CHAPTER 2

Office of School Support and Improvement

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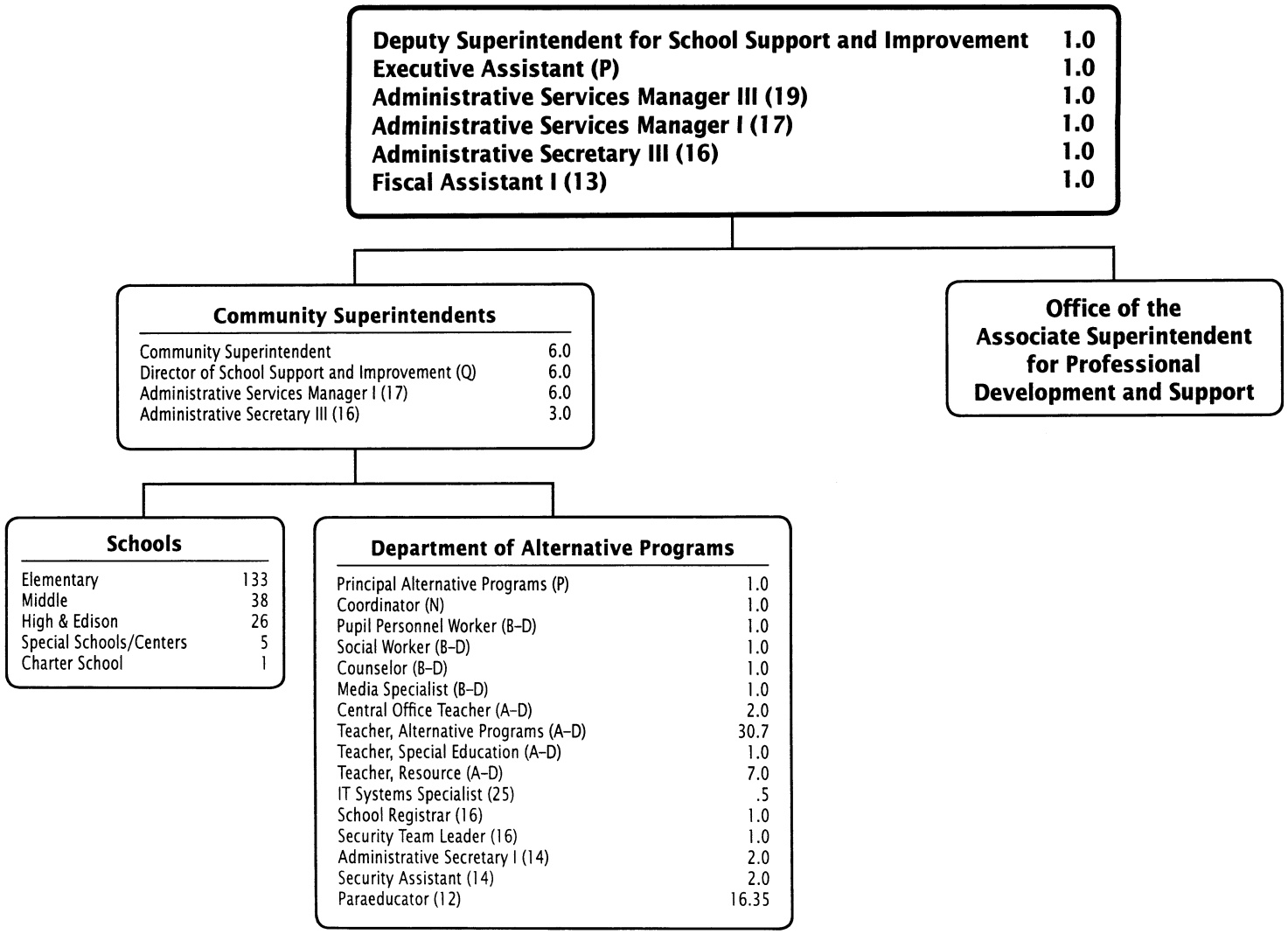
Office of School Support and Improvement
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	29.000	32.000	32.000	32.000	
Business/Operations Admin.					
Professional	61.700	61.700	60.700	60.900	.200
Supporting Services	48.850	46.850	48.350	48.350	
TOTAL POSITIONS	**139.550**	**140.550**	**141.050**	**141.250**	**.200**
01 SALARIES & WAGES					
Administrative	$4,005,919	$4,683,357	$4,683,357	$4,544,327	($139,030)
Business/Operations Admin.					
Professional	5,355,260	5,532,792	5,428,646	5,338,090	(90,556)
Supporting Services	2,455,372	2,413,464	2,562,008	2,560,372	(1,636)
TOTAL POSITION DOLLARS	**11,816,551**	**12,629,613**	**12,674,011**	**12,442,789**	**(231,222)**
OTHER SALARIES					
Administrative					
Professional	2,163,645	2,199,558	2,204,558	2,264,373	59,815
Supporting Services	174,434	316,047	316,047	316,047	
TOTAL OTHER SALARIES	**2,338,079**	**2,515,605**	**2,520,605**	**2,580,420**	**59,815**
TOTAL SALARIES AND WAGES	**14,154,630**	**15,145,218**	**15,194,616**	**15,023,209**	**(171,407)**
02 CONTRACTUAL SERVICES	**242,018**	**314,136**	**420,495**	**426,149**	**5,654**
03 SUPPLIES & MATERIALS	**219,345**	**223,619**	**240,619**	**250,619**	**10,000**
04 OTHER					
Local/Other Travel	45,995	89,213	89,213	95,033	5,820
Insur & Employee Benefits	3,882	1,944	1,944	1,944	
Utilities					
Miscellaneous	16,246	23,475	23,475	23,475	
TOTAL OTHER	**66,123**	**114,632**	**114,632**	**120,452**	**5,820**
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	**$14,682,116**	**$15,797,605**	**$15,970,362**	**$15,820,429**	**($149,933)**

Office of the Deputy Superintendent for School Support and Improvement



F.T.E. Positions 96.55

Office of School Support and Improvement—617/561/562/564/937

Dr. Beth Schiavino-Narvaez, Deputy Superintendent 301-517-8258

Mission: *The mission of the Office of School Support and Improvement (OSSI) is to maximize student achievement by building the capacity of instructional leaders.*

OSSI will accomplish this mission by supporting, supervising and coaching instructional leaders to improve practice; building networks for benchmarking and idea sharing; coordinating resources across central offices; promoting equitable practices; and building positive relationships that facilitate open communication.

Major Functions

The function of OSSI is to ensure that schools focus on improving student achievement through effective instruction. To maintain this focus, the office provides administrative support to individual principals, schools, and the school system; monitors implementation of Board of Education policies and student progress; selects and evaluates principals; coordinates and assigns resources; and allocates staff and other resources to schools. OSSI monitors the implementation of the school improvement planning process using the quality tools of the Baldrige-guided School Improvement process to build capacity of school leaders. In collaboration with other offices, OSSI provides feedback to parents and community members related to school issues and concerns.

OSSI is led by a deputy superintendent, who is responsible for the office and the direct supervision of six community superintendents. Each community superintendent oversees from 32 to 37 schools (including alternative programs and a charter school) that are organized in geographically contiguous quad or quint clusters. Supporting schools and the community superintendents are six directors of school support and improvement.

The community superintendents and the directors of school support and improvement assist principals in identifying school improvement strategies for improving student learning and achievement, using school improvement plans to focus and monitor the improvement strategies, analyzing school data for concrete actions, and providing differentiated assistance on school-based issues. OSSI collaborates with the Office of Human Resources and Development (OHRD), the Office of Curriculum and Instructional Programs (OCIP), the Office of the Chief Technology Officer (OCTO), the Office of Special Education and Student Services (OSESS), and the Office of Shared Accountability (OSA) to ensure that the work is coordinated and aligned with school needs.

OSSI oversees the interview selection and evaluation processes of all school-based administrators. This includes managing the principal-selection process to ensure community and staff involvement, and the selection and assignment of new assistant principals and assistant school administrators. OSSI and OHRD coordinate efforts in determining and assigning principal interns to elementary and secondary schools. In addition, the offices collaborate on screening and interviewing outside candidates for administrative positions, oversee transfers of administrators, and monitor principals' adherence to the teacher and supporting services professional growth system requirements. Community superintendents and directors of school support and improvement conduct formal observations of principals, and community superintendents conduct all principal evaluations, using the Administrative and Supervisory Professional Growth System. Community superintendents and directors of school support and improvement conduct staff appeal hearings and serve as second observers for underperforming assistant principals. Additionally, OSSI reviews the evaluations of all assistant principals to ensure that school administrative teams are functioning effectively. Community superintendents serve on second-year assistant principal trainee and elementary intern development teams. Directors of school support and improvement serve on all first-year elementary assistant principal trainee development teams.

OSSI encourages school-based walk-throughs that provide data for self-reflection and building-guided improvement efforts. Community superintendents and the directors of school support and improvement analyze individual school performance data relative to county-wide and state standards and assess school growth toward those standards. Of equal importance is the focus on rigor and raising the achievement bar for all students. OSSI has formed and is leading Achievement Steering Committees (ASCs) and Enhanced School Improvement Teams (ESITs) for schools not meeting state achievement targets. With the supervision and direction of the community superintendents and directors of school support and improvement, the ASCs and ESITs are designed to facilitate collaboration of central services personnel to deploy appropriate support for schools in preparing effectively for the implementation of school improvement strategies by establishing consistent monitoring of student performance data by subgroups, informing action for staff implementation, and taking the data to the individual student level.

OSSI supervises and supports Alternative Programs that work to provide a positive and effective educational program for adolescents who have not been successful in comprehensive schools for reasons that include delinquency, truancy, substance abuse, and classroom disruption. Each comprehensive middle and high school operates a Level 1 program for students who need additional support in academic, social/emotional and behavior management areas. Alternative Programs also operates four Level 2 programs located outside

of the comprehensive school setting. These secondary programs provide direct instruction in the areas of academics and social emotional development. The Level 3 Randolph Academy high school program and the Level 3 Fleet Street middle school program serve students in lieu of expulsion; and a 45-day alternative program serves special education students who are involved with drugs, weapons, or serious bodily injury offenses.

Trends and Accomplishments

The federal *No Child Left Behind Act of 2001* and *Maryland's Bridge to Excellence in Public Schools Act* both set a standard for the acceleration of academic achievement for all students and the elimination of achievement gaps among children. OSSI ensures that schools are focused on improving student performance in order to meet the requirements of this legislation as well as the long-standing plans and expectations for educational excellence in MCPS.

Key to meeting the goals of improving student results is a highly qualified teacher in every classroom. Schools have received their initial staffing allocation earlier in each of the past five years, which allows principals to recruit and retain highly qualified teachers. Staffing allocation decisions also have been further refined in order to create greater equity among schools. Additionally, in collaboration with OHRD and the Montgomery County Education Association, the teacher placement process has been accomplished in a more efficient and inclusive way.

The office manages the school-based administrator selection and assignment process, and the interviews of outside candidates for assistant principal and principal positions. OSSI also collaborates with other offices and school administrators in the assignments of principal interns, assistant principals, and assistant school administrators, assigning 16 principal interns and 60 assistant principals for Fiscal Year (FY) 2013.

Major Mandates

The functions and activities of this office ensure full implementation of Board of Education policies and federal, state, and local regulations that affect the management, administration, and performance of schools and their principals.

Our Call to Action: Pursuit of Excellence is designed to ensure that principals have the knowledge, skills, strategies and beliefs necessary to respond to the needs of a growing and highly diverse school system.

Montgomery County Board of Education academic priorities include improved academic results, and OSSI's functions support schools to attain those results.

The *No Child Left Behind Act of 2001* requires public school systems to ensure that every student receives a meaningful, high-quality education.

Strategies

- Evaluate principals in accordance with the MCPS Administrative and Supervisory Professional Growth System.
- Collaborate with OCIP, OCTO, OHRD, and OSESS to ensure that schools and principals receive appropriate support and guidance.
- Facilitate collaboration of central services personnel through the ASCs and ESITs to deploy appropriate support for schools in preparing effectively for implanting school improvement plans.
- Monitor the implementation of policies of the Board of Education.
- Monitor the continuous improvement summaries completed by each school to ensure that they use data and respond to the shared accountability targets and state and federal requirement.
- Communicate with MCCPTA through cluster PTA representatives to share information, strategize for problem solving, and work on stakeholder collaboration

Performance Measure

The state accountability measures have changed as Maryland has received a No Child Left Behind waiver. Schools are no longer held accountable for making Adequate Year Progress (AYP). Instead they are held accountable for meeting Annual Measurable Objectives (AMO). The AMOs were set with the release of the 2012 MSA/HSA data. The following reflect the number and percentage of schools where students met the AMOs in reading and mathematics in the "all students" category in 2012.

- Elementary Schools (Reading) 128 (97.7%) Elementary Schools (Math) 126 (96.2%)
- Middle Schools (Reading) 30 (78.9%) Middle Schools (Math) 33 (86.8%)
- High Schools (Reading) 25 (100%) High Schools (Math) 25 (100%)
- In 2013, our goal will be 100 percent of elementary and high schools and 90 percent of middle schools meeting their AMOs in reading and mathematics in the "all students" category.
- Additionally, our goal will be for K–12 schools to meet the AMOs in reading and mathematics by subgroups: African American, Latino, FARMS, Special Education, Limited English Proficiency.

Explanation: The primary function of OSSI is to ensure that schools are focused on improving student learning and achievement. OSSI uses a wide range of data to ensure that principals and teachers examine their

schools' performance and adjust their instructional plans accordingly.

Performance Measure:

Performance Measure: Increase the percentage of Alternative Program students who meet the established exit criteria and transition to their home/comprehensive school at the end of the school year.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
47%	50%	55%

Explanation: Each student has individualized exit criteria (based on academics, behaviors, and attendance) to transition from alternative programs to a home/comprehensive school.

Budget Explanation Office of the Deputy Superintendent for School Support and Improvement—617/561/562/564

The current FY 2013 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of $10,000 from Elementary Schools budget for program supplies to the Office of the Deputy Superintendent for School Support and Improvement.

The FY 2014 request for this department is $9,763,622, a decrease of $178,099 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—($178,099)
There is a decrease of $178,099 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignments—$0
Realignments are budgeted to address priority spending needs in this office. There is a realignment of $10,000 from summer employment part-time salaries to fund substitutes for Alternative Programs.

Budget Explanation Neglected and Delinquent Youth Grant Program—937

The FY 2014 request for this grant is $131,896, a decrease of $5,748 over the current FY 2013 budget. An explanation of this change follows.

Other—($5,748)
It is projected that MCPS will receive decreased revenue for FY 2014, and as a result there is a program reduction of $5,748 for professional part-time salaries.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	$137,655	$137,644	$131,896
State			
Other			
County			
Total	$137,644	$137,644	$131,896

Office Dep. Supt. for Sch. Supp. & Impr. - 617/561/562/564

Dr. Beth Schiavino-Narvaez, Deputy Superintendent for School Support & Improv.

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	**FY 2014 Request**	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	106.050	96.550	96.550	**96.550**	
Position Salaries	$8,357,936	$7,790,167	$7,790,167	**$7,612,068**	($178,099)
Other Salaries					
Summer Employment		1,105,839	1,105,839	**1,095,839**	(10,000)
Professional Substitutes		29,394	29,394	**39,394**	10,000
Stipends					
Professional Part Time		109,922	109,922	**109,922**	
Supporting Services Part Time		288,018	288,018	**288,018**	
Other		356,629	356,629	**356,629**	
Subtotal Other Salaries	1,788,532	1,889,802	1,889,802	**1,889,802**	
Total Salaries & Wages	10,146,468	9,679,969	9,679,969	**9,501,870**	(178,099)
02 Contractual Services					
Consultants		10,344	10,344	**10,344**	
Other Contractual		65,290	65,290	**65,290**	
Total Contractual Services	31,916	75,634	75,634	**75,634**	
03 Supplies & Materials					
Textbooks		7,697	7,697	**7,697**	
Media					
Instructional Supplies & Materials		85,549	85,549	**85,549**	
Office		22,715	22,715	**22,715**	
Other Supplies & Materials			10,000	**10,000**	
Total Supplies & Materials	112,980	115,961	125,961	**125,961**	
04 Other					
Local/Other Travel		36,682	36,682	**36,682**	
Insur & Employee Benefits					
Utilities					
Miscellaneous		23,475	23,475	**23,475**	
Total Other	39,588	60,157	60,157	**60,157**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$10,330,952	$9,931,721	$9,941,721	**$9,763,622**	($178,099)

Office Dep. Supt. for Sch. Supp. & Impr. - 617/561/562/564

Dr. Beth Schiavino-Narvaez, Deputy Superintendent for School Support & Improv.

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	**FY 2014 REQUEST**	FY 2014 CHANGE
	617 Office Dep. Supt. for Sch. Supp. & Impr.						
2	Chief Sch Performance Officer		1.000				
1	Dep Supt for Schl Supp & Imprv			1.000	1.000	**1.000**	
2	Community Superintendent		6.000	6.000	6.000	**6.000**	
2	Q Director Schl Support & Improv		6.000	6.000	6.000	**6.000**	
1	P Executive Assistant			1.000	1.000	**1.000**	
2	P Executive Assistant		1.000				
2	O Supervisor		1.000				
2	N Administrative Assistant		1.000				
2	N Coordinator		1.000				
3	BD Instructional Specialist		1.000				
2	21 Data Support Specialist I		1.000				
1	19 Admin Services Mgr III			1.000	1.000	**1.000**	
2	18 Admin Services Manager II		1.000				
2	17 Admin Services Manager I		7.000	7.000	7.000	**7.000**	
1	16 Administrative Secretary III			1.000	1.000	**1.000**	
2	16 Administrative Secretary III		6.500	3.000	3.000	**3.000**	
2	14 Administrative Secretary I		1.000				
1	13 Fiscal Assistant I			1.000	1.000	**1.000**	
	Subtotal		**34.500**	**27.000**	**27.000**	**27.000**	
	561 Alternative Programs						
2	P Principal Alternative Programs			1.000	1.000	**1.000**	
2	O Supervisor		1.000				
2	N Coordinator		1.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist		2.000				
7	BD Pupil Personnel Worker		1.000	1.000	1.000	**1.000**	
7	BD Social Worker		1.000	1.000	1.000	**1.000**	
3	BD Counselor	X	1.000	1.000	1.000	**1.000**	
3	BD Media Specialist	X	1.000	1.000	1.000	**1.000**	
2	AD Central Off Teacher	X		2.000	2.000	**2.000**	
3	AD Teacher, Alternative Programs	X	30.700	30.700	30.700	**30.700**	
6	AD Teacher, Special Education	X	1.000	1.000	1.000	**1.000**	
3	AD Teacher, Resource	X	7.000	7.000	7.000	**7.000**	
2	25 IT Systems Specialist		.500	.500	.500	**.500**	
2	16 School Registrar		1.000	1.000	1.000	**1.000**	
2	16 Security Team Leader	X	1.000	1.000	1.000	**1.000**	
2	14 Administrative Secretary I		2.000	2.000	2.000	**2.000**	
2	14 Security Assistant	X	2.000	2.000	2.000	**2.000**	
3	12 Paraeducator	X	16.350	16.350	16.350	**16.350**	
	Subtotal		**69.550**	**69.550**	**69.550**	**69.550**	

Office Dep. Supt. for Sch. Supp. & Impr. - 617/561/562/564

Dr. Beth Schiavino-Narvaez, Deputy Superintendent for School Support & Improv.

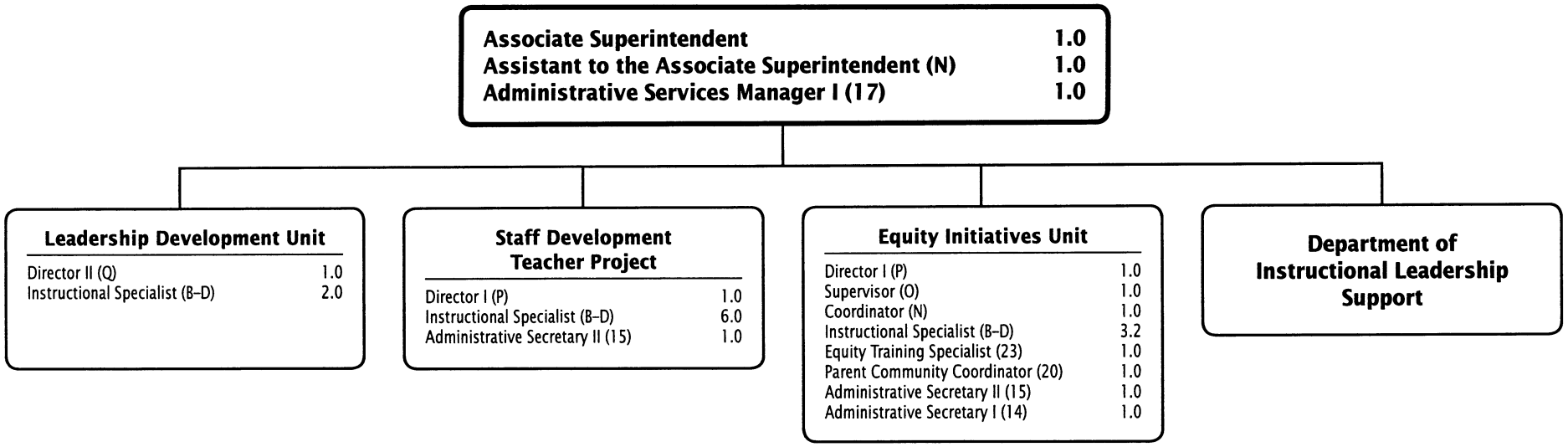
CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	**FY 2014 REQUEST**	FY 2014 CHANGE
	562 Summer School Minimal Fee						
2	24 Fiscal Specialist I		1.000				
	Subtotal		**1.000**				
	564 Summer School Revenue Based						
2	15 Fiscal Assistant II		1.000				
	Subtotal		**1.000**				
	Total Positions		**106.050**	**96.550**	**96.550**	**96.550**	

Neglected and Delinquent Youth - 937

Dr. Beth Schiavino-Narvaez, Deputy Superintendent for School Support & Improvement

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	**FY 2014 Request**	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		24,300	24,300	**18,552**	(5,748)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	43,218	24,300	24,300	**18,552**	(5,748)
Total Salaries & Wages	43,218	24,300	24,300	**18,552**	(5,748)
02 Contractual Services					
Consultants					
Other Contractual		106,703	106,703	**106,703**	
Total Contractual Services	125,533	106,703	106,703	**106,703**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		4,697	4,697	**4,697**	
Office					
Other Supplies & Materials					
Total Supplies & Materials	5,595	4,697	4,697	**4,697**	
04 Other					
Local/Other Travel					
Insur & Employee Benefits		1,944	1,944	**1,944**	
Utilities					
Miscellaneous					
Total Other	3,595	1,944	1,944	**1,944**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$177,941	$137,644	$137,644	**$131,896**	($5,748)

Office of the Associate Superintendent for Professional Development and Support



F.T.E. Positions 24.2

Office of Professional Development and School Support—612/613/618/633/652/960

Dr. Rebecca A. Thessin, Associate Superintendent 301-279-3566

Mission: *The mission of the Office of Professional Development and School Support (OPDSS) is to enhance professional learning and practices for all staff to ensure students have equitable access and opportunities to achieve by:*

- *Developing adult capacity to eliminate patterns of racial inequities*
- *Supporting professional learning communities to sustain continuous improvement*
- *Nurturing leaders to be leaders of learning*

Major Functions

As part of the superintendent's reorientation plan approved for Fiscal Year (FY) 2013, the Office of Professional Development and School Support was established on July 1, 2012. This office has the responsibility for leading the development, implementation, and monitoring of a comprehensive district-wide professional learning plan aimed at enhancing instructional leadership and forming professional learning communities focused on improving the instructional practices of educators. OPDSS works corroboratively with members of the Office of School Support and Improvement, and with schools, other offices, and internal and external stakeholders to identify needs for support and to then support the implementation of professional learning opportunities that lead to growth and improvement.

OPDSS is composed of the Department of Instructional Leadership Support (DILS), the Equity Initiatives Unit, the Staff Development Teacher Project Team, and the Leadership Team Development Unit.

DILS provides direct support to schools to increase academic achievement for all students. This department includes the directors of instruction and achievement for elementary, middle, and high schools that provide a direct communication link between OPDSS and schools. DILS also provides school leadership professional development through the Leadership Development Program for Elementary, Middle, and High School Leaders. Staff members in this department coordinate and implement school-level reform efforts, organize and conduct instructional program reviews, and coordinate and implement MCPS programs and initiatives, including SAT/ACT/PSAT/Advanced Placement/High School Assessment (HSA) support. In addition, they serve as liaisons to the curriculum office, provide curriculum updates to schools, and work collaboratively with other members of OPDSS and other offices to facilitate school improvement processes. Coordination of the Bridge Plan for Academic Validation also resides in DILS. Through this program, students, parents, and school staff members are provided with the data, information, support, and opportunities to ensure that all students meet the HSA graduation requirement through a variety of options.

The Middle School Reform (MSR) Initiative is managed by OPDSS; however it is budgeted in the middle schools. The MSR Initiative, which also resides in DILS, provides a rigorous instructional program focused on the skills needed to be college and career ready and successful in the 21st century. All middle schools, including those involved in MSR, receive resources to provide all middle school students with access to enriched, accelerated, and challenging coursework. Staff members in DILS also coordinate Summer School and High School Plus, two programs that offer students in elementary, middle, and high school a variety of academic opportunities beyond the school day and school year. Through these programs, students receive intervention and acceleration opportunities. In addition, secondary students have the opportunity to earn original credit in major subject areas and/or recover credit in courses in which they failed to earn credit needed to fulfill basic requirements for graduation. Students are able to receive reading and math intervention along with acceleration opportunities.

The mission of the Equity Initiatives Unit in OPDSS continues to focus on building leadership capacity to eliminate racial disparities in student performance so that student achievement is no longer predictable by race. As a result of the reorientation, the team has expanded to include Study Circles and Diversity Initiatives and serves three primary audiences, MCPS central office staff, school leadership teams, and system leadership teams. The Equity Initiatives Unit facilitates ongoing leadership training and support for schools and central office leadership teams consistent with research and best practices. In addition, MCPS has included equity criterion for each professional growth system, which has increased the need for support by the equity team. By building the capacity of all staff in OPDSS to explicitly integrate race and equity training into their programs, engaging staff and community in Study Circles, the Equity Initiatives Unit supports all MCPS staff in developing understanding and capacity to incorporate the equity criterion into their practice. In addition, a common knowledge base, conversations, vocabulary, and skill set is continually strengthened through the ongoing study and shared learning experiences of OPDSS, school-based staff, and MCPS central services staff as it relates to race and equity and the elimination of the achievement gap.

Study Circles is an Equity Initiatives Unit program that provides a process for schools and offices to address racial and ethnic barriers to student achievement and parent involvement. Program staff work with principals, school and central services leadership teams, teachers, support staff, parents, and students in collaboration with AmeriCorps members and trained facilitators to enhance and support system-wide equity and cultural competency goals.

The Leadership Team Development unit in OPDSS, also known as the Professional Learning Communities Institute (PLCI), is an innovative professional development initiative designed to increase student achievement in selected schools by building the school improvement capacity of each school's leadership team. Through participation in the PLCI, leadership team members—including administrators, teachers, support services, and parents—develop the skills and knowledge that will enable them to create and sustain high-performing professional learning communities in their schools. While the institute model has been effective, the work of this unit is shifting to provide a more systemic approach to developing instructional leadership in schools and offices, in collaboration with other units in OPDSS and across the school system.

The Staff Development Teacher (SDT) Project Team works with school-based SDTs, other teacher leaders, and administrators to ensure the effective development and monitoring of professional learning at the school level. The staff development specialists provide the training and job-embedded professional learning necessary to ensure that every school has a high-quality SDT who works collaboratively with administrators and teacher leaders to support professional learning communities within the school. In addition to facilitating ongoing professional learning opportunities at schools across the district, the staff development specialists support principals and leadership teams through the school improvement process. Professional development plans are aligned with the school improvement plan at each school site. Specialists also work with schools to develop knowledge and skills related to effective teams, effective meetings, and collaborative processes for problem solving and decision making.

In addition to the training and development for SDTs, the Staff Development Project Team is responsible for training school leadership teams in the School Leadership Teams Institute (SLTI), a special project resulting from the negotiated agreement with the Montgomery County Education Association and focusing on shared leadership and collaborative decision making to improve teaching and learning. They also collaborate with colleagues within OSSI in support of its vision and mission.

Trends and Accomplishments

Leadership Team Development: National Board Certification and Professional Learning Communities Institute

In 2012, 60 MCPS teachers were honored for achieving National Board Certification for the first time. With more than 600 National Board Certified teachers (NBCTs) overall, Montgomery County far surpasses all other counties in Maryland with more than twice the number of NBCTs than the next closest district. MCPS ranked fifth nationwide for the number of NBCTs and 11th nationwide for cumulative total of National Board Certified educators.

PLCI participants read and debrief case studies, engage in reflective discussions, examine their own practices, and analyze data to inform decision making. School and office leadership teams are provided with structured professional development and ongoing support from PLCI staff. The PLCI experience helps teams to examine their own values and belief systems and empowers them to establish and communicate high expectations for all students. This institute builds the capacity of all school leaders to make instructional decisions that lead to increased student achievement. The PLCI has worked with 52 elementary schools, 24 middle schools, and six high schools. During FY 2013, the PLCI team is working with two central services leadership teams to build professional learning communities within an office setting.

Study Circles

Study Circles provide an excellent vehicle by which a school or office can collect student/parent voice data that can be used to address barriers to academic and social-emotional success and engagement for traditionally underserved populations. Outcomes lead to changes in school improvement plans, student and parent engagement, and the way staff work to support students and parents. In 2011–2012, more than 1,300 people participated in 70 study circles, informational meetings, or trainings. Each study circle requires at least two trained facilitators and many require skilled interpreters. This year, the program will expand to allow for staff, parents, and students to participate during the school day to engage in problem solving and identify barriers to student success.

The Staff Development Teacher Project Team

The SDT Project Team supports school-based SDTs and school leadership teams and plays a major role in systemic training on system initiatives, such as grading and reporting, Curriculum 2.0, race and equity, and knowledge and skills related to shared leadership. The FY 2012 comprehensive SDT professional development plan provided for training and development, which was differentiated in the following three key areas:

- Experience, level, needs, and interest.
- Job-embedded support based on SDT and school need.
- Content, process, and/or product of each training plan.

Staff development specialists played a key leadership role in professional development related to several critical system priorities, including work on Curriculum 2.0, race and equity, the Seven Keys to College Readiness, middle school reform, standards-based grading and reporting, and comprehensive professional development programming, including evaluating professional development to determine impact on teaching and

learning. The support plan for all SDTs is differentiated and prioritized based on experience, skills, and special needs of students and staff within individual schools. SDT training and development consistently focused on coaching skills required to support teachers in their understanding of pedagogy, curriculum, and content. The comprehensive training and development plan for SDTs includes a number of opportunities for SDTs to meet in professional learning communities organized by geographic cluster or by school level, in order to study together, share best practices, and support and coach each other as they refine their craft.

School leadership teams participating in the SLTI attend one or more of four distinct workshops focused on the specific needs of their school: (1) Shared Leadership: A Team Examination of Collaboration and Empowerment; (2) Effective School Leadership Teams; (3) Skillful Team Collaboration, Part I; and (4) Skillful Team Collaboration, Part II. To date, more than 116 schools have completed more than 174 SLTI workshops.

Major Mandates

In support of the implementation of state of Maryland School Assessments and HSAs, OPDSS provides schools with current information about best practices and access to resources that promote proficient and advanced performance for all students. OPDSS is responsible for overseeing the alignment of its departments, divisions, and units to organize and optimize resources for improved academic success in support of the MCPS strategic plan through providing professional development.

Strategies

- Coordinate and facilitate the effective delivery of professional learning experiences throughout MCPS. This includes providing high-quality professional learning experiences at separate training sites, within schools and central services, and in online environments.
- Design, develop, and deploy innovative professional development tools and experiences, including online courses, webinars, simulations, and virtual meetings.
- Align professional learning experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems.
- Provide support to schools and central services with the planning and implementation of professional development and improvement efforts.
- Design and provide professional learning and development experiences that result in high-quality teaching and learning.
- Coordinate and facilitate the effective implementation of professional learning communities throughout MCPS.
- Engage stakeholders in providing input and feedback related to professional learning and development opportunities.
- Differentiate professional learning and development opportunities based on experience, expertise, school, and participant need.
- Provide workshops and resources in multiple languages to empower parents to be involved in their children's education.

Performance Measures

Performance Measure 1: Percentage of school leadership team members who strongly agreed or agreed that they were prepared to apply new learning to become more effective in their work.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
100%	100%	100%

Explanation: This measure provides information on the actual impact of the shared leadership training and development provided to school teams. Through surveys, participants indicated the degree to which their knowledge was enhanced by the end of the two-day training. For schools that participate in workshops beginning in June 2010, follow-up in schools will be provided and actual implementation of practices will be measured and monitored.

Performance Measure 2: Percentage of school leadership teams that demonstrated effective application of the knowledge and skills from SLTI to their work as a leadership team.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
100%	100%	100%

Explanation: This measure provides information on the actual impact of the shared leadership training and development provided to school teams. Through an examination of authentic artifacts and/or observation of the leadership team, the degree to which they are implementing the new knowledge and skills is assessed.

Budget Explanation
Office of the Associate Superintendent for Professional Development and Support—612/613/618/652

The current FY 2013 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a $3,000 reduction for program supplies that is realigned from the Equity Unit to the Department of Instructional Leadership Support. There is a realignment of $68,359 from the Department of Family and Community Partnerships to fund contractual services and stipends for the Equity Unit's Study Circles Project. There also is a realignment of $50,000 from the Office of Human Resources and Development to this office to support professional development for Administrators and Supervisors.

The FY 2014 request for this office is $3,251,954, a decrease of $17,935 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—($17,267)
There is a decrease of $17,267 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—($22,000)
There is a realignment budgeted to address priority spending needs within this office. There is decrease of $10,820 for substitutes and a corresponding increase for professional part-time salaries and mileage reimbursement for local travel.

There also are realignments between departments and units reporting to this office to address priority spending needs. There is a realignment from the Equity Unit of $5,000 for dues, registrations, and fees to fund travel for professional development for the Department of Instructional Leadership and Support and the Directors of Instruction and Achievement Unit. In addition, there is a realignment of $17,000 from this office to fund program supplies for the Department of Instructional Leadership Support.

Program Restorations and Enhancements—$21,332
Montgomery County Public Schools, the Montgomery County Education Association, and McDaniel College have developed and are implementing a graduate-level program that will lead to a certificate in "Equity and Excellence in Education." This program supports teachers and other school personnel in their acquisition and use of best practices in equitable teaching that focus on cultural diversity. The FY 2014 budget includes a .2 instructional specialist position and $21,332 to coordinate the program.

Office of the Assoc. Supt. for Prof. Dev. Supp. - 612/613/618/633/652/960

Dr. Rebecca A. Thessin, Assoc. Supt. for Professional Development Support

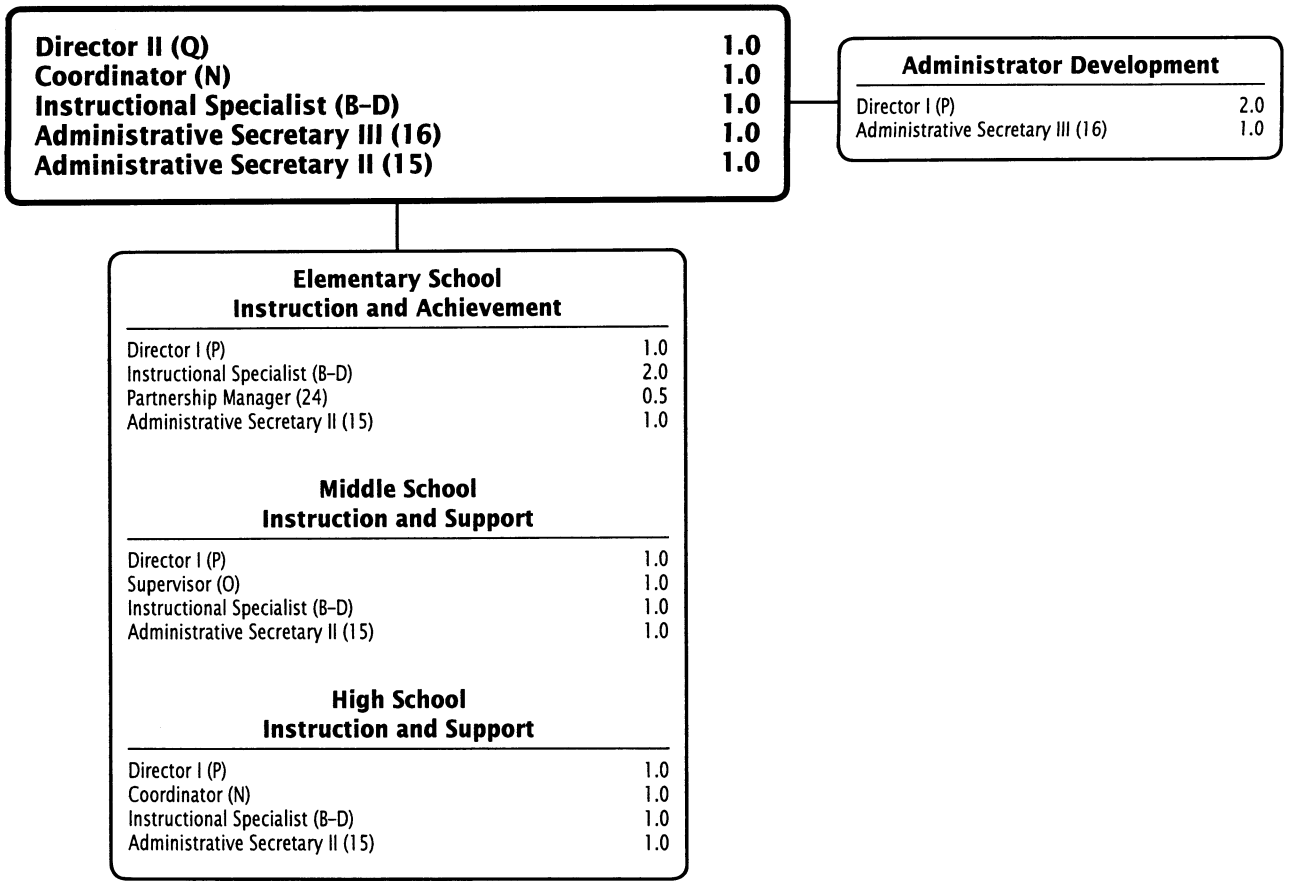
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	**FY 2014 Request**	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	18.000	24.000	24.000	**24.200**	.200
Position Salaries	$1,886,933	$2,640,602	$2,640,602	**$2,644,667**	$4,065
Other Salaries					
Summer Employment					
Professional Substitutes		301,438	301,438	**290,618**	(10,820)
Stipends		35,400	40,400	**40,400**	
Professional Part Time		12,160	12,160	**22,160**	10,000
Supporting Services Part Time					
Other		6,800	6,800	**6,800**	
Subtotal Other Salaries	332,502	355,798	360,798	**359,978**	(820)
Total Salaries & Wages	2,219,435	2,996,400	3,001,400	**3,004,645**	3,245
02 Contractual Services					
Consultants		22,666	25,666	**20,666**	(5,000)
Other Contractual			103,359	**103,359**	
Total Contractual Services	9,215	22,666	129,025	**124,025**	(5,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		93,961	97,961	**80,961**	(17,000)
Total Supplies & Materials	84,130	93,961	97,961	**80,961**	(17,000)
04 Other					
Local/Other Travel		41,503	41,503	**42,323**	820
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	14,496	41,503	41,503	**42,323**	820
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$2,327,276	$3,154,530	$3,269,889	**$3,251,954**	($17,935)

Office of the Assoc. Supt. for Prof. Dev. Supp. - 612/613/618/633/652/960

Dr. Rebecca A. Thessin, Assoc. Supt. for Professional Development Support

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	**FY 2014 REQUEST**	FY 2014 CHANGE
	612 Office of the Assoc. Supt. for Prof. Dev. Supp.						
1	Associate Superintendent			1.000	1.000	**1.000**	
1	N Asst. to Assoc Supt			1.000	1.000	**1.000**	
1	17 Admin Services Manager I			1.000	1.000	**1.000**	
	Subtotal			**3.000**	**3.000**	**3.000**	
	613 Leadership Development Unit						
2	Q Director II			1.000	1.000	**1.000**	
2	P Director I			1.000			
3	BD Instructional Specialist			8.000	2.000	**2.000**	
2	15 Administrative Secretary II			1.000			
	Subtotal			**11.000**	**3.000**	**3.000**	
	618 Equity Inititatives Unit						
2	P Director I		1.000	1.000	1.000	**1.000**	
2	O Supervisor			1.000	1.000	**1.000**	
2	N Coordinator			1.000	1.000	**1.000**	
3	BD Instructional Specialist		4.000	4.000	3.000	**3.200**	.200
3	23 Equity Training Specialist				1.000	**1.000**	
3	20 Parent Community Coord			1.000	1.000	**1.000**	
2	16 Administrative Secretary III		1.000	1.000			
2	15 Administrative Secretary II				1.000	**1.000**	
2	14 Administrative Secretary I			1.000	1.000	**1.000**	
	Subtotal		**6.000**	**10.000**	**10.000**	**10.200**	**.200**
	633 Team Development						
2	Q Director II		1.000				
3	BD Instructional Specialist		2.000				
	Subtotal		**3.000**				
	652 Staff Development Teacher Project Team						
2	P Director I		1.000		1.000	**1.000**	
3	BD Instructional Specialist		3.500		6.000	**6.000**	
2	15 Administrative Secretary II		1.000		1.000	**1.000**	
2	11 Office Assistant IV		1.000				
	Subtotal		**6.500**		**8.000**	**8.000**	
	960 Staff Development Teacher Project Team						
3	BD Instructional Specialist		2.500				
	Subtotal		**2.500**				
	Total Positions		**18.000**	**24.000**	**24.000**	**24.200**	**.200**

Department of Instructional Leadership Support



F.T.E. Positions 20.5

Department of Instructional Leadership Support—216/144/214

Betty Collins, Director II 301-517-5017

Mission *the Department of Instructional Leadership Support (DILS) works collaboratively with school leaders and Montgomery County Public Schools (MCPS) offices to provide support and training for school administrators, leadership teams, and teacher leaders to ensure high-quality instruction, so that achievement is not predictable by race and all students are prepared for college and career success.*

Major Functions

DILS consists of the Unit of Instruction and Achievement for elementary, middle, and high schools; Leadership Development Team, Regional Summer School, High School Plus, Online Pathways to graduation, and the Bridge Plan. The department works collaboratively within and among MCPS offices to develop and provide ongoing system-wide training and support for instructional leaders.

The directors in the Unit of Instruction and Achievement provide direct support to schools to increase academic achievement for all students. This unit is a direct link between the Office of Professional Development and School Support (OPDSS) and schools. Staff members coach and support school-level reform efforts and participate in Achievement Steering Committees, in collaboration the Office of School Support and Improvement (OSSI). Staff members provide direct instructional leadership support to schools; coordinate and implement MCPS programs and initiatives, including Curriculum 2.0; professional learning communities (PLCs); M-STAT, Maryland School Assessments (MSA), SAT/ACT/PSAT/Advanced Placement (AP)/High School Assessment (HSA) support; coordinate curriculum updates; and serve as the grading and reporting liaisons to schools.

The professional development program for elementary, middle and high school leaders is a structured and sequential Leadership Development Program (LDP) that culminates with the preparation of highly skillful leaders who possess the necessary attitude, knowledge, and skills to meet the ever-changing demands of the principalship. The LDP includes four levels of training and support: Assistant School Administrators (ASA), Assistant Principal, Year 1 (AP1), Assistant Principal, Year 2 (AP2), and Principal Intern. The LDP is anchored in four interactive components: a Professional Development Team (PDT), central services mentor support, leadership seminars, and a multiyear learning community/cohort program. These four components interface and form a support structure that assists the administrators in reflecting on their own practices. While the principal who supervises the new assistant principal is the primary developer, monthly, full-day leadership development seminars serve to support the principal in these efforts by providing training for the new administrator on system initiatives, procedures, and best practices. Monthly training seminars give new assistant principals the opportunity to work in a PLC over a two-year period. They participate in skill building, explore leadership challenges, share best practices, exchange ideas, and consult about problems together on a regular basis throughout the development years. Developing MCPS leaders is one of the primary strategies in the quest to eliminate the predictability of student achievement by race and ethnicity.

Trends and Accomplishments

The Instruction and Achievement Unit for Elementary, Middle, and High Schools

The Instruction and Achievement Unit continues to provide comprehensive reform efforts in teaching and learning, which have had a dramatic impact on student achievement. Components of the reform include the adoption of the internationally driven core curriculum, smaller class sizes, improved teacher training to enhance student achievement, frequent monitoring of student progress to adjust instruction, reading and mathematics intervention programs, increased parent engagement, and more after-school and summer learning opportunities. All elementary schools will implement standards-based teaching and learning report cards.

In FY 2012, 62.1 percent of Grade 8 students successfully completed Algebra 1 or higher. This is a decrease of 0.7 percentage points from FY 2011 and an increase of 19.1 percentage points since the baseline year of 2001. A gap of at least 38.5 percentage points exists between the performances of African American and Hispanic students in comparison with their White and Asian American peers. Middle schools continue to review student data to increase enrollment and successful completion of Algebra 1 by the end of Grade 8, with an emphasis on African American and Hispanic students. Schools also analyze individual student performance data to inform instruction and to identify and implement supports to students. Extended-year programs for students are available through enrichment courses in mathematics. Observation data of mathematical instructional practices also are used to determine the professional development needs of teachers.

Guided by the strategic plan outlined in *Our Call to Action: Pursuit of Excellence*, MCPS high schools continuously focus on providing every student with the opportunity to take the most rigorous coursework available, while increasing overall student achievement on national and state assessments. Participation in the PSAT, SAT, and ACT continue to show gains. Enrollment in Honors/AP courses continues to rise, as do the number of AP tests taken. MCPS is among the top school systems in the state and the nation in terms of student participation and student achievement on these rigorous assessments.

The Leadership Development Program (LDP) for Elementary, Middle, and High School Leaders

The evaluation of the LDP relies on multiple sources of data collected from MCPS assistant principals (APs), principals, and central office staff. Each year, MCPS collects data on the AP's Student Achievement Action Plans and summarizes the results. Another source of data is the performance of each school where principals receive support from the LDP. The ultimate evaluation data, however, is the enrichment of the MCPS leadership pool. For the last several years, MCPS has promoted primarily principals who emerged from the program. The system's initiatives have been implemented with fidelity and the results speak volumes about the instructional leadership skills of the school-based administrators. Developing leaders is one of our primary strategies in the quest to eliminate the predictability of student achievement by race and ethnicity.

Major Mandates

DILS is responsible for overseeing the alignment of its department, team, and unit to organize and optimize resources for improved academic success in support of the MCPS strategic plan. DILS monitors the quality of each unit and team's efforts to meet its mandates as outlined below:

- The Maryland State Department of Education (MSDE) requires annual MSAs in reading and mathematics for students in Grades 3 through 8 and Grade 10 and in science for students in Grades 5 and 8.
- All MCPS schools must align their school improvement plans with the goals and priorities of the MCPS strategic plan, which incorporates the federal and state performance goals.
- In *Our Call to Action: Pursuit of Excellence*, the MCPS strategic plan, Goal 4 addresses the creation of a positive work environment in a self-renewing organization.
- *Our Call to Action: Pursuit of Excellence*, Goal 2 addresses the development of an effective instructional program.
- The *Bridge to Excellence in Public Schools Act* is consistent with the federal *No Child Left Behind (NCLB)* law and requires that all students reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by FY 2013–2014.

Learning Forward and the Maryland Teacher Professional Development standards support the mandates of NCLB.

The Malcolm Baldrige Criteria for Performance Excellence is used by MCPS as its model for continuous improvement.

Additional mandates for the elementary, middle, and high school units of instruction and achievement are provided in the elementary schools', middle schools', and high schools' mission statements.

Strategies

- Provide professional development for administrators and teacher leaders at Principal Curriculum Update meetings.
- Emphasize the use of pre-assessment, formative assessment, and summative assessment in planning and modifying instruction and in monitoring student progress toward clearly defined outcomes and performance indicators.
- Emphasize challenging instruction and critical-thinking skills in all curricular areas.
- Provide programs and opportunities that promote appropriate social and emotional development and students who demonstrate positive, caring acts of good citizenship.
- Monitor the Middle School Initiative implementation in the Phase I and Phase II middle schools.
- High school administrators and leadership teams continue to address the disparity in student scores by race and ethnicity. High schools have implemented programs, including after-school and lunchtime tutoring and support, Grade 9 teams, academies, signature programs, and local summer school classes to provide support and acceleration for all students.
- Plan for professional development that supports a rigorous and challenging instructional program for all students.
- Design and provide training and development experiences that result in high-quality teaching and learning.
- Coordinate and facilitate the effective implementation of PLCs throughout MCPS.
- Facilitate schools and offices in developing Baldrige-guided school improvement plans.
- Engage stakeholders in providing input and feedback related to training and development opportunities.
- Differentiate training and development opportunities based on experience, expertise, school, and participant need.
- Additional strategies for the elementary, middle, and high school units of instruction and achievement are provided in the elementary schools', middle schools', and high schools' mission statements.

Budget Explanation
Department of Instructional Leadership Support—216/144/214

The current FY 2013 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2012. The change is the result of a .5 partnership manager position and $44,398 realigned from the Office of Curriculum and Instructional Programs to the Directors of Instruction and Achievement Unit in this department. There also is an increase of $3,000 in this department for program supplies that is realigned from the Office of the Associate Superintendent for Professional Development and Support, Equity Unit.

The FY 2014 request for this department is $2,672,957, an increase of $51,849 over the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—($57,188)
There is a decrease of $57,188 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—$22,000
There are realignments budgeted to address priority spending needs within this office. There is a decrease of $10,654 in professional part-time salaries, and a corresponding increase in contractual services.

There also are realignments between departments and units reporting to the Office of the Deputy Superintendent for School Support and Improvement to address priority spending needs. There is a realignment of $5,000 from the Office of the Associate Superintendent for Professional Development and Support, Equity Unit, to this department for travel for professional development. In addition, there is a realignment from the Office of the Associate Superintendent for Professional Development and Support, Leadership Development Unit, of $17,000 to this department for program supplies.

Program Restorations and Enhancements—$87,037
Achieving Collegiate Excellence and Success (ACES) is a program designed to create a seamless educational pathway and support structure from high school to college completion. The program is aimed at those who are underrepresented in higher education, including African American, Hispanic, and low-income students, as well as those who would be the first in their family to attend college. The FY 2014 operating budget includes $87,037 for part-time salaries for summer work and materials to support the participation of eight high schools to best prepare 9th and 10th grade students for success on a college path.

Dept. of Instructional Leadership Support - 216/144/214

Betty Collins, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	**FY 2014 Request**	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	15.500	20.000	20.500	**20.500**	
Position Salaries	$1,571,682	$2,198,844	$2,243,242	**$2,186,054**	($57,188)
Other Salaries					
Summer Employment					
Professional Substitutes		7,857	7,857	**7,857**	
Stipends		77,500	77,500	**77,500**	
Professional Part Time		139,119	139,119	**205,502**	66,383
Supporting Services Part Time		21,229	21,229	**21,229**	
Other					
Subtotal Other Salaries	173,827	245,705	245,705	**312,088**	66,383
Total Salaries & Wages	1,745,509	2,444,549	2,488,947	**2,498,142**	9,195
02 Contractual Services					
Consultants					
Other Contractual		109,133	109,133	**119,787**	10,654
Total Contractual Services	75,354	109,133	109,133	**119,787**	10,654
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		9,000	9,000	**19,000**	10,000
Office					
Other Supplies & Materials			3,000	**20,000**	17,000
Total Supplies & Materials	16,640	9,000	12,000	**39,000**	27,000
04 Other					
Local/Other Travel		11,028	11,028	**16,028**	5,000
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	8,444	11,028	11,028	**16,028**	5,000
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$1,845,947	$2,573,710	$2,621,108	**$2,672,957**	$51,849

Dept. of Instructional Leadership Support - 216/214/144

Betty Collins, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	**FY 2014 REQUEST**	FY 2014 CHANGE
	216 Dept. of Instructional Leadership Support						
2	Q Director II		1.000	1.000	1.000	**1.000**	
2	P Director I			2.000	2.000	**2.000**	
2	N Coordinator		1.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist			1.000	1.000	**1.000**	
2	16 Administrative Secretary III		1.000	2.000	2.000	**2.000**	
2	15 Administrative Secretary II			1.000	1.000	**1.000**	
	Subtotal		**3.000**	**8.000**	**8.000**	**8.000**	
	214 Directors of Instruction and Achievement						
2	P Director I		3.000	3.000	3.000	**3.000**	
2	O Supervisor		1.000	1.000	1.000	**1.000**	
3	N Coordinator			1.000			
2	BD Instructional Specialist		4.000	4.000	4.000	**4.000**	
2	24 Partnerships Manager		.500		.500	**.500**	
2	15 Administrative Secretary II		3.000	3.000	3.000	**3.000**	
	Subtotal		**11.500**	**12.000**	**11.500**	**11.500**	
	144 Bridge for Academic Validation Program						
3	N Coordinator		1.000		1.000	**1.000**	
	Subtotal		**1.000**		**1.000**	**1.000**	
	Total Positions		**15.500**	**20.000**	**20.500**	**20.500**	