

Somerset County Public Schools 2024 Blueprint Implementation Plan

March 15, 2024

1. How are your district’s vision, goals, strategic plan, and other system and school-level plans aligned to the Blueprint? Consider the connections across pillars and how the expected outcomes of the Blueprint intersect with and align to district programming.

SCPS’ mission statement directly aligns with the Maryland Blueprint for Education in many ways. Our mission statement specifically references empowering “all students to become innovative problem-solvers and ethical leaders by providing engaging, technology enhanced instruction...”. Over the past decade SCPS has worked hard to provide equity to our students in three main ways: Universal Pre-K, Community Eligibility Provision Program (CEP) to provide free breakfast and lunch to all students, and free Dual Enrollment for ALL eligible SCPS students instead of only our FARMS students. This is our way of fundamentally providing academic and social equity to our student population. Our academic goals continue to revolve around meeting our AMO proficiency rates for all state MCAP tests, including goals for all student populations. Similarly, we are looking to increase our number of students attaining CCR status to at least 70%. We also hope to bring our attendance back to the state’s standard of 94% to all schools. Finally, we hope to provide additional support services for all students to reach their full academic, social, and emotional potential. All of our district and school strategic plans focus on these goals including the sub-strategies and aligned supports, such as qualified staffing, that play a large role in our success or lack thereof.

The Local ESSER Consolidated Strategic Plan incorporates all of our title grants, which support our system in a variety of ways. Title I grants service our elementary Title I schools by providing classroom materials to support creative learning experiences and family engagement. Title II funds are used to provide new teacher orientation and mentoring as part of our attempt to retain teaching staff as well as to improve their pedagogical skill. Title III funds for FY24 were allocated for weekly after school tutoring for Multilingual Learners, to provide stipend monies for professional learning opportunities around promoting success for newcomers, and for hosting pre and post family engagement events with the focus on ACCESS for ELLs. Title IV supports equitable access to high quality academics by paying for PSAT, SAT, and AP tests for ALL SCPS students as well as GT summer enrichment camps.

Along with these specific areas of focus, SCPS has worked to align district initiatives to the Blueprint Pillars and partnered with school leaders to ensure that they do the same. SCPS’ commitment to equitably providing a fair start for students’ educational careers through Universal PK directly supports the early learning initiatives of Pillar 1 in Blueprint.

Our ongoing commitment to improving student academic achievement aligns with the focus on college and career readiness in Pillar 3. Over the past year, we have invested in understanding the multi-layered challenges that affect our students’ academic growth. This includes behavioral & mental wellness, attendance and school safety. In addition to academic interventions, we have provided professional learning resources to support school teams in fostering a positive school climate, addressing student SEL needs, and providing behavioral and emotional support interventions to address the needs of all students.

Our focus on high quality instructional materials is also intertwined with our CCR (Pillar 3) priority. Winter MAP assessments revealed many students moving their score to above grade level and just as many students moving up to “on grade level,” which we believe can be attributed to the new elementary CKLA curriculum.

SCPS has also made changes to the adaptive testing and intervention platform for secondary math. After years of a lack of progress with the program ALEKS, SCPS is utilizing a new platform to measure growth and provide adaptive practice. The NWEA Map, and corresponding Khan Academy math intervention program allows us to streamline measurement across ELA and math. We believe that the new adaptive intervention will work better for our students with the greatest needs, including our special education students. In fact, winter MAP data shows small increases in student achievement.

SCPS commits to the review of student data to understand the root causes of disparities in achievement. This has led to the development of learning initiatives focused on increasing supports to students with exceptional needs (Pillar 4). Last year the county initiated a partnership with MCIE (Maryland Council for Inclusive Education) to address inclusivity concerns. Students placed in comprehensive classrooms and students with 1:1 paraprofessionals have been on the rise over the past decade with evidence that not all of those are appropriate settings and accommodations for students. The consultants have trained many administrators, district leaders, and now teachers on not only the difference between modifications and accommodations (and their appropriate uses), but also in scheduling using natural proportions. The first full year of implementation, in several of our elementary schools, has shown some success and a greater understanding by educators of how we have been doing a disservice to our students by over-accommodating and expecting low achievement instead of presuming competence. We look forward to improving how we serve and educate our special education students as we grow this initiative to other schools and to regular education teachers. The special education department and MCIE will be partnering with content supervisors to infuse this pedagogical knowledge shift and practical implementation strategies into summer professional development. Additionally, MCIE received a grant and will utilize that resource to continue to provide training, consulting, planning, and strategic reflection to SCPS. This will enable SCPS to grow the MCIE initiative to all elementary schools as well as our middle school for next year, and eventually, our high schools.

In addition to Blueprint aligned priorities, SCPS has leveraged a collaborative interdisciplinary team to analyze student academic, attendance, and disciplinary data. This team meets monthly and discusses how to address challenges. Data-informed discussions amongst the team has led to the development of updated initiatives, collective problem-solving, resource and knowledge sharing and has also elevated key questions the district must consider as a part of implementing improvement measures. One of the greatest changes we've seen as we fold Blueprint Pillar conversations into these meetings is an increase in inquiry related to reviewing, addressing, and adapting policies at the district level to increase educational opportunities and achievement for students. In the coming year, the district will experience considerable leadership shifts. This team has been focused on developing a set of strategic questions for study so that they can present a comprehensive plan and set of potential focus areas to the new leadership that aligns with Blueprint Pillars and addresses the district's most pressing issues. We anticipate that in addition to implementing key practices from this group, we will also roll out several working groups (consisting of district and school-based personnel) to review data and develop updated policies and initiatives to address district areas of need.

1. How your district is communicating its goals and plans with those implementing the Blueprint in the district, including principals and educators; soliciting feedback; and adapting its communication strategies to improve stakeholder understanding of the Blueprint's purpose.

SCPS uses three main structures to keep the administrative and supervisory staff updated and engaged in Blueprint goals and changes: the district needs assessment process, monthly administrative and supervisory meetings, and Blueprint Pillar Committees. The district Needs Assessment is the process that drives the changes necessary to meet Blueprint

goals and initiates the plan for the year. The Needs Assessment includes building level principals and instructional personnel, such as coaches, to help analyze data, drill down to root causes, and prioritize goals and strategies. This enables leadership to analyze data in the context of change and Blueprint requirements. Once the Needs Assessment is complete, Pillar Committee Chairs (Instructional Supervisors) hold committee meetings to further discuss, plan, and monitor specific aspects of related Blueprint items including academic goals and strategies. Principals and Assistant Principals are included on Committee teams to ensure that they are involved in aspects that relate to their schools. Committees then share information to larger community and stakeholder groups as well as staff (usually in staff meetings and professional development opportunities). These system goals are then incorporated into schools in a variety of ways, including School Improvement plans, with school level goals that mirror the district goals. School teams develop communication approaches that expose families to these goals, these approaches include informational flyers, posting of system updates on the website (including all system LECS and Blueprint updates), Parent Advisory meetings, Parent Nights, and changes to processes. For example, as CCR status is measurable and students/systems are accountable, families will now receive notifications on the status of their students as well as which individual options are available moving forward.

All needs assessments (district and school) use MCAP and local data to help us measure success and make changes accordingly. Our district needs assessment process that we use for LECS Planning now also incorporates Blueprint requirements, bringing in all pillars. This means that staff from PK-12 including supervisors, principals, teachers, coaches, mentors, and district leadership, all get together to review data, issues, root cause analysis, and discuss how to address the challenges over the next year. Data that is regularly reviewed is attendance, discipline, MCAP data (disaggregated), NWEA Map data, Dual Enrollment & AP data, GT data, Local Benchmark Data, Mental Health Data, 9th grade on-track data, grades, and CCR status. Pillar Chairs are instructional supervisors, so content and pedagogical links are all explored and strengthened collaboratively. Regular meetings among this group happen in a variety of structures built into the leadership system, including monthly Administrator and Supervisor meetings and monthly Instructional Supervisor Meetings. Additional Pillar meetings are held regularly by the Pillar Chairs to provide updates to stakeholder groups. Blueprint steering committee meetings, among the Pillar Chairs, happen regularly as system challenges and/or Blueprint initiative deadlines necessitate.

Teachers have had significant voice and representation in changes related to Career Ladder through negotiations. We are also getting feedback from non-union teachers from all stages of their careers, and with a variety of different content specialties using a focus group. This group will work on envisioning how SCPS and Blueprint supports teachers as they move throughout their careers. After the Career Ladder has been finalized, this group will then explore best tools and strategies to communicate the goals and components of the career ladders, as well as how SCPS can/should support teachers in decision making based on career goals. With the recent updates to COMAR regarding teacher recertification it will be important for teachers to have guidance from someone knowledgeable.

Communication will continue to be a priority over the next few years. Because SCPS will be experiencing a transition in leadership between SY23-24 and SY24-25, we will need to make changes in structures to ensure that shifts in areas of focus are clear and the district's commitment to systemic change is articulated in alignment with our new Superintendent's vision. In fall of 2024 the Blueprint Co-coordinators will meet with the new leadership to discuss any changes to the communication process. This will include a focus on strategic communication at every level to provide updates on progress towards district goals, shifts in priorities and focus areas, and available supports to address the needs of our students and families.

We anticipate that any communication plan will include a variety of topics and will target the stakeholder groups of students, parents, and the larger community. SCPS will attempt to reach each group leveraging insights gained in collaboration with school teams and established district working groups with a focus on methods and content most relevant to that group. While students may receive information in schools during scheduling and counseling, parents will receive information on report cards, targeted mailings, texts, social media posts, and SCPS app communication. The larger community may potentially receive information in flyers placed in local businesses as well as on regional billboards.

SCPS is committed to using effective communication as one way to make significant progress. We believe that students and families would choose to strive to meet many goals if they were aware of those goals and the consequences of not meeting them. Creating an ongoing timeline and action plan designed to continually communicate with our busy and constantly changing populations is one way to ensure that everyone is aware of our goals.

2. How your district is making systemic changes to support ongoing Blueprint implementation; consider the strategies that have and have not been successful in your approach to reaching the Blueprint's expected outcomes.

SCPS regularly evaluates, re-evaluates and revises initiatives or implements new initiatives based on our county Needs Assessment process. This process allows stakeholders in our system to review data and expectations as part of our regular strategic planning, but it also enables us to tackle new Blueprint initiatives that aren't inherently included. Data indicates that many of our challenges over the past several years have persisted rather than decreased and/or improved, making the conversation about what is successful/not, extremely relevant.

The largest systemic changes that have been implemented as a result of Blueprint are the collaborations. SCPS now has multiple initiatives involving outside agencies that did not exist prior to Blueprint. The collaborations with local colleges and universities have led to a variety of expanded opportunities, including programs for CDA certification for paraprofessionals, expanded Dual Enrollment opportunities for students, and continuing educational opportunities for teachers. In an effort to expand PK3 educational programs SCPS continues to seek collaborations with community partners, despite a severe shortage of local childcare providers. Other collaborations with our local workforce development board and Junior Achievement have enabled SCPS to expand career counseling and opportunities. The involvement of these outside agencies has forced the system to develop better internal processes for creating MOU's, billing agreements, and accountability measures.

Continuous communication with building leaders about Blueprint and academic progress have led some school principals to initiate structural changes as well. Some schools are targeting and recruiting paraprofessionals to become teachers, effectively implementing very localized "grow your own" programs.

Finally, the shift to school-based budgeting is a substantial shift in how money is budgeted and allocated. As SCPS continues to make that shift we are becoming more mindful and strategic about ensuring that dollars are spent for each school's student populations.

SCPS remains a leader in the state in the realm of Early Childhood Education. For nearly a decade, SCPS has been providing PK for all and we have recently implemented PK3 classrooms in our schools so this Blueprint requirement was already being met. 56% of SCPS Kindergarten students tested as ready for kindergarten using the KRA measurement. Data supports that students that attend our PK3 and PK4 programs show a higher percentage of readiness at 62% than students that do not attend our early childhood programs at 6%. Potential expansion of PK3 access to students and families in Somerset County would require collaborative partnerships with existing providers and/or organizations to acquire space for us to run the program.

Over the past 4 years grant funding has enabled SCPS to recruit, support, maintain, and develop our staff extensively and in a variety of ways. Grants such as ESSER, LEADS, and COVID, along with startup Blueprint funding have enabled the system to put extensive supports into place, all of which are now in jeopardy. One way we have supported our teachers and helped grow new teachers is to provide opportunities for TAM (Teaching Academy of Maryland) students to work part time in our elementary schools as paraprofessionals. Additional teacher support includes a team of highly skilled mentors to help teachers improve their planning, instruction, assessment, and data analysis skills. These positions are crucial to student success when a teacher shortage means that approximately 30% of our teachers are either non-tenured or non-certified. Similarly, we have partnered with several universities including Salisbury University, U.M.E.S., the American College of Education, Coppin State University, and Mount St. Mary's University to help our paraprofessionals gain teaching degrees and certifications as well as helping existing teachers acquire Master's Degrees. We have also established a strong relationship with our local community college to help our Early Childhood paraprofessionals pursue classes and credits towards CDA certification and/or an Associate's Degree. Finally, LEADS money enabled the county to reward teachers that stayed in the county for two years and to provide incentives to new teachers joining our county. Loss of grant funding will leave the county to either support these initiatives with local monies or eliminate them and the positions that came with them.

In addition to increasing our capacity for hiring, increasing our numbers of highly qualified and diverse teachers, and increasing starting teacher salaries to at least \$60,000 per year, SCPS is creating a Career Ladder for teachers. This will benefit teachers that earn additional credentials such as National Board Certification, as well as provide additional professional opportunities within our system. We look forward to using the Career Ladder as a positive incentive for teacher leadership and student achievement.

Academically, SCPS continues to evaluate what works and what does not for our students and our system. A persistent focus on providing intervention to students that are not proficient in both reading and math have led to somewhat successful program implementation. Elementary schools have created scheduled, structured, regular intervention programs for both contents, but continue to struggle with how to make them more effective. Both contents have attempted a variety of programs and focus areas with some success. MAP data indicates that while students benefit from the intervention, they are not closing the gap or increasing grade levels, essentially making the intervention students "lifers." We are making attempts to specialize interventions for Tier 3 students including intensive supports and pull-out while using regular Tier 2 re-teaching and adaptive programs as needed for "bubble students" in order to provide more targeted instruction for all. Our focus on ongoing review and disaggregation of student data allows us to quickly make data-informed shifts in practice or adjustments in our interventions to address student needs. For instance, elementary math intervention now uses an Ed Reports vetted intervention program, Bridges, instead of another program that has not led to measurable, student academic progress.

Unfortunately, the staffing shortage, and specifically the math teacher shortage, have made secondary math intervention near impossible. Without qualified staff and enough schedule times available, math intervention is limited in some schools and non-existent in our most needy schools (intermediate school where math builds to Algebra). The system continues to fund these positions and heavily recruit but we have, as yet, achieved limited success.

SCPS has shifted its academic focus to curriculum in both ELA and Math over the past two years. Last year SCPS piloted a new elementary reading curriculum, CKLA, after years of a curriculum that showed achievement declining. The curriculum is rigorous in including the science of reading, but also in building social studies and science background knowledge through the curriculum. Initial implementation in the early grades was easier as the students were beginning their reading careers with rigorous, phonics-based instruction whereas students in upper elementary grades were thrown into a much more robust program without the background provided by that same program. While these growing pains continue with both students and teachers, we are finding more teacher comfort and student success. One school recently reported that winter MAP test results indicate that 9% of students moved from on grade level to above grade level and 6% of students moved from below grade level to grade level. While the number of students advancing is relatively modest, the shift for those students is not: it is significant and shows success in our program. The ELA department is currently in the beginning stages of researching, evaluating, and adopting a new secondary curriculum. Using a thorough process that only evaluates the best of high quality, vetted, research-based materials according to Ed Reports and/or What Works Clearinghouse should enable SCPS to take the elementary gains and continue the progress throughout middle and high school.

The math department is also making some changes at the secondary level to the curriculum by switching its adaptive practice and Tier 2 intervention program, ALEKS, to NWEA MAP and the corresponding Khan Academy math intervention. Winter data showed modest improvements in student scores but we are unable, as yet, to determine whether that will translate into student gains on MCAP.

SCPS is also making progress in providing post-CCR opportunities for students. Though the county has been offering Dual Enrollment courses free of charge to eligible students for nearly a decade, we are continuing to make progress towards Blueprint goals by expanding our approved course selection, working on a schedule for students to earn an Associate's Degree in High School, and revising existing policy to remove a limit to the number of courses a student can take. Additional expanded post-CCR opportunities include the pending addition of two additional Advanced Placement courses for sophomores (AP Government and AP Seminar English 10), a newly added welding program at our technical high school, and a new partnership with the AMP (Apprenticeship Maryland Program).

One persistent challenge that SCPS needs to re-evaluate as a system is attendance. No school at any level meets the state's required 94% attendance and the number of students that are chronically absent has increased significantly. As of February, the county's intermediate school has a chronic absenteeism rate over 35% and both high schools have chronic absenteeism rates hovering around 25%. This means that these students have been absent for 10% of the time spent in school so far. The ramifications are critical for all students, but perhaps more so for those at the secondary level. In addition to losing instructional time, students may also lose required credit hours and potentially one avenue to obtain CCR status. Though SCPS does address attendance in many ways, the methods being used are not effective at increasing the amount of time students come to school.

Extensive use of PBIS incentives for attendance have not increased attendance. SCPS maintains a family portal that provides an automatic call to families when the students are absent. In many cases this is not effective because the student is not skipping school and the family already knows that the student is absent. In fact, in many cases the parents keep the students home because they are ill and with residual Covid 19 protocols we have supported those decisions.

Another task for improving SCPS student attendance through the new committee is to create and implement a publicity campaign aimed not only at students and parents, but also the extended community. In many cases people who care for future students (younger than PK3) and or extended family that may have temporary custody of the students make decisions about student attendance without knowing the “rules” and may unconsciously do the student academic harm. Anyone that may potentially be involved in a student’s education needs to have a working understanding of our system’s goals, programs and expectations, including attendance.

3. Your district’s three greatest challenges to Blueprint implementation, including the rationale for selecting them, the specific initiatives/programs/strategies the district will implement to address them, and how your district will transform to implement these strategies effectively.

SCPS’s three greatest challenges are staffing, CCR (status, instruction, and attendance), and SEL (addressing the needs of our most troubled students to facilitate better learning for all). Each of these areas present enormous challenges with multiple factors contributing to the overall concern.

Staffing is by far SCPS’s largest issue with approximately 30% of staff non-tenured and/or non-licensed. While content is generally less intense at the early elementary level, middle school and high school content becomes very specialized and technical: especially in math. Mathematics builds, so every time a course is taught by someone who does not fully understand the content, the methodology used, and the progression of the math, the student may lose specific content as well as progression to new content that builds on it. When students get behind in a content, there is no time built into the next curriculum to re-teach all of the skills lost previously, making the problem cyclical. As the cycle deepens students begin to feel like failures and realize that they’ll never catch up and so they disengage and give up, often disrupting class instead.

The teacher shortage, and shortage of teachers with higher level mathematics and science knowledge, is one of the largest contributing factors to our high non-tenured and non-certified numbers. Teacher turnover rates have led to an extremely young teacher workforce in SCPS. This means that many of them are having children and going on maternity leave, often at the same time.

While the addition of extensive learning support and student services personnel help support teachers with SEL, all teachers must have the basic knowledge of how to interact with students experiencing trauma. SCPS continues to provide ongoing support to staff in Trauma Informed Teaching, SEL instruction, and restorative practices, but these are skills that develop and strengthen over time. New teachers, whether certified or not, still need to build these capacities.

Poverty related challenges, including obesity, drug use, mental health challenges, housing issues, transportation issues, and no clear avenue for socio-economic upward mobility are all concerning. These are further complicated by a poverty rate of well over 75%, a special education rate of approximately 20%, and an EL rate 4%.

Despite these monumental challenges, SCPS continues to recruit hard and utilize innovative strategies to find teachers. In addition to re-establishing a relationship with Salisbury University, SCPS is implementing a variety of Grow Your Own teaching initiatives. We will continue to recruit for our TAM (Teaching Academy of Maryland) program and grow our Men of Color in Teaching program with U.M.E.S. as well as place high school students into elementary schools as paid paraprofessionals. SCPS will also host a College Night for existing employees, both teachers and paraprofessionals, to get information from Coppin State University on continuing education opportunities. The county is also negotiating a formal MOU with Wor Wic Community College's Early Childhood program to formalize the program to help Early Childhood paraprofessionals obtain credentials necessary per Blueprint legislation.

Maintaining quality staff will become an even larger challenge with funding for mentors and coaches sunsetting at the end of this fiscal year. Schools and supervisors will need to utilize professional development days and planning time and after school staff meetings as much as possible for embedded professional development to help fill the gaps made from the eliminated positions. Other systemic issues, however, will result from sunsetting of funding from grant sources that allow us to provide robust programs to support our teachers.

The inclusion of a new way for students to become CCR (College and Career Readiness), a Blueprint indicator of academic success, added approximately 30 more students as CCR, but it did not solve our problems completely. This did not surprise us as our 9th grade on-track data has been showing significant numbers of students failing classes and not obtaining all credits.

Actual data from our 9th grade tracker shows that 32% of 9th grade students failed two or more courses in 2022-23. While CCR isn't measured for the first time until 10th grade, it is telling that by 9th grade nearly $\frac{1}{3}$ of our students are failing courses. While we do not have that data disaggregated by content, any of those failures that are within ELA and math classes indicate a lack of skill and knowledge that will significantly impair student learning, and progress in learning, as they move forward. Further, these low grades feed into student cumulative grade point averages, often bringing them below the 3.0 threshold for the alternate path to CCR.

Of the number of students not obtaining credits, 5% failed Algebra Readiness and 13% of students failed 8th grade math as a result of not meeting the SCPS attendance requirements. This is relevant in that attendance has been a persistent issue in the county, at all levels, for at least 5 years and continues to cause harm. In addition to students failing classes for attendance, and then losing an opportunity to become CCR, students also lose valuable instructional time that could enable them to excel academically and successfully pass the MCAP tests needed to become CCR in the first place.

First, we intend to address attendance by convening an attendance workgroup to engage in root cause analysis, re-evaluate our policies and practices, and discuss alternatives to attendance failures. From this work group an action plan and timeline will be developed to address new initiatives as well as revise current practices. If we can improve attendance, we stand the chance of potentially improving the grades for approximately 5% of our failures. If we could manage that, and the students were able to keep a C in Algebra I, then we could utilize the additional avenue to CCR status.

SCPS' attendance policy is for all students, but the way in which we address the issue may differ from elementary to secondary. Once the committee identifies root causes and policies/procedures that consequently need to be changed, the group will set about creating action steps and a timeline for implementing changes.

Next, we intend to use building level principals to work out a plan to address the issue of missing work. If students attend school, then there will likely be *less* missing work to start with. The remaining work in this arena will be setting high expectations, explicit and frequent parent communication, and early and effective interventions for students not completing assignments.

Lastly, to improve CCR readiness, we intend to work with core content teachers in grades 8 and 9 to analyze gradebooks and make correlations to local benchmark and state assessments. There are likely inequitable grading practices leading student grades to be inaccurate on both ends of the spectrum.

Mental health has become an extreme problem that impacts not only those students and families, but the students and teachers around them. Without county or district resources to provide services for the extreme cases, the disruptions perpetuate and cause issues with others in the school community.

Two outside agencies recently received grant funding to provide wrap-around support to our schools, including after school programs and additional mental health support. As our district and building level student support teams leverage Concentration of Poverty money to counsel students and incentivize positive behaviors, we are also researching additional ways to help our students. We continue to look at providing an Intensive Outpatient Program for our students but struggle with logistics and funding. By fall of 2024 the Student Services team will be meeting with new leadership to discuss progress and/or new initiatives.

4. How the district will monitor progress towards addressing its three greatest challenges to reaching the Blueprint's expected outcomes.

Ultimately measuring progress is much clearer than solving the challenges. SCPS has created built-in structures for data analysis at the leadership level including Administrator & Supervisor meetings, Instructional Supervisor Meetings, District Needs Assessment meetings, Blueprint Pillar Committee meetings, school meetings, and department meetings. Once data is processed from the state it becomes available to appropriate staff in our data management system, Unify Performance Manners. Blueprint Coordinators and Data Management staff collaborate with supervisors to pull relevant data for these structures as appropriate. For example, discipline and attendance data have been regularly pulled monthly for A&S meetings to keep schools informed and to discuss action steps. One new data point, as we develop ways to appropriately track and share, is CCR Status. We are looking at reports that appropriate staff can run in our student management system to look at this data by school and system as well as how to share it with individual families.

For ELA, we will continue to monitor any strand data available from lagging MCAP scores to determine gaps in curriculum and instruction. Leading data in 10th grade will include student grades in ELA as well as Winter and Spring MAP scores. Research has shown basic correlations between students scoring at certain levels on MAP tests and scoring proficient or higher on state tests.

Similarly in math, we will utilize both lagging and leading/local data to monitor progress leading up to MCAP in Algebra. Student grades in Algebra Readiness are an excellent indicator of readiness and success in Algebra I. Similarly, monitoring NWEA MAP scores and correlations to state tests should provide a good gauge of student readiness and potential success.

Additional progress monitoring relates specifically to the newly adopted CCR criteria that includes a 3.0 grade point average and C or better in Algebra. Tracking 8th and 9th grade student grades and attendance will enable SCPS to more quickly implement learning support and wrap-around services to students as well as provide more targeted and personal academic support to students in need. Hopefully curbing student absences in grades 8 and 9 will lead to less missed instruction and work, automatically giving the student a better opportunity to achieve CCR through the GPA route.

The ultimate goal of having schools that are fully staffed with tenured, certified teachers can easily be monitored through our Human Resources information and reports. SCPS mentors will continue to work with non-tenured and non-certified teachers in providing support.

SEL data will be monitored through student discipline data, which includes referrals, suspensions, and ISS. Student services also continues to track data on students receiving mental health services at school, though increased numbers does not indicate a lack of progress. Our most individualized measure of success will be at the student level. As guidance and learning support work with students and check in with them, sustained growth, employment of coping skills, and evidence of academic progress are all measures of success. Success will be measured by decreased disciplinary infractions and increased academic achievement.