Document Control

1. Document Information

Title:	CCPS Strategic Plan 2018 - 2023
Security Level:	Public Document
File Location:	https://www.carrollk12.org/boe/StrategicPlan/Pages/default.aspx

2. Document History

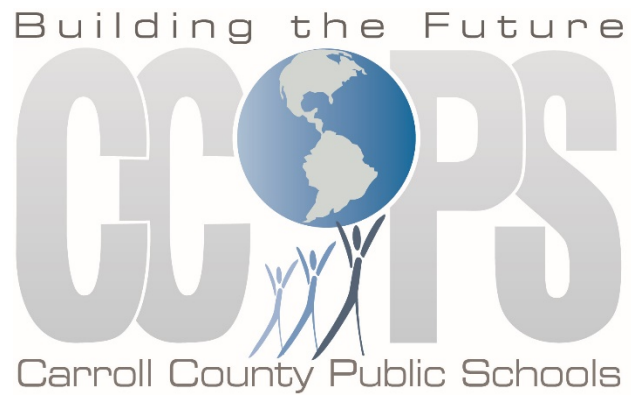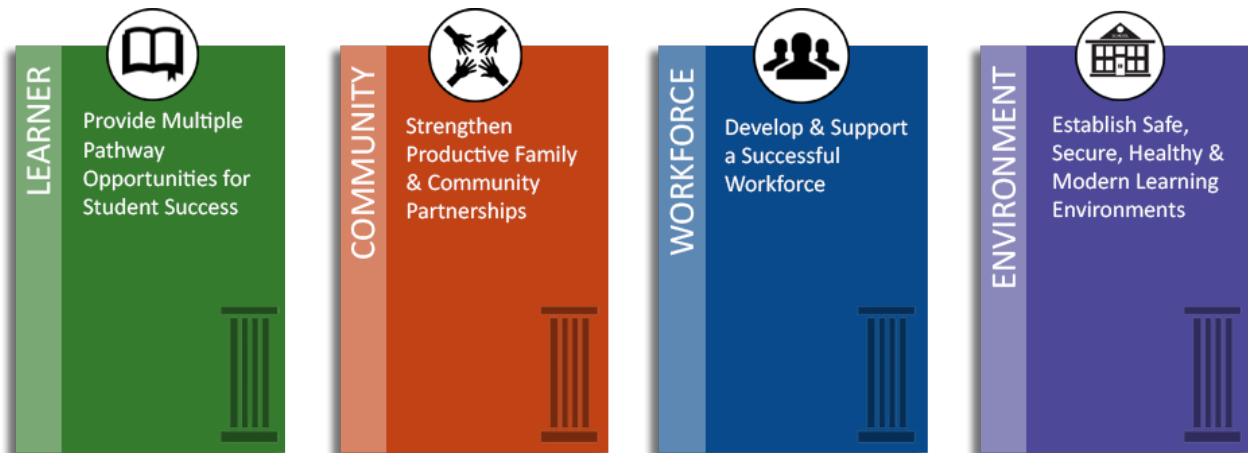| Document Version	Date	Summary of Change
1	August 1, 2018	Draft – Presented at Board Work Session
2	December 11, 2018	Plan present on Public Website
3	May 29, 2019	Plan Revised based on Board Work Session • "About CCPS" updated • Specific MCAP Targets added to Pillar I • Priority Focus Area targets revised in Pillar II • Staff Retention baselines and targets revised for Pillar III • "Equitable Opportunities" Priority Focus Area removed from Pillar III • Referral categories expanded for baselines in Pillar IV
3.1	May 30, 2019	Board of Education Members updated
3.1	June 12, 2019	Plan endorsed by unanimous vote of the Board of Education
3.2	June 17, 2019	Revisions made to Core Values and Beliefs on Page 3 regarding respecting and appreciating diversity, connecting with students, and striking "Reflecting the" from the 4th Core Value
3.2.1	June 21, 2019	Corrected Pillar II Focus Area Performance Targets to align with May Work Session Input
4	June 21, 2021	Draft – Presented at Board Work Session
4.1	August 11, 2021	Approval - August 11 Board Meeting

Building the Future

CCPS

Carroll County Public Schools

Strategic Plan 2018-23
Version 4.1: August 2021

LEARNER — Provide Multiple Pathway Opportunities for Student Success

COMMUNITY — Strengthen Productive Family & Community Partnerships

WORKFORCE — Develop & Support a Successful Workforce

ENVIRONMENT — Establish Safe, Secure, Healthy & Modern Learning Environments

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CCPS Core Statement, Values, & Beliefs

Core Statement:	*Carroll County Public Schools: Building the Future*	
Core Values:	• The Pursuit of Excellence • A Safe and Orderly Learning Environment • Fairness, Honesty, and Respect • Priorities, beliefs, and mores of our local community	• Life-Long Learning and Success • Community Participation • Continuous Improvement

Core Beliefs	
The Board of Education believes that the Carroll County Public Schools system operates effectively and efficiently when:	
The greater Carroll County Community:	• Values the importance of a quality education • Supports educational initiatives at home • Volunteers in schools • Forms partnerships with schools to support system initiatives
All central office staff:	• Establish and maintain a framework for organizational decisions to be based on empirical data • Establish and maintain a safe and orderly environment for students and staff • Provide adequate resources that are equitably distributed • Provide an equitable educational opportunity for all students • Communicate effectively with all stakeholders • Enforce accountability for system initiatives • Model effective leadership and professional respect • Provide a diverse program of studies with a global perspective designed to meet students' educational goals • Respect and appreciate diversity • Coordinate professional development opportunities that are relevant, site-base, job embedded, aligned with the tenets of cultural proficiency, and meet the needs of all staff • Empower employees, students, and communities to make school-based decisions within an established framework
All school staff:	• Welcome their school community • Establish positive home and school relationships • Provide a safe and orderly learning environment for students and staff • Work to ensure that every child succeeds • Display cultural proficiency while respecting and appreciating diversity • Prepare students with a global education • Place priority on the educational needs of students • Motivate students to learn • Recognize the unique learning styles of each student • Facilitate learning by encouraging, prompting, interacting, and connecting with students • Establish and maintain positive and appropriate relationships with students • Ensure learning by providing instruction that meets each student's individual needs • Support student success • Encourage students to make choices that provide challenges • Assess student progress through both formal and informal methods and then provide appropriate and targeted data-driven instruction • Engage students in rigorous and relevant instruction
All students:	• Enroll in coursework that prepares them to be career – college ready • Obtain the skills to thrive as independent 21st century learners • Become knowledgeable, responsible, and caring citizens • Respect and appreciate diversity among peers • Demonstrate respect for the learning environment and other individuals • Reach their potential • Develop effective communication, interpersonal, and leadership skills • Participate in varied co-curricular and extracurricular activities

Carroll County Public Schools

Carroll County Public Schools is located near both the Baltimore and Washington, D.C. metropolitan areas. The region can best be characterized as a rural area, rapidly becoming suburban. Today, over 25,500 students are enrolled in our schools, ranking us as the 10th largest school system in the state of Maryland. The system is governed by the Board of Education which is made up of five elected members and a student representative.

The Carroll County Public School System ranks as one of the top performing school systems in the state of Maryland. Instructional staff are continually recognized at the state and national levels for their performance with numerous awards. The educational programs developed in the Carroll County Public School System are also recognized statewide and nationally for their high standards and innovative approaches.

Carroll County students consistently score above state and national averages on standardized student assessments. Carroll County also has one of the highest graduation rates and lowest dropout rates in the state. These factors, combined with the success of the outstanding Career and Technology Program, the support of the business community, and the involvement of parents in the county, help Carroll County to produce students who are college and career ready.

Budget Facts
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Operating Budget (FY2022): $355.0 million (Non-Restricted)
$ 48.0 million (Restricted)
$403.0 million (TOTAL)

Local Revenue (FY2022): $205.6 million (43.4% of County Revenue)

CCPS per Pupil Expenditure (FY2019)[1]: $14,519
State per Pupil Expenditure (FY2019)[1]: $15,848

CCPS Wealth per Pupil (FY2022): $590,879
State Wealth per Pupil (FY 2022): $612,324

Return on Investment[2]: $1.44 per $1 in Operational Expenditures
$1.55 per $1 in Capital Spending

[1] From "Overview of Maryland Local Governments," Department of Legislative Services, Office of Policy and Analysis (2018).
[2] Based on "Carroll County Public School System Economic Study," Business Economic and Community Outreach Network and Salisbury University

Fast Facts
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44 Schools
22	Elementary Schools
8	Middle Schools
7	High Schools
7	Special Schools & Centers

Enrollment (2020-21)
24, 568	Total Enrollment *
10,800	Elementary
13,768	Secondary

Student Race/Ethnicity (2020-21)
American Indian/Alaska Native	0.16%	39
Asian	2.97%	730
Black/African American	4.31%	1,060
White	81.01%	19,902
Hispanic	7.4%	1,818
Native Hawaiian/Other Pacific Islander	0.26%	64
Two or More Races	3.89%	955

Students Receiving Special Services (2020-21)
Free/Reduced Price Lunch	21.79%	5,353
Special Education	11.33%	2,783
Limited English Proficient	1.36%	333

Attendance Rate (2020-21) *
Elementary	
Middle	
High	

Graduation Rate (2020-21)
4-Year Adjusted Cohort	≥ 95.0%

Student Performance Facts
• • •

2018 PARCC English Language Arts/Literacy

Grade	Percentage Meeting or Exceeding Standards	State Ranking
Grade 3	55.3	3
Grade 4	58	1
Grade 5	55.4	5
Grade 6	57.9	2
Grade 7	67.1	3
Grade 8	65.8	2
Grade 10	68	4

2018 PARCC Mathematics

Grade	Percentage Meeting or Exceeding Standards	State Ranking
Grade 3	66.7	2
Grade 4	60	1
Grade 5	57.1	1
Grade 6	47.8	1
Grade 7	48.3	4
Grade 8	38.6	1
Algebra I	59.9	2

Strategic Plan 2018-2023

Aligned with our Core Values and Beliefs, the Board of Education and Superintendent have initiated this Strategic Plan. The Board's Strategic Planning Pillars provide the framework that serves as the focus areas for continuous improvement for the five-year plan.

A broad spectrum of data is utilized in the development of a Strategic Plan that reflects a shared consensus among stakeholders. The Board invested significantly in developing the Strategic Planning Pillars and objectives for the plan. The strategic planning process included extensive outreach with stakeholders invited to participate in focus groups with key stakeholders. The input of community members, parents, employees, business leaders, and students informed the plan. The Strategic Plan is the result of considerable research and represents the shared values and priorities of CCPS community stakeholders.

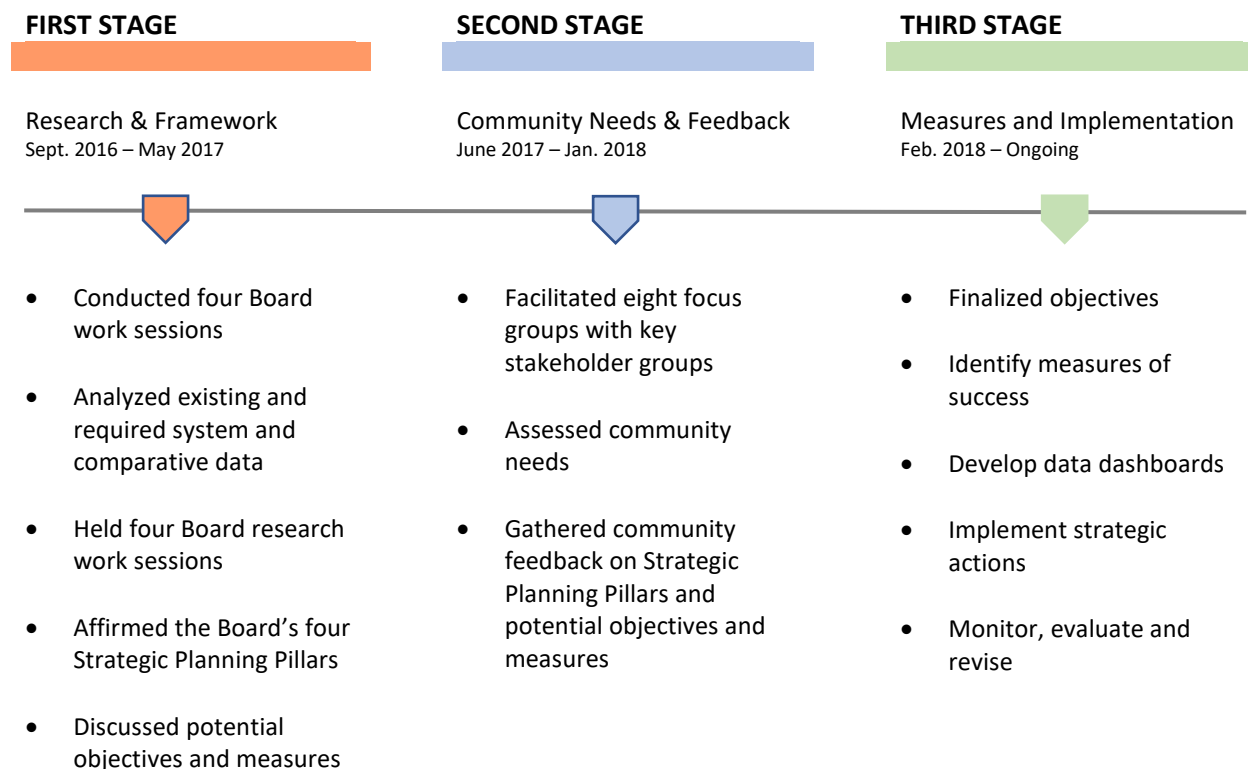| SAT Participation and Scores				
Graduating Class	Percent Participating	Mean Scores		
		EBRW	Mathematics	Total
CCPS Class of 2020	61.3%	569	564	1133
Maryland	88%	522	507	1029
Nation	49%	528	523	1051

Staffing Facts – October 2021
• • •

- Total staff: 3,396 (Largest employer in Carroll County)
  - 134.0 staff members per 1000 students (Ranking 19th from the highest of Maryland's 24 School Systems)
- Teachers: 1,890 (55.7% of total staff – Ranking highest of Maryland's 24 School Systems)
  - 74.6 teachers per 1000 students (Ranking 8th from the highest of Maryland's 24 School Systems)
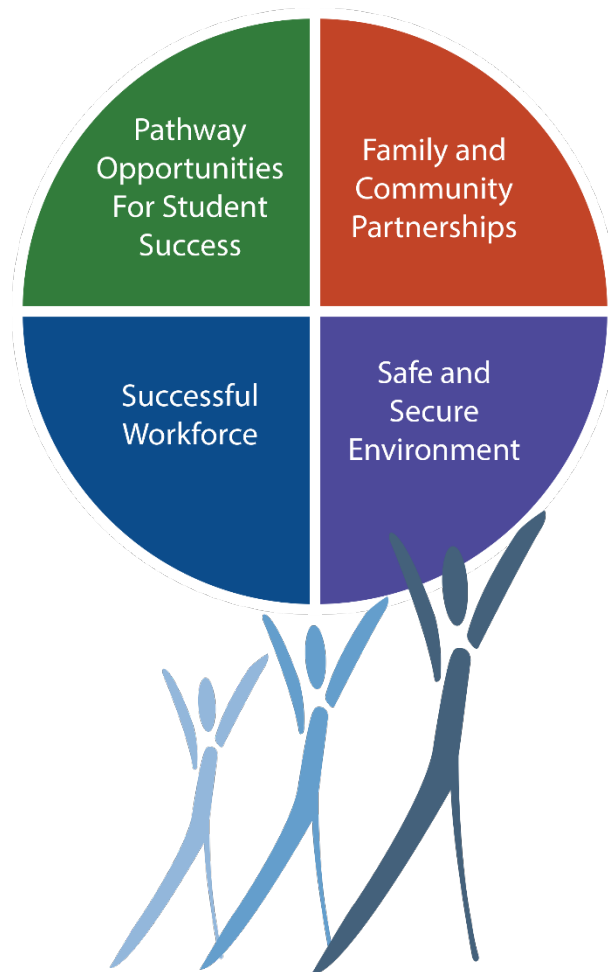
CCPS Strategic Planning Pillars
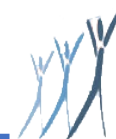
The Strategic Plan was developed through three important stages. These three stages, which are outlined below, were instrumental in framing and forming the plan. In a culture of continuous improvement and responsiveness to community needs, the third stage of establishing measures and implementing actions remains ongoing. The plan will be reported annually, and measures and actions will be revised as the data, system outcomes, and community needs require.

FIRST STAGE

Research & Framework
Sept. 2016 – May 2017

- Conducted four Board work sessions

- Analyzed existing and required system and comparative data

- Held four Board research work sessions

- Affirmed the Board's four Strategic Planning Pillars

- Discussed potential objectives and measures

SECOND STAGE

Community Needs & Feedback
June 2017 – Jan. 2018

- Facilitated eight focus groups with key stakeholder groups

- Assessed community needs

- Gathered community feedback on Strategic Planning Pillars and potential objectives and measures

THIRD STAGE

Measures and Implementation
Feb. 2018 – Ongoing

- Finalized objectives

- Identify measures of success

- Develop data dashboards

- Implement strategic actions

- Monitor, evaluate and revise

ANNUAL REPORTING & EVALUATION

In order to drive our continuous improvement, the Strategic Plan must remain the focal point of our collective work throughout each year. The following annual reporting cycle will provide the Board and community with ongoing updates and insights into our system improvement efforts. At these key dates, we will reflect on our work and data, and confirm or revise our priority focus areas.

Pillar I	September & January
Pillar II	August & March
Pillar III	November & February
Pillar IV	December & May
Data Dashboard	October
Attributes of a CCPS Graduate	June

The Board of Education's Strategic Planning Pillars are adopted in Board policy and serve as the framework for the CCPS Strategic Plan. The Pillars define four focus areas around which the Strategic Plan is constructed. Clear objectives, appropriate actions and strategies, and measures of success shall be developed, implemented, monitored, and evaluated.

CCPS Strategic Planning Pillars

PILLAR I
PROVIDE MULTIPLE PATHWAY OPPORTUNITIES FOR STUDENT SUCCESS

Upon graduation, Carroll County Public Schools students will be college and career ready. The variety of course options found in the CCPS program of studies empowers students to meet the educational prerequisites to enter an institution of higher learning, the military, or the work force. Targeted interventions, alternative placements, career connections internships, dual enrollment options, online courses, special education services, gifted and talented services, and differentiated course levels are provided to meet the individual learning needs of all students.

PILLAR II
STRENGTHEN PRODUCTIVE FAMILY AND COMMUNITY PARTNERSHIPS

Carroll County Public Schools' personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourage unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.

PILLAR III
DEVELOP AND SUPPORT A SUCCESSFUL WORKFORCE

Carroll County Public Schools will hire and retain highly qualified and skilled employees who are dedicated to the success of our school system and students. Employees can expect to be supervised by experts in their field who provide timely and relevant professional development opportunities and feedback designed to promote their effectiveness and success. CCPS values a high performing and diverse workforce who contribute to a positive educational experience for all students.

PILLAR IV
ESTABLISH SAFE, SECURE, HEALTHY, AND MODERN LEARNING ENVIRONMENTS

Carroll County Public Schools recognizes that the safety and well-being of our students and staff is our highest priority. Students, parents, and CCPS employees can expect policies, procedures, and programs to be implemented that promote a safe and orderly environment in school, on school grounds, and on school buses, as well as programs that promote healthy lifestyle choices and social and emotional well-being. CCPS strives to provide up-to-date facilities, technologies, equipment, and instructional materials appropriate for a modern learning environment.

Pathways Opportunities for Student Success	Family and Community Partnerships	Successful Workforce	Safe and Secure Environment

Pillar I: Provide Multiple Pathway Opportunities for Student Success

OBJECTIVE I.i: Students exit CCPS college, career, and community ready.

OBJECTIVE I.ii: CCPS improves the proficiency level of each student subgroup in ELA and mathematics.

OBJECTIVE I.iii: CCPS provides access to a well-rounded, varied, and rigorous curriculum to all students.

Priority Focus Areas for 2018-19	Baseline Performance 2018-19		Performance			Targets	
			2019	**2020**	**2021**	**2022**	**2023**
ES: Percentage of students who are reading on grade- level, as measured by local and third-party assessments, by the end of grade 3. • Percent of students achieving 80% on the EOY CBA • Percent of students scoring within grade level Lexile (RI)	2018: 59% Comprehension Benchmark Assessment (CBA) 73.3% Reading Inventory (RI)		64.2% (CBA) 75.5% (RI)	* *	57.52% ** 68.47**	70% (CBA) 77% (RI)	80% (CBA) 80% (RI)
MS: Percentage of students who successfully complete Algebra I by the end of grade 8 (credit + PARCC)	2017: 18.7% 2018: 18.8%		20%	23.4%	27.5%	27.5%	30%
HS: Participation of under-represented student groups in high school Career and Technology Education (CTE), honors courses, and Advanced Placement (AP)/Transcripted-credit courses. **High School Population 2020-21** <1 % American Indian/Alaska Native 3% Asian 4.3% Black/African American	**AP 2018** 92.3% White 3.5% Black 4.2% Hispanic 0.5% Special Ed 6.5% FaRMS	**CTE 2018** 91.4 % White 3.7% Black 4.9% Hispanic 7.4% Special Ed 12.0% FaRMS	Annual progress toward five- year goal.			**CTE/Honors/AP/Transcripted** American Indian/Alaska Native 0-3% Asian 0-6% Black/African American 1.3-7.3% White 79.3 – 85.3% Hispanic 3.7 – 9.7% Native/Other Pacific Islander 0-3% Two or More Races 0.2 – 6.2%	

*Pandemic: No Students in School

**Pandemic: Not all Students in School

82.3% White
6.7% Hispanic
<1 % Native/Other Pacific Islander
3.2%   Two or More Races

HONORS 2018
90.7% White
4.4% Black
4.9% Hispanic
3.0% Special ED
9.3% FaRMS

ALL STUDENTS: Improve the percentage of students scoring proficient or higher on Maryland Comprehensive Assessment Program (MCAP) English Language Arts (ELA) and mathematics grades 3-11 for each of the following student groups:

- White
- Minority
- Non-FaRMs
- FaRMs
- Non-Special Education
- Special Education

Please see Tables 1.1 and 1.2 below

Table 1.1	English Language Arts											
	Elementary				Middle				High			
Student Group	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023) †	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023) †	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023) †
White	56%	3% (3.6%)	59%	73.4%	62%	3% (3.6%)	65%	79.4%	63%	3% (3.6%)	66%	80.4%
Minority	44%	3% (3.6%)	47%	61.4%	51%	3% (3.6%)	54%	68.4%	55%	3% (3.6%)	58%	72.4%
Non-FARMS	62%	3% (3.6%)	65%	79.4%	66%	3% (3.6%)	69%	83.4%	68%	3% (3.6%)	71%	85.4%
FARMS	32%	3% (3.6%)	35%	49.4%	34%	3% (3.6%)	37%	51.4%	34%	3% (3.6%)	37%	51.4%

Pathways Opportunities for Student Success	Family and Community Partnerships	Successful Workforce	Safe and Secure Environment

Pillar II: Strengthen Productive Family and Community Partnerships

OBJECTIVE II.i: Communication between CCPS and the community demonstrates transparency, trust, and respect.

OBJECTIVE II.ii: CCPS seeks out, welcomes, and engages parent and community volunteers to enhance student achievement.

OBJECTIVE II.iii: CCPS partners with local government, businesses, and agencies to support student learning.

Priority Focus Areas for 2018-19	Baseline Performance	Performance			Targets	
		2019	**2020**	**2021**	**2022**	**2023**
Communication between CCPS and the community is meaningful, informative, timely, respectful, two-way, and multimodal.	• 35% average of schools participating at CAC meetings	52%	65%	70%	75%	100%
Intentional and appropriate communication outreach to our families of minority students, students living in poverty, special needs students, and English learners.	• MSDE Climate Survey	4.87%	N/A	N/A	5.0%	TBD
	• 6,500 international telephone line and email requests	6,500 requests	8,400	9,185	10,000	12,180
	• 428 participated in the Culture Expo	428	817	No Event	2021 - 2023: Post Expo evaluation for attendees and EOY reflection on the implementation of the Expo.	

• 74 families participated in Special Education Family Support Nights	89	151	200	220	250
• 2017-18: Historically 20% of Title I families have taken advantage of at least one family engagement activity throughout the school year.	35%	42%	65%	65%	60% of Title I families will take advantage of at least one family engagement activities throughout the school year.
• CCPS continues to increase, document, and leverage the number of established partnerships with local government, businesses, and agencies in support of student learning aligned to specific pillars of the CCPS Strategic Plan.	Presently CCPS has developed over 71 formal MOUs with a number of community partners. Each partner has been aligned with a Pillar of the Strategic Plan and has an internal relationship manager. In addition to meeting the goals of increasing our partnerships, staff will be developing measures of effectiveness of each relationship.				

CCPS Strategic Plan

Pathways Opportunities for Student Success	Family and Community Partnerships	Successful Workforce	Safe and Secure Environment

Pillar III: Develop and Support a Successful Workforce

OBJECTIVE III.i: CCPS recruits and retains highly qualified and diverse employees reflective of our school system community.

OBJECTIVE III.ii: CCPS provides professional and leadership development to retain and promote an effective and culturally competent workforce.

OBJECTIVE III.iii: CCPS leaders promote a culture of continuous improvement of academic achievement, employee growth, and operations.

Priority Focus Areas for 2018-19	Baseline Performance	Performance Targets		
		2018-2019	**2022**	**2023**
Recruit and retain highly qualified and diverse employees reflective of our school system community.	Ethnicity / Staff / % table below	2019: Increase minority staff percentage to 5% 2019: 93% minority retention rate	2022-23: 6% of staff will be minority 2022-23: Minority retention rate equal to non-minority retention rate	
CCPS will offer 25% more open contracts to qualified minority teachers than the preceding year.	16 open contracts 2020 - 2021	N/A	20	25

Baseline Performance detail:

Ethnicity	Staff	%
African American	82	2.4 %
American Indian/AK Native	13	0.4%
Asian	16	0.5%
Caucasian	3,227	95.2%
Hispanic	33	1.0%
Pacific Islander	0	0.0%
Two or More Races	17	0.5%
Total	3,388	
Minority Percentage	4.8	

Retention Rates	
2018 Non-minorities	93%
2018 Minority	90%

Each area of the school system will improve staff diversity by filling 5% of the vacancies with minority candidates.	AREA	TOTAL STAFF	MINORITY STAFF		5% of vacancies will be filled with minority candidates
	ELEMENTARY	1507	38		
	MIDDLE	638	30		
	HIGH	988	49		
	CURRICULUM, EQUITY, PERFORMANCE	89	5		
	OPERATIONS	211	13		
	SPECIAL EDUCATION	65	0		
	STUDENT SERVICES	52	5		
	TECHNOLOGY SERVICES	39	3		
CCPS will improve the rate of employees who respond 7 of higher (out of 10) that we have a "comfortable, supportive work environment" on the annual minority employee engagement survey.	TBD			5% increase in baseline perceptions of employee satisfaction	10 % increase in the baseline perceptions of employee satisfaction

Pathways Opportunities for Student Success	Family and Community Partnerships	Successful Workforce	Safe and Secure Environment

Pillar IV: Establish Safe, Secure, Healthy, And Modern Learning Environments

OBJECTIVE IV.i: CCPS establishes a welcoming culture of diversity in the learning/work environment.

OBJECTIVE IV.ii: CCPS promotes a culture of respect and civility.

OBJECTIVE IV.iii: CCPS collaborates internally and with community agencies to support students' health and well-being.

OBJECTIVE IV.iv: CCPS provides safe and secure schools, facilities, and assets that serve our students and communities.

OBJECTIVE IV.v: CCPS maintains modern schools, facilities, and resources that support the educational program.

Priority Focus Areas for 2018-19	Baseline Performance	Performance Targets	
		2021-2022	**2022-2023**
Implementation of an annual School Safety Evaluation to ensure a safe learning environment for all CCPS staff, students, and families	2021- 2022 will provide a baseline of metrics as this will be the initial year schools will be evaluated with the new tool.	TBD	TBD
At a minimum, maintain the Facilities Condition Index (FCI).	September 2018 System-wide FCI 31%	Reflected in the Board's annual CIP request	Reflected in the Board's annual CIP request
Creating a welcoming culture of diversity,	First administration of the student perceptual survey will take place the Winter of 2022.	Baseline Collection	TBD

respect, and civility throughout CCPS.
• Student perceptual survey

• Major referral data

2017-18 Major Referrals:

Attacks, Threats, Fighting	Elementary	Middle	High	Total
Total	**1599**	**367**	**231**	**2197**
Sex Offenses	Elementary	Middle	High	Total
Total	**26**	**52**	**23**	**101**
Disrespect, Disruption	Elementary	Middle	High	Total
Total	**1257**	**1268**	**1153**	**3678**

Decrease Major Referrals by 5% from 2017-18:

Attacks, Threats, Fighting	Elementary	Middle	High	Total
Total	**1519**	**349**	**219**	**2087**
Sex Offenses	Elementary	Middle	High	Total
Total	**25**	**49**	**22**	**96**
Disrespect, Disruption	Elementary	Middle	High	Total
Total	**1194**	**1205**	**1095**	**3494**

Decrease Major Referrals by 20% from 2017-18:

Community climate/perceptual survey for CCPS staff, students, and families	Community Perceptual Survey will be administered the Spring of 2022 to students, staff and families.	TBD	TBD