus impact all students in FCPS. Deeply engaging each teacher specialist in the science of learning and MBE research-informed strategies will allow FCPS to lens all of its teacher preparation and development, curriculum design and delivery, and leadership development practices through what is known about best practices for learning. Finally, senior leaders participated in the Center for Transformative Teaching and Learning Academy. This
training will help senior leachers continue to further identify ways to integrate research-informed practice and pedagogy into the daily workings of FCPS.

Large school districts face growing complexities and challenges in managing the rapidly-changing needs of students and the professional growth that is required to address them. FCPS is ready to use MBE and the Science of Learning to propel its other initiatives—not to become a new one. By integrating MBE and the Science of Learning into its culture, rather than launching it as a stand-alone initiative, FCPS will be able to operationalize and sustain this work as the research that informs instructional decision-making to enhance student outcomes, wellbeing, and school experiences while closing the achievement gap.

Accelerated Learning Process (ALP)

The Accelerated Learning Process is a job-embedded professional learning time where teachers are able to hone their instructional practices by building collective teacher efficacy. Collective teacher efficacy is teachers sharing a belief that through their collective action, they can positively influence student outcomes. This process supports teachers as they hone their craft and work to move towards distinguished, high-quality instruction based on the FFT. The foundation of the process is when teachers develop a deep understanding of their content knowledge by analyzing standards and exploring how students demonstrate mastery of the content. ALP teams collect and analyze evidence of learning, discuss how students will demonstrate their learning through assessments, and examine student data and work samples to evaluate how well students are progressing in their understanding of the given content. ALP teams utilize their deep understanding of content and knowledge and evidence of learning to guide their instructional design. Teachers are intentional about using instructional models, strategies, and techniques that best help students to master the given content. Teachers will use evidence of learning from carefully designed instruction, quantitatively or qualitatively, to provide students with task-oriented/actionable feedback and goal-setting to cultivate student agency. Each one of these components support teacher growth in all four of the FFT domains.

Note: Each ALP meeting focuses on how to meet the needs of underperforming students, specifically student with disabilities, English learners, and students who are not making progress toward/failing to meet standards.

Multi-Tiered System of Supports (MTSS)

While classroom teachers are at the heart of the ALP, other processes are in place to ensure a comprehensive multi-tiered system of supports is in place when Tier 1 supports fall short (see Table 4 on page 17 for additional details). FCPS recently updated the MTSS available to support students with reading and math deficits, specifically for students with characteristics of dyslexia, dysgraphia, and dyscalculia. In addition, training was conducted for all FCPS schools in effective functioning of “core teams” to evaluate, diagnose, and prescribe appropriate interventions. A new evidence-based Universal Reading Screener will be used to assess student progress in foundational reading skills. A gated screening process will be used to evaluate students in upper elementary grades as well as students in secondary schools. A new structured literacy intervention, aligned to the knowledge and practice standards put forth by the International Dyslexia Association (IDA), is being utilized by FCPS. Further, intensive literacy interventionists have been hired to support students requiring academic language therapy beyond that which the structured literacy intervention will support.

To further enhance FCPS’ evidence-based response to support reading achievement for students not meeting the standard (e.g., English Learners, students with disabilities, and other students), FCPS is initiating structured literacy training for special education teachers and is auditing the ELA curriculum to ensure appropriate content and pedagogy is modeled for students in prekindergarten through grade 5.
<table>
<thead>
<tr>
<th>LEVELS OF SUPPORT</th>
<th>SCHOOL CATEGORY</th>
<th>IDENTIFIED FCPS SCHOOLS</th>
<th>DESCRIPTION OF SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All FCPS</td>
<td>All FCPS Schools Receive Level 1 Support</td>
<td></td>
</tr>
</tbody>
</table>
| 2                 | Targeted Support and Improvement (TSI) * | n=2 n=3 n=2 | Level 1 FCPS School Improvement Support and Additional FCPS Support, including***:  
  - Central Support with Progress Monitoring and Data Analysis (focus at central benchmark and review meetings)  
  - Coordination of Central Support and Services; Designated TSI  
  - Central Team for Each School  
  *Note: Some schools may receive both Level 2 and 3 support.* |
| 3                 | Comprehensive Support and Improvement (CSI) *  
  & Collaborative Improvement Process (CIP) ** | n=6 n=3 n=3 | CSI - State-Supported Plan  
CIP - Level 1 FCPS School Improvement Support and Additional FCPS Support, including***:  
  - Additional Coaching Support with CIP  
  - Supportive Network of CIP School Leaders  
  - Coordination of Central Support and Services  
  - Priority Consideration for Additional Resource Needs (i.e., resident substitute, additional new teacher mentor, priority ALP funds)  
  - Support with Removal of Barriers; Dispositional Hiring |

* Identify by MSDE; ** Identify by FCPS *** Additional Title 1 funded activities must be unique to Title 1 schools only.
Goals/Objectives, Strategies, and Progress Monitoring

Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source(s). As you consider funding source, take into consideration federal, State, and other available sources.

*See Appendix A (i.e., response to MSDE's clarifying questions) for additional clarification on this reporting section.

Table 5. Focus Area #1—Student Achievement in ELA and Math—Goals/Objectives, Strategies, and Progress Monitoring

<table>
<thead>
<tr>
<th>Target Student Group:</th>
<th>All students</th>
<th>Students with disabilities</th>
<th>English Learners (EL)</th>
<th>Students receiving free/reduced priced meals (FARM)</th>
<th>McKinney Vento-Eligible</th>
<th>Student groups identified as not meeting/making progress towards meeting standards</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Priority Strategies and/or Evidence-Based Interventions</th>
<th>Timeline</th>
<th>Funding Source(s)</th>
<th>Describe how you will evaluate the effectiveness of the intervention(s)/strategies. Describe how you will use an equity lens in your evaluation.</th>
</tr>
</thead>
</table>

- **FCPS will have less than 5% of schools identified as Targeted Support and Improvement (TSI) based on student group performance by 2023.**
- **FCPS will have 80% of schools at each level meeting their annual achievement targets for every student group by 2023 in both reading and math.**
- **FCPS will decrease the percent of students at-risk for reading difficulties from 2020 baseline by X% per the Grade 1 Universal Reading Screener.**
- **FCPS will increase the percent of 3rd grade students meeting proficiency on state assessments in reading and math from baseline (2019) by at least 3% each year by 2023.**
- **FCPS will increase the percent of students scoring proficient on state assessments in reading and math (elementary cohort-2018 3rd grade baseline and middle cohort-2018 6th grade baseline).**
- **The FCPS four-year cohort graduation rate will increase to and not drop below 95% by 2023.**

**Provide high-quality instruction in each and every classroom for each and every student.**

**All Content Areas:**

- **Continue to implement and support high-quality Accelerated Learning Process (ALP) teams to build collective teacher efficacy.**
- **Specifically focusing on:**
  - **Content Knowledge** — Build deep conceptual understanding of curriculum standards and pedagogy based upon evidence of learning. Use of Thinking Core resources by teachers of secondary ELA curriculum.
  - **Evidence of Learning** — Analyze student work and data to design instruction. Focus on learning cycles in secondary ELA based on Thinking Core training.
  - **Instructional Design** — Design instruction based on evidence of student learning. Focus on a deep understanding of Mind, Brain, Education (MBE) strategies.
  - **Student Agency** — Empower student ownership of acceleration of their own

**Timeline:**

- 2018 - 2023

**Funding Source(s):**

- Local funding (cost-neutral)
- Title II, Part A
- State funding
- Striving Readers Comprehensive Literacy Grant (Thinking Core)

**Evaluation:** FCPS staff monitor academic performance on local and state assessments. Local benchmark assessments are administered to students throughout the school year in math, ELA, science, and social studies. These assessments are used to progress monitor student mastery. Teachers utilize results to address standards-based student needs. School Improvement Process (SIP) teams monitor the progress of their SIP goals by performance on the benchmark assessments and make school-based instructional adjustments as needed. ALP teams review school-level data to determine needs to support schools.

**Equity Lens:** FCPS disaggregates data by student groups (e.g., gender, race/ethnicity, special services) to examine trends, assess equity and access issues to resources and/or programs, and to identify evidence-based strategies/interventions and/or activities aligned to data-informed needs. Closing the achievement gap and ensuring equity for all FCPS students is a priority. FCPS will continue to analyze pertinent data using an equity lens in order to promote and/or develop strategies to reduce gaps.
Table 5. Focus Area #1—Student Achievement in ELA and Math—Goals/Objectives, Strategies, and Progress Monitoring (Continued)

Target Student Group:  ● = All students  ◆ = Students with disabilities  ◆ = English Learners (EL)  ● = Students receiving free/reduced priced meals (FARM)  ● = McKinney Vento-Eligible  ◆ = Student groups identified as not meeting/making progress towards meeting standards

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Priority Strategies and/or Evidence-Based Interventions</th>
<th>Timeline</th>
<th>Funding Source(s)*</th>
<th>Describe how you will evaluate the effectiveness of the intervention(s)/strategies. Describe how you will use an equity lens in your evaluation.</th>
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</table>
| FCPS will have less than 5% of schools identified as Targeted Support and Improvement (TSI) based on student group performance by 2023. | Support disadvantaged students, specifically students receiving free/reduced-priced meals, students with disabilities, and English learners across the education continuum from kindergarten to grade 2 to ensure each and every student is a strong reader. | **Elementary ELA:**  - Implement foundational skills lessons including decodable texts to meet the needs of beginning readers.  - Implement field-test of Really Great Reading Phonics Suite in kindergarten-grade 2.  - Build educator capacity through professional learning: Language Essentials for Teachers of Reading and Spelling (LETRS) courses.  - Provide year-long training to build capacity of literacy specialists and school-based administrators in reading science and research-informed practices. | 2019-2020  - Ongoing | - State funding, Striving Readers Comprehensive Literacy Grant - State funding, Kinwan funding (decodable texts) - Local funding (cost-neutral) (Really Great Reading and LETRS) | Evaluation: Local evaluation efforts include monitoring the progress of students using data obtained from the Universal Reading Screener, local benchmark assessments, state assessments, and pre- and post-assessments from professional learning sessions. In addition, FCPS has contracted with an external evaluator for the Striving Readers Literacy Grant. The evaluation consists of process and outcome measures and is mixed-method, i.e., involving surveys, achievement data, and observations/site visits. FCPS is an active participant in the planning and implementation of the evaluation activities.  
* Equity Lens: Use of equity lens in evaluation efforts is similar to the process used for ALP (see above). |
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Priority Strategies and/or Evidence-Based Interventions</th>
<th>Timeline</th>
<th>Funding Source(s)</th>
<th>Describe how you will evaluate the effectiveness of the intervention(s)/strategies. Describe how you will use an equity lens in your evaluation.</th>
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<tr>
<td>★ FCPS will have less than 5% of schools identified as Targeted Support and Improvement (TSI) based on student group performance by 2023. ★ FCPS will have 80% of schools at each level meeting their annual achievement targets for every student group by 2023 in both reading and math. ★ FCPS will decrease the percent of students at-risk for reading difficulties from 2020 baseline by X% per the Grade 1 Universal Reading Screener. ★ FCPS will increase the percent of 3rd grade students meeting proficiency on state assessments in reading and math from baseline (2019) by at least 3% each year by 2023. ★ FCPS will increase the percent of students scoring proficient on state assessments in reading and math (elementary cohort 2018 3rd grade baseline and middle cohort 2018 6th grade baseline). ★ The FCPS four-year cohort graduation rate will increase to and not drop below 95% by 2023.</td>
<td>Ensure a strong continuum of services available to support the needs of each and every student. Comprehensive review of multi-tiered system of supports (MTSS) to ensure a continuum of services needed to support students: - Creation of Tier 1 materials to support instruction. - Implementation of Structured Literacy interventions to support students with characteristics of dyslexia and dysgraphia. - Creation and implementation of year-long English 9 and 10 courses to provide support to English learners, students with disabilities, and any student requiring reading intervention. - Implementation of Agile Mind Intensified Algebra to increase access to Algebra 1. Incorporating both intervention and the full Algebra 1 course for identified students with a history of struggle in middle school math.</td>
<td>2017 - Ongoing</td>
<td>Local funding (cost-neutral) State funding, Striving Readers Comprehensive Literacy Grant</td>
<td>Evaluation: Local evaluation efforts include monitoring the progress of students using data obtained from local ELA and math benchmark assessments, and state ELA and math assessments. * Equity Lens: Use of equity lens in evaluation efforts is similar to the process used for ALP (see above).</td>
<td></td>
</tr>
<tr>
<td>Linking Youth to New Experiences (LYNX) at Frederick High School:</td>
<td>Provides individualized, self-directed learning opportunities. Allows students to select coursework, the method of instruction, and the pace of learning that works best for each student. Allows students to participate in innovative learning experiences at the high school and college levels as well as work, internship, or apprenticeship experiences focused on college and career readiness competencies as an integral part of students' curriculum.</td>
<td>2017 - Ongoing</td>
<td>Local funding (cost-neutral) State funding: LYNX State Grant Title II, Part A</td>
<td>Evaluation: A multi-year, mixed-method, process and outcome evaluation is being conducted to measure the relevance, effectiveness, and impact of LYNX as well as assessing whether the program is succeeding in accomplishing its goals. * Equity Lens: Use of equity lens in evaluation efforts is similar to the process used for ALP (see above).</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Objectives</td>
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</tbody>
</table>
| ★ FCPS will have less than 5% of schools identified as Targeted Support and Improvement (TSI) based on student group performance by 2023. | Utilize strategies that are research and evidence-based that promote building neural pathways in the brain to increase retention. ★ | • Framework for Teaching (FtT) with specific focus on MBE pedagogy - specific strategies using distributive practice resources as well as retrieval, spaced retrieval, and interleaving. ★ | 2019 - Ongoing | Local funding (cost-neutral) | Evaluation: Local evaluation efforts include monitoring the progress of students using data obtained from local ELA and math benchmark assessments, and state ELA and math assessments. In addition, teacher observation and evaluation data are analyzed.  
★ Equity Lens: Use of equity lens in evaluation efforts is similar to the process used for ALP (see above). |
| ★ FCPS will have 80% of schools at each level meeting their annual achievement targets for every student group by 2023 in both reading and math. | Make instructional content more comprehensible to English Learners. ★ | • Continue with implementation of Sheltered Instruction Observation Protocol (SIOP). ★ | Ongoing | Local funding (cost-neutral) | Evaluation: Local evaluation efforts include monitoring the progress of students using data obtained from local ELA and math benchmark assessments, and state ELA and math assessments.  
★ Equity Lens: Use of equity lens in evaluation efforts is similar to the process used for ALP (see above). |
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<th>Describe how you will evaluate the effectiveness of the intervention(s)/strategies. Describe how you will use an equity lens in your evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ FCPS will have less than 5% of schools identified as Targeted Support and Improvement (TSI) based on student group performance by 2023.</td>
<td>Eliminate barriers for homeless students that might otherwise impact academic achievement and opportunities. Support includes academic, social, personal, and career development.</td>
<td>• Provide wraparound support services to homeless students via New Horizons Program [via community partnership with Student Homelessness Initiative Partnership (SHIP)].</td>
<td>New Horizons Program: 2017 - Ongoing</td>
<td>• Title I, Part A (wraparound services) • Other, funding via SHIP partners (wraparound services) • State Funding, McKinney-Vento Grant (New Horizons Summer Academy)</td>
<td>Evaluation: New Horizons Program (wraparound services): FCPS staff in conjunction with SHIP staff conduct needs assessment with students, obtain student feedback, and monitor the academic progress of students throughout the year (e.g., attendance and discipline). Evaluation: An annual evaluation that has process and outcome components is required for the New Horizons Summer Academy, which is supported via McKinney-Vento funding. The evaluation uses data collected via student and staff surveys, interviews with staff, student achievement data, workforce and service referral data, and other program written materials. * Equity Lens: Use of equity lens in evaluation efforts is similar to the process used for ALP (see above).</td>
</tr>
<tr>
<td>★ FCPS will have 80% of schools at each level meeting their annual achievement targets for every student group by 2023 in both reading and math.</td>
<td>Support on-time graduation for homeless students.</td>
<td>• Launch of New Horizons Summer Academy focusing on earning academic credits and gaining life and job skills (via community partnership with SHIP).</td>
<td>New Horizons Summer Academy: 2018 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ FCPS will decrease the percent of students at-risk for reading difficulties from 2020 baseline by X% per the Grade 1 Universal Reading Screener.</td>
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<td>★ FCPS will increase the percent of students scoring proficient on state assessments in reading and math (elementary cohort-2018 3rd grade baseline and middle cohort-2018 6th grade baseline).</td>
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<tr>
<td>★ The FCPS four-year cohort graduation rate will increase to and not drop below 95% by 2023.</td>
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</tbody>
</table>
AREA OF FOCUS #2: SCHOOL QUALITY AND STUDENT SUCCESS

Description

Describe Area of Focus #2 and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the area of focus (up to 1,000 characters).

School quality is a critical component that impacts student learning and success. Indicators of measuring school quality vary but often include student engagement, access, school climate, and safety. This not only includes physical safety but emotional and behavioral wellness. To accomplish its academic goals, FCPS is committed to promoting a culture that fosters wellness and civility. FCPS believes that students should receive an education that maximizes their potential and is committed to the success and achievement of each and every student (FCPS Educational Equity Policy #444). FCPS is committed to providing students with equitable access to high-quality, culturally-relevant instruction, curriculum, academic support, and extracurricular opportunities in environments that are equitable, safe, diverse, and inclusive. Given the critical link between school quality and academics and supporting data, the focus area of school quality and student success was identified as a priority. This is directly aligned to the FCPS Strategic Plan Goal 5.

Analysis

To support student achievement, provide an interpretation or justification for data used to identify this need (up to 1,000 characters). * See Appendix A (i.e., response to MSDE’s clarifying questions) for additional clarification on this reporting section.

Both quantitative and qualitative data from multiple sources were used in identifying this need. In the 2017-2018 SY, four FCPS schools were identified as disproportionate in suspension. According to MSDE, a school must be disproportionate for three consecutive school years to be identified. For both 2018 and 2019 school years, the overall attendance rate for FCPS students was 94.8%. The 2017-2018 ESSA Report Card data showed the chronic absenteeism rate was 9.1% for elementary schools, 11.7% for middle schools, and 7.4% for high schools (see Table 6). Chronic absenteeism rates increase not only at the secondary level but significant gaps are evident among English learners and students with disabilities.

Table 6. Frederick County Public Schools—Percent of Students Chronically Absent* by Student Group, School Level, and School Year

<table>
<thead>
<tr>
<th>School Level</th>
<th>School Year</th>
<th>Chronic Absenteeism (% of students)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>English Learners</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Elementary</td>
<td>2018</td>
<td>11.1</td>
<td>14.1</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>9.9</td>
<td>14.3</td>
</tr>
<tr>
<td>Middle</td>
<td>2018</td>
<td>16.6</td>
<td>20.7</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>16.6</td>
<td>20.9</td>
</tr>
<tr>
<td>High</td>
<td>2018</td>
<td>38.4</td>
<td>26.0</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>41.6</td>
<td>27.8</td>
</tr>
</tbody>
</table>

* A student is chronically absent if they are enrolled in a school for at least 10 days and are absent 10% or more of those days.

According to the 2018-19 FCPS Perceptual Survey, 77% of students surveyed in grades 3-5 and 55% of students surveyed in grades 6-12 reported an overall favorability in the area of safety, health, and wellness. Results showed the overall school climate favorability rates for students as 74% for grades 3-5 and 44% for grades 6-12. Themes (e.g., bullying and respect) identified from staff and family survey comments support the need to address student behavioral issues and overall school climate.

Root Cause

Identify the root cause(s) for area of focus #2 and describe how you intend to address them (up to 1,000 characters).

Attendance and discipline workgroups convened and participated in root cause analysis and determined multiple root causes for attendance and discipline concerns.
Schools may not have adequate resources to support students and staff with chronic illnesses both physically and mentally.

- Delivery of professional learning may vary by school to support culturally proficient instruction and discipline.
- Sufficient engagement and outreach to inform and educate the community about disciplinary policies, options, supports, and tools may be needed.
- Engaging instructional practices and behavior interventions may be inconsistently implemented.
- Some staff may have varying degrees of competency to support students with mental health needs (e.g., adverse childhood experiences) through a trauma and cultural proficiency lens.
- Clarification of MTSS to support students with chronic absenteeism and high levels of discipline incidents is needed.

**Evidence-Based Interventions, Strategies, and Activities**

FCPS has a strong focus on evidence-based strategies, interventions, and activities as required by ESSA. For focus area #2, the primary supports include cultural proficiency with a growth mindset, including social-emotional learning (SEL). See Table 7 for specific priority strategies or interventions for focus area #2.

**Cultural Proficiency with a Growth Mindset**

Cultural proficiency is a key component of FCPS’ commitment to educational excellence and to ensure an equitable work environment for all FCPS staff. FCPS aims to promote student achievement and equity through culturally responsive classroom practices and resources that best meet the needs of a diverse student population. An accelerated and equitable learning environment enables students to become empowered learners and to understand and appreciate our community’s diverse cultures. It prepares students to live, learn, and participate productively in our increasingly diverse society. Being culturally aware is a continuous, integrated, multi-ethnic, multi-disciplinary process necessary for all students to become college and career ready. Cultural factors and equity include, but are not limited to, ability, age, ethnicity, family structures, gender, gender expression, gender identity, language, national origin, race, religion, sexual orientation, and socioeconomic status. All FCPS staff will advocate in ways that honor the differences among cultures. value diversity, and interact knowledgeably and respectfully among a variety of cultural groups. This pursuit will require the recognition of any existing biases and the need for advancement towards cultural proficiency.

**Social-Emotional Learning (SEL)**

SEL is the process to acquire and apply the knowledge, attitudes, and skills necessary to: a) understand and manage emotions, b) set and achieve positive goals, c) feel and show empathy for others, d) establish and maintain positive relationships, and e) make responsible decisions (i.e., five SEL domains).

**Promoting Alternative Thinking Strategies (PATHS)**

Promoting Alternative Thinking Strategies (PATHS) is an evidence-based, proven-effective, comprehensive SEL elementary curriculum program that has shown significant improvement in children’s social and emotional skills which underlie both effective behavior and academic success. PATHS is grounded in the science of children’s brain development. It has been determined that children experience and react to strong emotions before developing cognitive abilities to verbalize their emotions. Through PATHS, five widely-recognized domains of social and emotional development—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—are taught. In the 2019-2020 SY, students in PreK to grade 2 in all schools will benefit from SEL instruction using PATHS. Title 1 schools will use PATHS in PreK to grade 5. It is the intent for all students to receive SEL skills instruction in the 2020-2021 SY. FCPS leaders are currently researching appropriate SEL programs for use at the middle school level.

**Restorative Practices**

A restorative approach combines a relationship focused mindset and distinctive tools that create a school climate that is inherently just, racially equitable, and conducive to learning for all students. At the school level, FCPS views restorative practices as a philosophy and a set of practices that seek to build community and involve students in a proactive and positive manner to promote social, emotional, and behavioral health. The aim is to develop community and manage conflict and tension by repairing harm and restoring relationships. Restorative practices help communities gain social capital through informal and formal processes that develop social-emotional skills, improved communication and ensure shared decision-making.
Goals/Objectives, Strategies, and Progress Monitoring

Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source(s). As you consider funding source, take into consideration federal, State, and other available sources.

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</tr>
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</table>
| ★ FCPS will decrease the number of schools identified by MSDE as disproportionate in suspension for any student group from 2017-18 baseline through 2023. | Identify and address barriers that prevent students from achieving academic potential and help to ensure consistent and equitable implementation of laws, policies, and regulations. | • Continue to employ dedicated Pupil Personnel Workers (PPW) and registered nurse(s) for concentration of poverty schools. These student advocates work with students and families on student attendance and suspension issues as well as other academic barriers and needed support. | 2019 - 2023 | State funding, Senate Bill 1030, The Blueprint for Maryland’s Future | Evaluation: FCPS staff will continue to monitor attendance and suspension rates in identified schools. Additional feedback (when available) may be collected by PPWs to assess the effectiveness of their services.  
* Equity Lens: In nearly all evaluation activities and relevant data analysis, FCPS disaggregates data by student groups (e.g., gender, race/ethnicity, special services) to examine trends, assess equity and access issues to resources and/or programs, and to identify evidence-based strategies/interventions and/or activities aligned to data-informed needs. Closing the achievement gap and ensuring equity for all FCPS students is a priority. FCPS will continue to analyze pertinent data using an equity lens in order to promote and/or develop strategies to reduce gaps. |

Target Student Group: ♦ = All students ♦ = Students with disabilities ♦ = English Learners (EL) ♦ = Students receiving free/reduced priced meals (FARM) ♦ = McKinney-Vento-Eligible ♦ = Student groups identified as not meeting/making progress towards meeting standards
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<tbody>
<tr>
<td>★ FCPS will decrease the number of schools identified by MSDE as disproportionate in suspension for any student group from 2017-18 baseline through 2023.</td>
<td>Promote regular and daily student attendance among staff, students, and families in order to meet the educational needs of students.</td>
<td>Resulting from FCPS Attendance Workgroup in 2019:</td>
<td>2019 - Ongoing</td>
<td>Local funding (cost-neutral)</td>
<td>Evaluation: FCPS staff will continue to monitor attendance rates in schools. Equity Lens: See response above for FPW.</td>
</tr>
<tr>
<td>★ FCPS will increase the percent of students not chronically absent from 2019 baseline to 95% by 2023; each school will maintain or increase percent of students not chronically absent.</td>
<td></td>
<td>- Revising and implementing new student attendance policy (FCPS Reg. No. 400-98; <a href="https://apps.fcps.org/legal/doc.php?number=400-98">https://apps.fcps.org/legal/doc.php?number=400-98</a>).</td>
<td></td>
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<tr>
<td>★ FCPS will increase the percent of favorability on the school climate survey from 2019 baseline to X% by 2023 (students and staff).</td>
<td></td>
<td>- Implement a three-tiered intervention approach to attendance.</td>
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<tr>
<td>★ FCPS will increase student and staff perceptions related to Social Emotional Development from 2019 baseline.</td>
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</tbody>
</table>
Table 7. Focus Area #2—School Quality and Student Success—Goals/Objectives, Strategies, and Progress Monitoring (Continued)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Priority Strategies and/or Evidence-Based Interventions</th>
<th>Timeline</th>
<th>Funding Source(s)*</th>
<th>Describe how you will evaluate the effectiveness of the intervention(s) / strategies, Describe how you will use an equity lens in your evaluation.</th>
</tr>
</thead>
</table>
| ★ FCPS will decrease the number of schools identified by MSDE as disproportionate in suspension for any student group from 2017-18 baseline through 2023. | Maintain a safe and secure school environment to protect, support potential victims, and provide assistance by taking appropriate preventive and corrective measures. | **Response to Safe Schools Act:**  
- Implement a Threat Assessment and Management Process that seeks to identify situations or persons representing threats, gather information, and manage the situation to mitigate potential risk of violence (FCPS Reg. No. 100-11: [https://apps.fcps.org/legal/doc.php?number=100-11].)♣ | 2019 - Ongoing | State funding, Safe Schools Fund Grant  
Local funding (cost-neutral) | **Evaluation:** Both qualitative (e.g., testimonial data, informal/formal feedback from stakeholders, survey items on school safety perceptions) and quantitative data (e.g., suspension, expulsion, harassment/bullying data, other incidents of threats, etc.) will be used to measure the effectiveness of the threat assessment and management process. Data on persistently dangerous school will also be used to monitor the status of school safety.  
**Equity Lens:** See response above for PFW. |
| ★ FCPS will increase the percent of students not chronically absent from 2019 baseline to 95% by 2023; each school will maintain or increase percent of students not chronically absent. | Minimize potential adverse effects on learning for students and provide necessary support to students exposed to trauma or an adverse childhood experience. | **Participate in Handle with Care program, a school-community partnership program where law enforcement notifies schools if a child has been identified at the scene of a traumatic event (see [https://handlewithcaremd.org/](https://handlewithcaremd.org/) for additional details).♣ | 2018 - Ongoing | Local funding (cost-neutral) | **Evaluation:** Feedback and data gathered and communicated from school-based staff (e.g., counselors) will provide for continuous monitoring of the program effectiveness per casecard. State data on county notices and services can be accessed at [https://handlewithcaremd.org/hwc-data.php](https://handlewithcaremd.org/hwc-data.php) as another source for program monitoring.  
**Equity Lens:** Effectiveness of the program will vary by each case. Through the program, FCPS will seek to ensure the access and equitable allocation of interventions and support. |

* = All students  
♣ = Students with disabilities  
♦ = English Learners (EL)  
♦ = Students receiving free/reduced priced meals (FARM)  
♣ = McKinney Vento-Eligible  
♣ = Student groups identified as not meeting/making progress towards meeting standards
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Priority Strategies and/or Evidence-Based Interventions</th>
<th>Timeline</th>
<th>Funding Source(s)*</th>
<th>Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.</th>
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<tbody>
<tr>
<td>★ FCPS will decrease the number of schools identified by MSDE as disproportionate in suspension for any student group from 2017-18 baseline through 2023. ★ FCPS will increase the percent of students not chronically absent from 2019 baseline to 95% by 2023; each school will maintain or increase percent of students not chronically absent. ★ FCPS will increase the percent of favorability on the school climate survey from 2019 baseline to 85% by 2023 (students and staff). ★ FCPS will increase student and staff perceptions related to Social Emotional Development from 2019 baseline.</td>
<td>Minimize problem behavior through continual teaching, modeling, and reinforcing positive behavior to support students' positive behavior, reduce discipline issues, and ultimately promote a climate of safety, productivity, and greater learning.</td>
<td>Continue implementation of Positive Behavioral Interventions and Support (PBIS) in FCPS schools. ★</td>
<td>Ongoing</td>
<td>Local funding (cost-neutral)</td>
<td><strong>Evaluation:</strong> Effectiveness of the PBIS, an evidence-based framework, will be evaluated through continuous monitoring of school- and student-level data, including quantitative and qualitative measures. These include, but not limited to discipline data (e.g., referrals and suspensions; discipline disproportionality data, and school climate data (i.e., local and/or state school survey).</td>
</tr>
<tr>
<td>Improve social and emotional skills which underlie both behavioral and academic success.</td>
<td>Implement elementary SEL curriculum program—Promoting Alternative Thinking Strategies (PATHS). ★ Implement Social-Emotional Foundations for Early Learning Pyramid Model. (Target group: students with disabilities, ages 3-4).★</td>
<td>2019-2020 - Ongoing</td>
<td>PATHS</td>
<td>State funding, Safe Schools Fund Grant State funding, Early Childhood LIP Grant State funding, Life Space Crisis Intervention Training - Access Equity and Progress Grant</td>
<td><strong>Evaluation:</strong> A mixed-method evaluation, including process and outcome components, is being planned to measure effectiveness of PATHS elementary curriculum program. (Data collection tools to be developed during the 2019-2020 SY.)</td>
</tr>
</tbody>
</table>
Table 7. Focus Area #2—School Quality and Student Success—Goals/Objectives, Strategies, and Progress Monitoring (Continued)

| Target Student Group: | = All students ☀ = Students with disabilities ☀ = English Learners (EL) ☀ = Students receiving free/reduced priced meals (FARM) ☀ = McKinney Vento-Eligible ☀ = Student groups identified as not meeting/making progress towards meeting standards |

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Priority Strategies and/or Evidence-Based Interventions</th>
<th>Timeline</th>
<th>Funding Source(s)*</th>
<th>Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ FCPS will decrease the number of schools identified by MSDE as disproportionate in suspension for any student group from 2017-18 baseline through 2023.</td>
<td>Support social emotional learning of students by:</td>
<td>- Continue implementation of restorative practices in schools (Kindergarten - Grade 12). ☀</td>
<td>Restorative Practices: 2018-2019 - Ongoing</td>
<td>Restorative Practices: - Title IV - State funding, Safe Schools Fund Grant - Local funding (cost-neutral)</td>
<td>Evaluation: A brief survey instrument will be developed in 2019/20 to measure SEL and culture/climate perceptions among all students and staff in FCPS. In addition, results from the MSDE school survey and local perceptual survey may be used to measure school climate. Baseline data to be established in 2019/20. Progress on indicator will be measured annually and reported to local BOE as part of Strategic Plan measures. Training evaluation surveys will be administered following all staff trainings for restorative practices. Data from the surveys will help to measure increase in knowledge among staff. Schools using restorative practices will monitor implementation and its impact on climate and discipline. * Equity Lens: See response above for PPW.</td>
</tr>
<tr>
<td>★ FCPS will increase the percent of students not chronically absent from 2019 baseline to 95% by 2023; each school will maintain or increase percent of students not chronically absent.</td>
<td>★ FCPS will increase the percent of favorability on the school climate survey from 2019 baseline to X% by 2023 (students and staff).</td>
<td>Promote student achievement and equity through culturally responsive classroom practices and resources.</td>
<td>Ongoing</td>
<td>Local funding (cost-neutral)</td>
<td>Evaluation: Quantitative and qualitative data (i.e., themes from open-ended comments on local survey) are used to measure the effectiveness of FCPS' cultural proficiency work. Quantitative data from select items on local stakeholder surveys (when available) will be used for analysis. Results from the MSDE school survey may be used to measure domain areas specific to school climate and culture. Discussions/focus groups with students conducted by designated FCPS staff also provide testimonial data on cultural proficiency in FCPS schools. * Equity Lens: See response above for PPW.</td>
</tr>
<tr>
<td>★ FCPS will increase student and staff perceptions related to Social Emotional Development from 2019 baseline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)*, TARGETED SUPPORT AND IMPROVEMENT (TSI), AND SIG IV SCHOOLS*
* Currently not applicable to Frederick County Public Schools

Comprehensive Support and Improvement (CSI) Schools

Supporting Schools Identified for Low Achievement (CSI Schools Only) (up to 1,000 characters)
FCPS does not have any CSI schools.

Supporting Schools Identified for Low Graduation Rate (up to 1,000 characters)
FCPS does not have any schools identified for low graduation rates.

Targeted Support and Improvement (TSI) Schools

Targeted Support and Improvement (TSI) Schools and Area of Identification (up to 1,000 characters)

<table>
<thead>
<tr>
<th>English Learners:</th>
<th>Special Education:</th>
<th>Economically Disadvantaged:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick High</td>
<td>Gov. Thomas Johnson Middle</td>
<td>Valley Elementary</td>
</tr>
<tr>
<td>Gov. Thomas Johnson High</td>
<td>Thurmont Middle</td>
<td>Two or More Races:</td>
</tr>
<tr>
<td></td>
<td>Walkersville Middle</td>
<td>Waverley Elementary</td>
</tr>
</tbody>
</table>

Action Plan/Process to Support TSI Schools Based on Root Cause Analysis (up to 1,000 characters)
In order to clarify and differentiate support for schools, the MTTS (see Multi-Tiered System of Supports on page 16 and Table 4 on page 17) was created to guide FCPS efforts. System leaders met to review data specific to the identified student group for each school. To obtain background information on each school (i.e., “story behind the data”), central leaders shared their knowledge and work with each identified school, including both areas of success and in need of growth that are centered around systemic initiatives, high-quality instruction, school culture, cultural proficiency, equity, administrative and teacher leadership, scheduling service delivery, and accelerated learning. Centrally, the team identified high-yield “must haves” that must continue, new considerations, and areas to explore in the school’s SIP work. A central team led by the school level-specific instructional director was identified to support each school. Teams will attend school-based SIP meetings, assist with progress monitoring, coordinate resources and support for the school, and participate in an end-of-year SIP review with the school-based team.

Supporting TSI Schools by Area of Identification (up to 1,000 characters)
A central staff member who was an active participant in the system leader review of data and needs identification was designated to participate in each schools’ SIP. This designated staff member will actively and collaboratively participate with the school in its root cause analysis, goal-setting, and establishing strategies to reach the goal(s). This central person will help to implement the professional learning plan by providing training as necessary. They are also expected to attend SIP meetings throughout the year to review data, monitor progress, and adjust the SIP plan utilizing a continuous cycle of improvement. System leaders will meet monthly to discuss each school’s progress and provide central guidance to schools as needed. The central team plans to provide necessary supports to assist each school in improvement for each identified area.

GIFTED AND TALENTED

COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems shall report the following in their local ESSA consolidated strategic plan. Use the chart below to provide your responses for 1, 4, 5, and 6 for the 2019-2020 SY.

1) Process for Identifying Gifted and Talented Students
* See Appendix B (i.e., response to MSDE’s clarifying questions) for additional clarification on this reporting section.

The process for identifying gifted and talented students includes multiple measures to ensure equity and that programming matches the needs of the student. In the 2018-2019 SY, FCPS implemented Universal Screening in second grade, which includes a cognitive measure (CogAT), an academic measure (Performance...
Series for reading and math', and social/academic measure (HOPE Teacher Rating Scale). In addition, identification processes for programs in place at later grade levels are comprised of multiple measures, including data that captures ability, performance, and learner behaviors. While parents may initiate screening for children, FCPS identification procedures ensure that each and every child is considered regardless of parental input in order to promote equity. FCPS regularly reviews its identification processes to ensure transparency, equity, and alignment with MSDE and the National Association for Gifted Childrens’ standards and guidance.

2) Number of Gifted and Talented Students Identified in Each School

The number and percentage of GT students in each school and LSS will be calculated from attendance data collections provided to the MSDE Office of Accountability.

3) Percentage of Gifted and Talented Students Identified in the Local School System

The number and percentage of GT students in each school and LSS will be calculated from attendance data collections provided to the MSDE Office of Accountability.

4) Schools Exempt from Identification of a Significant Number of Gifted and Talented Students and the Rationale

- Primary schools—Middletown Primary and Thurmont Primary—are exempted because universal screening occurs during grade 2.
- Charter schools—Cerroll Creek Montessori, Frederick Classical, and Monocacy Valley Montessori—are exempted because their programming models, placement, and assessment tools differ significantly from other FCPS schools.
- Alternative and non-permanent schools—Career & Technology Center, Frederick County Virtual School, Heather Ridge, and Rock Creek—are exempted because the placements are temporary, dual-enrollment with a home school, or provide life-skills curriculum for students with severe disabilities.

5) Continuum of Programs and Services

Primary Talent Development

The program provides lesson modeling and professional development while supporting teachers to effectively talent-spot students with exceptional ability and high potential in grades kindergarten through grade 2.

Young Scholars

The program identifies students who may not be considered for Advanced Academics programs using traditional methods of identification, and to nurture high academic potential at an early age so that identified students will be prepared to engage in challenging subject matter and rigorous courses in middle school, high school, and college. Central to the program is the Young Scholars Summer School, which immerses approximately 200 students in rigorous, challenging, and engaging lessons in a multi-age environment with follow up on a regular basis throughout the school year to extend their learning from the summer and engage in similar experiences.

Magnet Program

A comprehensive program serving the unique academic needs of students in grades 3-5 whose demonstrated academic ability and achievement far surpasses those of their peers. The program provides enrichment, extension, and strategic acceleration of pace and content for students who meet the selection criteria in both language arts and mathematics. Students from across the Frederick County are served at three locations.

Highly Able Action Plans

A highly able action plan is created when a student does not have a group of similarly-able peers and includes instructional resources and strategies to meet the needs of students needing additional challenge and rigor through extension and enrichment opportunities. These plans are created in collaboration with the classroom teacher, school-based specialists, staff from Advanced Academics, and school administrators. Plans are available at the elementary and middle school levels.

Highly Able Learner Program

The program provides academic rigor and challenge for highly able learners with high academic abilities in language arts, math, science, and social studies by incorporating a cluster grouping delivery model in every
middle school. Teachers assigned the clusters have ongoing strategic professional learning and utilize unique curricular resources for these students.

**Advanced Academics Specialists**
Designated staff members in each middle school and four elementary schools who work with classes and/or small groups of students to support enrichment, extension, and acceleration of curriculum, and provides guidance and professional learning to staff members in planning instruction for advanced learners.

**Accelerated Math Pathways**
The program provides an advanced pathway to prepare identified 5th graders to be eligible to take Geometry in grade 8 through content acceleration and enrichment beginning with identification in grade 4.

6) **Data-Informed Goals, Targets, Strategies, and Timelines**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Strategies</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Continue to meet the state’s expectation of 10% of FCPS students being identified as gifted or talented.</td>
<td>▶ Maintain or expand the number of students identified in 2018-2019.</td>
<td>▶ Universal Screening of all 2nd graders, with additional identification occurring for each additional grade level.</td>
<td>▶ October 2019 - May 2020</td>
</tr>
<tr>
<td>▶ Review all Advanced Academics programming components to ensure alignment to updated COMAR 13A.04.07 (July 2019) and updated Criteria for Excellence (estimated Fall 2019).</td>
<td>▶ Ensure that FCPS Advanced Academics meets the requirements for identification, programming and professional learning.</td>
<td>▶ Bring together a group of local stakeholders to determine our alignment with the updated COMAR and Criteria for Excellence.</td>
<td>▶ December 2019 - March 2020</td>
</tr>
</tbody>
</table>
COMPREHENSIVE TEACHER INDUCTION PROGRAM

Title 13A State Board of Education, Subtitle 07 School Personnel

.01 Scope

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to provide guidance for local school systems to establish a high-quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality, and helps inductees achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession. The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support. Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.

.04 General Requirements

A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.

B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.

C. Local school systems shall use the Maryland Teacher Professional Development Planning Guide to develop the program, which shall include the following professional learning activities:

1. Before the school year begins, orientation programs for all teachers new to the local school system;
2. Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
3. Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
4. Follow-up discussions of the observations and co-teaching experiences;
5. Ongoing professional development designed to address new teacher needs and concerns; and
6. Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.

D. The district shall consider the need for staffing to:

1. Plan and coordinate all induction activities;
2. Supervise new teacher mentors;
3. Communicate with principals and other school leaders about induction activities; and
4. Oversee the evaluation of the comprehensive induction program.

E. The comprehensive induction program may provide annual training for principals, assistant principals and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of one year.

B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:

1. A reduction in the teaching schedule;
(2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or
(3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.

**Comprehensive Teacher Induction Program**

**Description of Comprehensive Teacher Induction Program**

**Staffing and Oversight**

The FCPS Employee Induction and Professional Learning Team consists of a coordinator, a 12-month teacher specialist (point person for teacher induction,) three 11-month teacher specialists, and two 10-month teacher specialists.

**Orientation Programs**

FCPS new hires attend a four-day symposium held during the month of August. The symposium introduces new hires to systemic priorities and they are given opportunities to explore curriculum, resources and research-informed instructional strategies. Throughout the four-day experience, new hires network with mentor and master teachers and begin to build relationships to support their success throughout their first year(s).

**Ongoing Professional Learning**

FCPS new hires are offered many professional learning opportunities during their three-year non-tenured period to support their professional growth. During their first three years, four separate opportunities are offered for new hires to earn MSDE continuing professional development credit. See Figure 3.

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**Figure 3. FCPS Teacher Induction Program**

- **Year 1.** The course for first year new hires is a face-to-face, two-credit course. The course provides opportunities to continue to network, learn from, and receive support from their content/grade level master teachers. This course builds on information, knowledge, skills and relationships initiated at new hire symposium. New hires benefit from working in small professional learning communities (PLCs) to explore topics such as, research-informed strategies and instruction, classroom environment (i.e., routines and procedures), equity, and SEL.
Year 2. The coursework for new hires in their second year includes two book studies (two-credit). The books chosen encourage teachers to explore and implement research-informed strategies to increase student achievement. The books for the 2019-2020 SY include, Teach Like a Champion 2.0 by Doug Lemov and Culturally Responsive Teaching and the Brain by Zaretta Hammond.

Year 3. The coursework for new hires in their third year is a two-credit course rooted in the FFT. This course is designed to build reflective practitioners focused on increasing student achievement and enhancing their own educator effectiveness. In addition, third-year teachers can participate in networking nights with content level master teachers. This is an additional opportunity to learn, collaborate, discuss and share with colleagues.

Title 1 Schools. New hires in Title 1 schools have a unique course opportunity. They are offered an additional one-credit course that focuses on the specialized needs and challenges that come with teaching in a high-need school.

In addition to credit bearing coursework, new hires join a Schoology group. This group serves as a type of "community forum" where relevant information and resources can be shared, such as 1) organization and schedules for mentor/mentee meetings; 2) opportunities for observation and co-teaching; 3) monitoring of new teacher needs, concerns, ongoing support, formative review, and follow-up; 4) action plans; 5) and use of relevant and appropriate data.

Organization and Schedule for Mentor/Mentee Meetings

The Employee Induction and Professional Learning Team provides suggested guidelines related to the frequency and number of meetings that should be held to support new hires with the minimum being once a month. Monthly checklists/talking points for mentor/mentee conversations are provided. FCPS recognizes and understands that the frequency and number of meetings is often determined by the number of new hires being supported and the availability of the mentor and the individual needs of the mentees. FCPS mentors record the dates/times of their meetings and they are also asked to report the focus area of their structured time supporting their mentors.

Opportunities for Observation and/or Co-Teaching

FCPS' Organizational Development department has 50 days allocated to provide new hires with the opportunity to visit teachers in other schools. Teacher visits afford new hires an opportunity to visit a veteran teacher, gain further insight into their content, and grow their repertoire of successful classroom practices.

Mentors are provided substitute coverage 2.5 days per year (carved out of their two full-day professional learning sessions) to meet with their mentees, co-teach a lesson, observe a lesson, and provide non-evaluative feedback.

Monitoring of Needs and Support

Each component of the induction program has a feedback evaluation that is used at both the midpoint and conclusion of the experience/course. FCPS uses this valuable feedback to make enhancements/modifications to its programming. Mentor advisors also meet regularly with school-based mentors to listen and/or address specific new hire needs/concerns. FCPS monitors observation/evaluation data using RADAR. Data on non-tenured teachers help to identify areas of strengths and weaknesses in new hires as it relates to specific components within the FFT. This allows FCPS to tailor its support to identified areas of need.

As previously mentioned, the mentors record the dates/times of their meetings and they are also asked to report how they spend their time supporting their mentors. For example, if they spend two hours in September supporting their new hires with classroom set up and establishing routines then that time is reported to as "two hours of support in Domain 2: Classroom Environment." This allows FCPS to monitor the type of support being provided.

FCPS' Organizational Development department stays up to date on research and national and local trends related to induction and retention. The data from institutions such as The New Teacher Center and Learning Forward also influence its decisions related to programmatic shifts.

Relevant Data

Data used include: anecdotal data; evaluation feedback surveys from New Hire Symposium, induction coursework, and mentor/master teacher trainings; mentor data collection; and observation/evaluation RADAR filter for non-tenured teachers.
B. Description of District Mentoring Program ("Mentor" includes coaches and consulting teachers.)

FCPS has at least one school-based mentor in each of its 67 schools. Support is provided to mentors at a 1:10 ratio and increases support for schools (budget permitting) when the ratio exceeds 1:10 (one mentor for every 10 mentees). Title 1 schools and collaborative improvement schools have a lower ratio and multiple mentors are provided to support their more specialized needs.

Training for New Mentors

All mentors take a one-credit MSDE course designed to build their capacity in coaching/mentoring teachers. This course helps prepare school-based mentors to support the first- and second-year teachers by building capacity in instructional coaching using the FTT as a guide, understanding the impact of a quality mentor and mentoring program, and learning to apply mentoring skills and techniques.

All mentors receive a three-hour evening training in June to prepare them for the upcoming school year. All new mentors receive a three-hour training in August prior to the return of new hires. All new mentors are required to participate in a one-credit course to prepare for their mentoring role. All mentors have two all-day trainings set aside during the school year. Half of each of those days is spent with the professional learning team and the other half is spent in their school building meeting with mentees and/or observing their teaching and providing non-evaluative feedback. Topics for training include but are not limited to:

- Cognitive coaching
- Collegial conversations rooted in the FTT
- Active listening
- Leadership development
- Research-informed planning and instruction to support new hires
- Building mentor capacity related to systemic initiatives so they can best support new hires
- Opportunity for collaboration and to build collective efficacy
- Use of collegial coaching log
- Information and/or research from the New Teacher Center

Supervision of Mentors

Principals ensure that mentors and mentees are meeting on a regular basis. Principals help direct new hires to mentors when questions arise. If the mentor-mentee ratio exceeds a reasonable and workable number (typically more than 10), principals will request additional support from the Organizational Development department. Mentors are selected by the building level administrator based on a role description provided by the employee induction and professional learning team. Each mentor is assigned a mentor advisor (a mentor advisor is a teacher specialist from the employee induction and professional learning team). The mentor advisor supports the school-based mentor throughout the school year. They visit the school to meet with the school-based mentor and new hires. They consult/assist with problem solving, instructional needs, and provide support, as needed. If new hires' needs are not being adequately addressed by the selected mentor, principals communicate with the mentor advisor assigned to their school.

Training for School Administrators and School Staff as Described in .04E of the Regulation

In order to select the best mentors for the job, administrators are given guidelines and criteria to assist the administration team in selecting the best person for the role. The description provides characteristics and qualities found in a quality mentor. It also outlines the expectations for those selected to serve in the mentoring role. As mentioned above, if needs/concerns arise from a meeting between the mentor and mentor advisor that needs to be officially communicated with the principal, the mentor advisor will often handle that situation.

Process Used to Measure the Effectiveness of the Induction/Mentoring and the Results of that Measurement

The data collected quarterly from mentors allows the Organizational Development department to see where the focus of mentor/mentee conversation lies. Data can be compared to data in RADAR to see if the focus areas match or are consistent with the needs actually exist according to observation/evaluation data. If there is a disconnect, information is shared with mentors to influence their instructional conversations with their mentees.
C. Data Regarding the Scope of Mentoring Program

The Number of Probationary Teachers

➤ Number of first-year non-tenured, new teacher hires:
  ▪ 2018-2019: n=343
  ▪ 2019-2020: n=270

➤ Number of teachers on conditional certificates
  ▪ 2018-2019: n=47
  ▪ 2019-2020: n=55

The Number of Mentors Who Have Been Assigned

➤ 2019-2020:
  ▪ School-based mentors, n=92

A Breakdown of Mentors’ Roles in the District

➤ Full-time mentors (mentoring is their full-time job): none
➤ Part-time mentors (mentoring is their part-time job): none
➤ Retirees (mentoring is done by retirees hired to mentor): none
➤ Full-time teachers (teaching is their full-time job and they mentor). School-based mentors (n=92) act as a support for first- and second-year new hires at the building level. These mentors may teach the same level or content. Master teachers (n=50) are selected to support new hires at the New Hire Symposium and during the first-year course. Master teachers are designated to provide the content and/or grade level support that new hires need throughout the first-year course. Those who opt to take the third-year course also have access to master teacher support.

Other Appropriate Data

Not applicable.

D. Description of How Mentoring Program is Being Evaluated

*Include evaluation data and data on new teacher retention.*

Each component of the induction program has a feedback evaluation that is used at the midpoint and conclusion of the experience/course. FCPS uses this valuable feedback to make enhancements/modifications to its programming. Other data used for evaluation purposes include: anecdotal, evaluation feedback surveys, mentor data collection, and observation/evaluation data from RADAR on non-tenured teachers. Figure 4 provides evaluation data from the 2019-2020 New Hire Symposium and 2018-2019 school-based mentor training.
**Data from 2018-2019 School-Based Mentor Training**

**How did this mentor forum compare to previous mentor forums you have experienced?**

- 27 responses

- **It was better**: 29.9%
- **It was worse**: 23.9%
- **It was about the same**: 46.4%

**What did you like about this mentor forum?**

- 27 responses

- I enjoyed the station rotation model, and sharing ideas to use with mentees. I liked that we were grouped based on need. This led to worthwhile discussion.

- The rotations from station to station hearing from other mentors about challenges and ways to resolve them.

- The information about how to mentor experienced teachers and second year teachers was extremely helpful. I currently have only second year teachers, so this information was immediately applicable to my work as a mentor.

- I enjoyed the station rotations.

- I enjoyed hearing from others and sharing ideas on how we can connect and guide our mentees. I also like the various station topics. I LOVED the afternoon time to meet with the mentees. I met with one during her planning, and observed four others. I was able to take notes and give them feedback which I feel I never really get to do. They invited me into their rooms which was nice too.

- I liked the stations.

- The rotation stations and having time to work with my mentees in the morning.

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**Evaluation Data from 2019-2020 New Hire Symposium**

**Overall NHS Experience**

- **0 responses**

- **Overwhelmingly positive**: 50.8%
- **Positive**: 40%
- **Average**: 9.3%
- **Mildly below average**: 5%
- **Severely below average**: 0%

**Describe the level of support you received from FCPS staff members.**

- **0 responses**

- **A great deal**: 76.9%
- **Quite a bit**: 21.5%
- **Some**: 1.6%
- **None**: 0%

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**Samples of Anecdotal from New Hire Symposium**

- "The amount of support was AMAZING. I feel like anywhere I turn, I will have support."
- "Thank you."
- "Very organized."
- "The ELA team was organized and ready to help."
- "I felt like we were family and that no matter my question or struggle, if I pick up a phone or send an email, there will be a reply by someone who cares and is willing to help. I learned a plethora of information regarding Curriculum Not, Schoolology, helpful information from Master Teachers etc. so that I am more prepared and confident to start my year."
- "Everything was very organized and clearly designed."
- "The staff did an incredible job providing a supportive, productive, interactive, and interesting."
- "The symposium was well-run and provided a great deal of resources that would be useful for new teachers."

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*Figure 4. Data from school-based mentor training in 2018-2019*
APPENDIX A: 2019 Local ESSA Consolidated Strategic Plan Clarifying Questions and Commendations Form (Focus Areas)

LSS: Frederick County  Team Facilitator or Program Manager: Edmund Mitzel

Based on the review of the local school system’s (LSS’s) Local ESSA Consolidated Strategic Plan, the clarifying questions listed below require responses to complete the review process. The clarifying questions are divided into Areas of Focus, Comprehensive Support and Improvement (CSI) Schools, Targeted Support and Improvement (TSI), Gifted and Talented (GT) Education, Comprehensive Teacher Induction Program, and SIG IV School sections. The final column lists commendations which demonstrate that the LSS exceeded performance expectations presented a uniquely innovative approach to improving opportunities for all students. Please respond to all clarifying questions on or before the close of business on October 31, 2019. (Add additional rows, if required).

Note: Page numbers were supplied by MSDE reviewer panel; numbers do not correspond to Plan.

<table>
<thead>
<tr>
<th>Areas of Focus</th>
<th>Page Number</th>
<th>Clarifying Questions</th>
<th>LSS Response(s)</th>
<th>Commendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus #1</td>
<td>#1-3</td>
<td>▶ What local data was used to justify this area of focus?</td>
<td>▶ Local benchmark assessment data in math and ELA from the 2019 school year were analyzed by student group—all students, English learners, and students with disabilities. Performance on the local assessments showed significant achievement gaps across school levels for English learners and students with disabilities (see Table 8 below). Local assessments are created by FCPS teachers and curriculum staff and administered through an electronic platform which provides opportunities to disaggregate the data for analysis and planning purposes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ How do these interventions specifically support building capacity of teachers to support identified student groups?</td>
<td>▶ Each of these interventions and/or priority strategies are implemented to improve teachers' capacity for serving the targeted student groups (as identified in Table 5) through either leveraging staffing strategies and/or providing job-embedded professional development. Professional development focuses on instructional strategies for advancing specific student groups (e.g., SIOP and English learners) or using instructional strategies (e.g., competency-based education and blending learning at LYNX) within content classes. Building teacher capacity in all content areas using research-informed practices, such as MBE, is a systemic priority to meet the individual needs of each and every student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ In addition, each intervention has been researched and found to be at least promising in meeting the needs of students with disabilities and/or English learners. Specifically:</td>
<td>▶ ALP meetings focus on how to meet the needs of students and provides embedded professional learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▶ MBE provides professional learning for teachers on teaching practices and student learning to enhance instruction specifically for students with disabilities and English learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▶ SIOP provides teachers with specific instructional strategies to best meet the needs of English Learners.</td>
<td></td>
</tr>
</tbody>
</table>
### Table 8. Local Benchmark Assessment Analysis – By Student Group, Content Area, and School Level 2018-19

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Mathematics</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of Benchmark Assessments with Students Meeting Proficiency (Average of 3 Assessments Administered During School Year)</td>
<td>Elementary: 1st Administration of Benchmark Assessment System</td>
</tr>
<tr>
<td></td>
<td>Elementary</td>
<td>Middle</td>
</tr>
<tr>
<td>All Students</td>
<td>49%</td>
<td>45%</td>
</tr>
<tr>
<td>English Learners</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>18%</td>
<td>13%</td>
</tr>
</tbody>
</table>

### APPENDIX A: 2019 Local ESSA Consolidated Strategic Plan Clarifying Questions and Commendations Form (Focus Areas)

**LSS: Frederick County**

Team Facilitator or Program Manager: Edmund Mitzel

Based on the review of the local school system’s (LSS’s) Local ESSA Consolidated Strategic Plan, the clarifying questions listed below require responses to complete the review process. The clarifying questions are divided into Areas of Focus, Comprehensive Support and Improvement (CSI) Schools, Targeted Support and Improvement (TSI), Gifted and Talented (GT) Education, Comprehensive Teacher Induction Program, and SIG IV School sections. The final column lists commendations which demonstrate that the LSS exceeded performance expectations presented a uniquely innovative approach to improving opportunities for all students. Please respond to all clarifying questions on or before the close of business on October 31, 2019. (Add additional rows, if required).

**Note:** Page numbers were supplied by MSDE reviewer panel; numbers do not correspond to Plan.

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<th>LSS Response(s)</th>
<th>Commendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus #1</td>
<td>#4-10</td>
<td>Other than disaggregated data analysis, what consideration was given to equity when selecting strategies?</td>
<td>▶ Educational equity is built on the promise that every student can be a successful learner and reach their potential. Equity-based strategies are identified and selected not only student achievement data but based on the needs of FCPS’ diverse student population. Strong and high-quality equity-based strategies include ones that offer the ability for student agency and personalization, are culturally responsive, and lead to higher expectations for students. Embracing a growth mindset that every student can learn is critically important. ▶ Strategies are selected based on research and effectiveness of meeting the needs of each and every student. Considerations are given to the services being currently provided to students, gaps, and the needs to increase equity for students.</td>
<td></td>
</tr>
</tbody>
</table>
### Focus #2

**Page 23 notes four schools are disproportionate in suspension data. Please clarify the role and implication of suspension data as it relates to this plan.**

**LSS Response(s):**

- Focus Area #2 was identified as school quality and student success. As mentioned on page 23, measurements of school quality can vary but often include engagement, access, school climate, and safety. Attendance and discipline data are commonly reviewed as one of many indicators of school climate and safety. Thus, chronic absenteeism and suspension rates are two data metrics that FCPS monitors towards meeting its goals and objectives within this area of focus. As supported by research, attendance is a critical predictor of student academic success. FCPS had 11 school in 2018 and 9 schools in 2019 that were disproportionate in suspension for students with disabilities (as defined by MSDE’s risk-ratio calculation). Thus, this was a clear indication that strategies/interventions were needed to support students with disabilities.

**Commendations:** Not applicable, no response was provided in this line by MSDE reviewers.
## APPENDIX B: 2019 Local ESSA Consolidated Strategic Plan Clarifying Questions and Commendations Form (Gifted and Talented)

**LSS: Frederick County Public Schools**

Based on the review of your school system's Local ESSA Consolidated Strategic Plan, the clarifying questions listed below require responses to complete the review process. The clarifying questions are divided into the areas of focus from the plan. The final column lists commendations, which demonstrate that your school system exceeded performance expectations and/or presented a uniquely innovative approach to improving opportunities for all students. Please respond to all clarifying questions, on or before the close of business on **Monday, October 30, 2019**. *(Add additional rows, if required)*

<table>
<thead>
<tr>
<th>Areas of Focus</th>
<th>Page Number</th>
<th>Clarifying Questions</th>
<th>LEA Response(s)</th>
<th>Commendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT Student Identification</td>
<td>30-31</td>
<td>COMAR 13A.04.07 states, &quot;Additional identification shall occur at the 3-5 and 6-9 grade bands...&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Which specific identification methods/opportunities are available for students to be identified as gifted and talented after the end of second grade? Please be specific as to which measures are used and in which grades.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                         |             | **Grade 3-6:**  
|                         |             | - "Talent Spotting" is ongoing in elementary school, as students can enter into a Highly Able Learner Plan at any time. This may be based on a combination of local benchmark data, performance data on PARCC/MCAP, additional ability measure data (entering from another county, Full Scale IQ). Students who are not placed in an elementary Magnet Program may also receive services. New magnet applicants take both the CogAT and Global Scholars assessments, in addition to a review of a writing sample, available PARCC/MCAP data, and reading level information. |
|                         |             | **Transition from Grades 5 to 6 and Grades 8 to 9:**  
|                         |             | - Middle school Advanced Academics Specialists collaborate with the elementary schools during the transition planning period from Grade 5 to Grade 6. The specialists work with high school counselors during the transition from Grade 8 to 9.  
|                         |             | - The identification pool encompasses all rising 6th graders and students entering Grades 7 and 8 are reviewed for possible HAL service during each school year via the "Talent Spotting" process.  
|                         |             | - Students are identified to receive HAL cluster and pull out services in any or all 4 core subject areas.  
|                         |             | - The following measures serve as guidance for HAL identification in each subject area:  
|                         |             |   - Successful performance in an elementary school magnet program (all core subjects).  
|                         |             |   - PARCC/MCAP ELA, math, and/or MISA performance levels (appropriate to the core subject).  
|                         |             |   - Fall and Winter reading levels (Language Arts, Social Studies, and/or Science HAL).  
|                         |             |   - Reading grades for Terms 1 and 2 (Language Arts, Science, and/or Social Studies HAL).  
|                         |             |   - Math grades for Terms 1 and 2 (Math HAL).  
|                         |             |   - Writing Grades for Terms 1 and 2 (Language Arts HAL).  
|                         |             |   - Learner Characteristics Scale (All 4 core subjects).  
|                         |             | - You are to be commended for the large number of programs and services available for students. |
| GT Student Identification | 30-31       | Comment: You should utilize scores from the ACCESS for ELLs to help identify students from the EL population. (There is no need to respond to this comment.) |