



CONSOLIDATED PLAN TEMPLATE

2022-2023

Carroll County Public Schools
Every Student Succeeds Act (ESSA)
Consolidated Strategic Plan

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
December 15, 2022
No later than 5:00 p.m. EST

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Instructions

Complete this application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf to your computer and obtain appropriate signatures. The completed application should be saved as a pdf and emailed to:
LocalESSAConsolidated.msde@maryland.gov.

For questions or additional information, please contact:

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Cover Page (1 page).

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Ms. Cynthia A. McCabe

12/2/2022

Superintendent of Schools Printed Name

Date

Superintendent of Schools Signature

12/2/22
Date

Executive Summary (2 pages)

The Executive Summary should serve as a stand-alone document that identifies areas of focus, the rationale for selecting the areas of focus, root cause(s) for the areas of focus, demonstrating equity to address disparities to provide comprehensive supports and improvement for all students. Refer to the Consolidated Plan Guide for guidance.

Overview: The 2022-2023 Carroll County Public Schools Every Student Succeeds Act (ESSA) Consolidated Strategic Plan provides families and stakeholders transparent information about how the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, will be implemented in Carroll County. This document also serves as a comprehensive overview of the systemic priorities and strategic actions to ensure student success as identified in the Carroll County Public Schools (CCPS) Strategic Plan 2018-2023. The CCPS Strategic Plan was developed utilizing four pillars: I. Provide multiple pathway opportunities for student success. II. Strengthen productive family and community partnerships. III. Develop and support a successful workforce. IV. Establish safe, secure, healthy, and modern learning environments. Each pillar is further defined by objectives, priority focus, areas, and measurable goals with short and long-term targets. The work of the system, along with individual school improvement plans, are in direct alignment with the CCPS Strategic Plan. The 2022-2023 school year is the fifth and final year of the current plan. The process for developing the next CCPS Strategic Plan will begin later in the school year. The CCPS ESSA Consolidated Strategic Plan and the 2018-2023 CCPS Strategic Plan are in direct alignment with each other.

Areas of Focus and Rationale: The priority focus areas identified in the 2022-2023 CCPS ESSA Consolidated Strategic Plan include: improving the percentage of students reading on grade level at the elementary school level; improving the percentage of students who successfully complete Algebra I by the end of eighth grade at the middle school level; improving the participation of under-represented student groups in career and technology education, honors courses, and advanced placement/transcripted credit courses at the high school level; and improving the percentage of student scoring proficient or higher on the Maryland Comprehensive Assessment Program (MCAP) in English/Language Arts and mathematics in grades 3-11. It is to be noted that for the final priority focus area identified, present levels and progress cannot be measured at the time this plan was submitted as CCPS has not received MCAP data from last school year. The rationale for these focal areas is captured by the three key objectives within Pillar I of the CCPS Strategic Plan. CCPS strives to ensure students exit college, career, and community ready; improve the proficiency level of each student group in English/language arts and mathematics; and provide access to a well-rounded, varied, and rigorous curriculum to all students.

Root Causes: The impact of the COVID-19 pandemic continues to be evident in the achievement data of our students. At the elementary school level, in the 2020-2021 and 2021-2020 school years, reading performance in grade 3, as measured by the Comprehension Benchmark Assessment (CBA) decreased from the pre-pandemic year of 2018-2019 (64.2%). In 2020-2021, 57.52% of third grade students scored 80% or higher on the CBA. In 2021-2022, 47.18% of third grade students scored 80% or higher on the CBA. Grade three reading performance as measured by Lexile level on the Reading Inventory remained consistent in both 2020-2021 (68.47%) and 2021-2022 (68.47%). While consistent, performance in both years was less than the pre-pandemic year

of 2018-2019 (75.5%) and below the growth target established for 2021-2022 (77%). At the middle school level, positive gains were made in the 2021-2022 school year with the percentage of students who successfully completed Algebra I by the end of grade eight. Performance in this area (33.4%) exceeded the target identified (27.5%). At the high school level, three of five targets were met for student group participation in each of the three identified areas: career and technology education, honors course participation, and advanced placement/transcripted course participation. Students with disabilities and students who receive free or reduced meals continue to be priorities within this focus area. An additional focus area on the CCPS Strategic Plan centers on improving the percentage of students scoring proficient or higher on the 2021-2022 MCAP for each of the following student groups: White, Minority, Non-FaRMs, FaRMs, Non-Special Education, and Special Education. Data for each of these student groups will be closely analyzed when the 2021-2022 MCAP data is received. Our changes in achievement data are directly related to the learning loss from the pandemic. CCPS opened its doors to students as soon as possible after the pandemic to return to face-to-face instruction. CCPS recognizes that many students struggled with virtual instruction during the pandemic-impacted years. CCPS has implemented robust Extended Learning Opportunities (ELOs) and Special Education Recovery/Compensatory (R/C) Services (for eligible students) to help address the learning loss associated with the pandemic. These supports have been provided before/after school during the 2021-2022 and 2022-2023 school years and over the summer in 2021 and 2022.

Demonstrating Equity to Address Disparities: It is imperative that all CCPS plans, performance measures, and strategic actions support educational equity. CCPS is committed to the success of every student. For that success to occur for each student in lifelong learning and in the world of work, CCPS prioritizes educational equity by recognizing and removing institutional barriers and ensuring that social identifiers are not obstacles to accessing educational opportunities and supports that benefit each student ([CCPS Board Policy ABA: Educational Equity](#)). CCPS strives to improve student performance for all students by ensuring equitable educational opportunities and access to educational rigor, resources, services, programs, supports, activities, and culturally relevant curriculum, instruction, and assessment. Each titled grant was developed using an equity lens and identifies specific supports for targeted student groups. The CCPS Strategic Plan identifies specific targets for specific student groups based on systemic pillars, objectives, and priority focus areas. CCPS utilizes an Equity Council consisting of staff, community members, and advocacy groups along with Equity Liaisons at each school to identify needs, gather feedback, and monitor progress. Individual School Improvement Plans (SIPs) are also directly aligned with the CCPS Strategic Plan.

CCPS is committed to its core statement, "Building the Future." In order to continuously improve and meet the needs of our diverse learners, CCPS must not only focus on the instructional strategies that improve academic achievement but will also continue to strengthen productive family and community partnerships, develop and support a successful workforce, and establish safe, secure, and modern learning environments.

Needs Assessment

The LEA must provide a summary of the needs assessments included within each titled grant application, including how the results contributed to the development of the focus areas identified within this plan. Refer to page 4 of the Consolidated Plan Guide for guidance.

Title I, Part A, Improving Basic Programs Operated by LEAs: The CCPS Departments of Human Resources, Finance, Curriculum and Instruction, and Student Services, along with Title I school administrators, Title I Parent Liaisons, Coordinator of Interpreter/Translator Program, and non-public designees (if applicable), met and had ongoing collaboration with the Supervisor of Title I to identify areas of need, monitor progress and implementation and measure effectiveness of the district and school Title I plan. The Human Resources Department assures teacher and paraprofessional's credentials and certification for each school (e.g., current certification and appropriate content and grade level placement) are aligned to the state requirements and the LSS staff and credentials written process. The Department of Finance assists with monitoring and supporting administrators, financial secretaries, and Title I parent liaisons with appropriate use, expenditures, and balances relevant to district and school budgets. The Department of Curriculum and Instruction supports administration and school staff with curriculum, curriculum resources and materials, and professional learning opportunities. The Supervisor of ESOL and team provide academic support and resources to students. The Coordinator of Interpreter/Translator Program and team supports schools with translating documents, communication with families, along with providing resources for families, and assisting families with collaboration, communication, and navigation within the school system. The Department of Student Services supports students identified as homeless and in foster care. The services provided, include arranging tutoring and counseling support, collaboration with local homeless shelters and community organizations, securing materials for students to support learning, and coordinating transportation to school and/or special programs. School administrators are an essential part of each decision, planning, and implementation of the Title I program. They oversee instruction, staff, and budgets to monitor alignment with school and district wide plans. Each Title I school has a Title I Parent Liaison who provides professional learning for parents, along with planning and implementing events and activities to enhance student and family learning, facilitate parent groups to gather parent input (e.g., plans and activities), and involve parents in their child's education. Title I Parent Liaisons also work closely with the Judy Centers to engage families in learning at an early stage in the student's development. Staff within the school system develop and maintain partnerships with local community members and organizations to provide support for family and students as needed. This information is not exhaustive of the interactions as each department follows the traditional supports as listed above and is flexible with extra support based on individual family and student needs. Through this collaboration, review of student achievement data, and reflection on previous intervention and support, students experiencing economic disadvantage continue to require additional support and services to address the disproportionality.

Title II, Part A, Supporting Effective Instruction: Using the CCPS Strategic Plan as a guiding resource, the Director of Curriculum and Instruction, Assistant Superintendent of Instruction, Coordinator of Induction, Director of Technology Services, Coordinator of Instructional Technology, and Supervisor Media and Technology collaborated to determine the needs of the system and

allocation of resources to support those needs and support the core goals and objectives of CCPS. Teachers, principals, families, and the community were all consulted throughout the formation of the CCPS Strategic Plan, and the programs described in this grant (induction, mentoring, and instructional technology). CCPS continues to address educational equity through our multicultural education programs. After an analysis of the focus areas and targets from the CCPS Strategic Plan, CCPS has determined that the most effective use of Title II, Part A funding is to continue to develop the capacity of our newly hired teachers via our induction program and through the professional development of all staff on how to meet the needs of their individual learners through the effective integration of instructional technology. All of the goals in this grant are directly related to consolidated strategic plan and CCPS feels that the best way to meet the student achievement targets in the plan is to continue to develop the capacity of our new and experienced staff via our induction and instructional technology professional learning programs.

Title III, Part A, English Language Acquisition, Language Enhancement, and Academic

Achievement: The English Learner (EL) population in CCPS continues to increase each school year. We continue to enroll a large number of identified ELs, especially those at the high school level, many of whom have limited prior schooling/native language proficiency. We also have a number of students who transfer in and out of CCPS throughout the year, therefore are not captured on the annual October 31st enrollment/data files. We also experienced a surge of enrollments during the pandemic. Although MSDE does not require that ESOL service be provided to students in Pre-Kindergarten, it is important to note that CCPS continues to provide ESOL services to this growing population as well as targeted professional development to Pre-Kindergarten teachers (these services/supports are funded locally). Approximately 2% of the total CCPS population receives EL support. CCPS ELs were born in over 30 different countries and speak 30+ different languages.

In order to support the increased content and language demands our ELs face, as well as the identified needs of classroom teachers and support staff, we continue to direct our federal Title III funding efforts toward the following four areas/key activities as identified through local and state assessment data as well as student, teacher and school needs: (1) acquiring supplemental instructional materials that align with local curriculum, (2) providing supplemental content and language service/support to identified ELs, (3) delivering targeted professional development with embedded co-planning, peer mentoring, curriculum modifications and specialized support to address best practices and strategies for supporting ELs and differentiating content in mainstream/content settings and (4) hosting ESOL Family Engagement events that will take place regionally (virtually and/or in-person) throughout the county for EL families. Focus areas for family engagement include but are not limited to: sharing educational and community resources and language/content-based activities to strengthen the home/school connection and increase content and language development, technology tutorials in which staff will lead EL families in navigating school-based online platforms and programs and educating families in potential career pathways for ELs in which ESOL staff will collaborate with CTE staff to co-plan and deliver professional learning and informational opportunities for EL families. Home visits will also be conducted on an as needed basis to support family engagement efforts and connect students and families to the aforementioned resources.

Title IV, Part A, Student Support and Academic Enrichment Grants: Using the CCPS Strategic Plan as a guiding resource, the Director of Curriculum and Instruction, Director of High Schools, Director of Student Services, Supervisor of School Counseling, Supervisor of G&T and Advanced Academics,

and the Coordinator of STEM collaborated to identify the needs of the system and the allocation of resources to support those needs while supporting the core goals and objectives of CCPS. Teachers, principals, families, and the community were all consulted throughout the formation of the CCPS Strategic Plan and the programs described within this grant (instructional technology, trauma-sensitive classrooms, and dual enrollment programs). CCPS continues to address educational equity through our multicultural education programs. Multicultural education in CCPS is an approach to understanding and embracing the differences within the learning community. Individuals build supportive relationships that model respect, empathy, and self-awareness. Instruction is flexible to allow for diversity of learning styles and person-centered perspectives in order to empower students to negotiate in a global society. By creating trauma-responsive classrooms, encouraging underserved students to participate in advanced placement and dual enrollment programs, and providing individualized learning experiences through the integration of instructional technology, CCPS will continue to move forward with the integration of multicultural education. Administrators, counselors, and other school-based and central office staff meet weekly to discuss the needs of our underserved students. CCPS continues to closely monitor the needs of our African American, ESOL, Special Education, and FaRMs students. Students in these underserved populations are, proportionally, not taking AP tests and enrolling in dual enrollment classes and are reporting higher suicide referrals and ACES. CCPS will address the student achievement and social emotional well-being of students in these underserved populations through projects embedded in our Title IV grant.

Equitable Services Report: CCPS continues to consult in a timely and meaningful manner with non-public schools to ensure equitable and effective programs for all eligible non-public school students.

State Fine Arts Grant: The local funding provided does not fully cover the various needs of our fine arts program. The additional funding provided by the fine arts initiative allows CCPS to provide expanded pathway opportunities for student success. The Fine Arts Initiative Project will support staff development opportunities with nationally recognized best practices and research-based instructional strategies. The project will also provide quality instructional materials and equipment for students and teachers to utilize within the instructional program. Students will also be provided with additional authentic experiences and increased exposure to fine arts related instructional activities.

Several common themes were prevalent across the needs assessments for the titled grants including improving student achievement on local and state measures, increasing access to career and technology education and advanced coursework, and supporting teachers through professional development to improve the achievement of diverse student groups. These areas directly connect to the following pillars of the CCPS Strategic Plan: providing multiple pathway opportunities for student success; developing a supporting and successful workforce; and establishing safe, secure, healthy, and modern learning environments. These focus areas will be addressed as part of the 2022-2023 CCPS ESSA Consolidated Strategic Plan.

Evidence of Impact

Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes. Refer to page 5 of the Consolidated Plan Guide for guidance.

CCPS has historically scored above the state and national averages on standardized assessments. Student achievement, as measured by local measures, has declined due to the impact of the COVID-19 pandemic (please see the root cause section in the Executive Summary above). CCPS is currently in the final year of implementing its current strategic plan. Students of color, students receiving special education services, students receiving ESOL services, and students experiencing economic disadvantage continue to be focal student groups for the 2022-2023 school year.

While CCPS has made great strides with student achievement, achievement gaps exist with these student groups. CCPS is focusing on improving curriculum, first pass instruction, intervention, and assessment. During the 2022-2023 school year, CCPS is focusing on the use of data at the school level to develop, implement, monitor, and evaluate School Improvement Plans. CCPS has begun the process of revising its intervention structure within a Multi-tiered System of Support (MTSS). This work began during the 2021-2022 school year with four pilot sites at the elementary level but additional work is required during the 2022-2023 school year with the pilot schools. Through the implementation of high-quality induction programming and highly effective professional learning on the integration of instructional technology into classrooms across the district, CCPS is working to ensure that our underrepresented and underperforming student groups have the most qualified teachers providing instruction. Due to past disproportionately lower participation rates in AP testing and dual enrollment courses by underrepresented student groups, the allocation of resources to support these students register for AP tests and enroll in dual enrollment courses moving forward will help CCPS achieve the goal of higher rates of participation in both programs.

Prioritizing Educational Equity

LEAs must ensure that all students regardless of their ability (cognitive, social/emotional, and physical), ethnicity, family structure, gender identity, language, national origin, nationality, race, religion, sexual orientation, socio-economic status, or other individual characteristics will have equitable access to the educational rigor, resources, and supports that are designed to maximize the students' academic and career success, and social/emotional well-being are afforded equitable access to resources that support their diverse learning needs. See [COMAR 13A.01.06.04](#).

Focus Areas, Goals, and Outcomes

LEAs are required to identify two to three focus areas and establish goals and outcomes for each focus area. To accelerate student performance and eliminate achievement gaps, LEAs must develop goals using an equity lens as noted in the Educational Equity regulation (COMAR 13A.01.06) to address disparities. Refer to page 5 of the Consolidated Plan Guide for guidance. Please see the [2018-2023 CCPS Strategic Plan](#) for additional information.

Focus Area #1: Improve the proficiency level of each student subgroup in English/language arts and mathematics.

Goal #1: Increase percentage of students who are reading on-grade level at the conclusion of grade three as measured by local (Comprehension Benchmark Assessment) and third party (Reading Inventory) assessments.

Measurable Outcomes:

1. At the conclusion of the 2022-2023 school year, 80% of students in grade three will score 80% or higher on the Comprehension Benchmark Assessment (2021-2022 performance: 47.18%).
2. At the conclusion of the 2022-2023 school year, 80% of students will score within grade level Lexile on the Reading Inventory assessment (2021-2022 performance: 68.48%).

Goal #2: Increase percentage of students who successfully complete Algebra I by the end of grade eight.

Measurable Outcome: At the conclusion of the 2022-2023 school year, at least 30% of students in grade eight will successfully complete Algebra I (2021-2022 performance: 33.4%).

Focus Area #2: Provide access to a well-rounded, varied, and rigorous curriculum to all students

Goal #1: Increase participation of under-represented student groups in high school career and technology education, honors courses, and advanced placement/transcripted-credit courses.

Measurable Outcome: At the conclusion of the 2022-2023 school year, participation in career and technology education, honors courses, and advanced placement/transcripted credit courses will be within 3% of the enrollment of each of the following student groups: White, Black/African American, Hispanic, Special Education, and FaRMs.

Focus Area #3: Students will exit CCPS college, career, and community ready.

Goal #1: Increase the percentage of students scoring proficient or higher on the Maryland Comprehensive Assessment Program (MCAP) in English/Language Arts and mathematics in grades 3-11 in each of the following student groups: White, Minority, Non-FaRMs, FaRMs, Non-Special Education, and Special Education.

Measurable Outcome: Please see the [2018-2022 CCPS Strategic Plan](#) for individual targets for each student group.

Title Programs, Equitable Services, and State Fine Arts

LEAs must have submitted all title program applications to MSDE. The chart below is included in the template. LEAs are required to provide the date the title program and fine arts applications and equitable services report were submitted to MSDE for initial review.

Title Program	Date Submitted to the MSDE
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	Final draft submitted to MSDE 11/4/2022. Awaiting MSDE feedback.
Title I, Part C: Education of Migratory Children	N/A
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	N/A
Title II, Part A: Supporting Effective Instruction	November 15, 2022
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	November 10, 2022
Title IV, Part A: Student Support and Academic Enrichment Grants	November 16, 2022
Title IV, Part B: 21st Century Community Learning Centers	N/A
Title V, Part B, Subpart 2: Rural and Low-Income School Program	N/A
Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)	N/A
Equitable Services Report	November 1, 2022
State Fine Arts Grant	November 14, 2022

ADDITIONAL STATE PROGRAMS

LEAs must complete the charts below for additional state requirements.

Gifted and Talented Education

LEA requirements for Gifted and Talented Education is specified in COMAR 13A.04.07.06. Each LEA shall report the following information in their Local ESSA Consolidated Strategic Plan:

1. The process for identifying gifted and talented students.

1. Primary Thinking Skills data is collected in PK-2nd grade from GT/Advanced Academic Specialists push in lessons.
2. Students universally screened in 2nd and 6th grade using the Cognitive Abilities Test (CogAT).
3. CCPS uses a multi-measured approach to identification, considering universal screening scores, local measures, and affective data. Data is screened centrally for tier 1 and tier 2 identification of students. G&T Referral and Review Teams meet annually to identify additional students for reading or math.
4. Students who miss universal screening in 2nd or 6th grade or students not identified are considered in annual RRT meetings during 4th, 5th, 7th, or 8th grade. Individual grade-level CogAT tests are given to these students if additional data is needed by the team.

2. The number of gifted and talented students identified in each school. *

*The number of GT students in each school and LEA will be derived from 2021-22 Attendance Data provided to the MSDE Office of Accountability. The LEA does not need to include this information.

3. The percentage of gifted and talented students identified in the LEA in 2021-22. LEA must report the percentage and how it was calculated in this cell.

CCPS identified 3,267 students as gifted and talented for reading and/or math by the end of the 2022 school year. With a reported enrollment of 25,316 students PK-12th grade, this results in an identification rate of 12.9%. CCSP does not identify students prior to 3rd grade; enrollment for 3rd through 12th grade is reported as 19,129, which results in an identification rate of 17%.

4. The schools that have been exempted from the identification of a significant number of gifted and talented students and the rationale in 2021-22.

The Carroll Springs School has been exempted from the identification of a significant number of gifted and talented students.

Carroll Springs Exemption Rationale: The Carroll Springs School is a Public Separate Day special education school. All students that attend Carroll Springs school are learning the alternate standards and/or participating in the alternate assessments.

The complex needs of these students cannot be met in their home schools or in a lesser restrictive environment. Students at Carroll Springs also have complex medical needs. Participation in the alternate standards and/or assessment are based on defined criteria established by the Maryland State

Department of Education's Appendix A: Participation Criteria Checklist. To be eligible to participate in instruction on the alternate standards and/or participate in the alternate assessment, students must have a significant cognitive disability. Since all students at Carroll Springs meet criteria for the alternate standards and/or assessment, they should be exempt from the requirement.

5. The continuum of programs and services.

Elementary Instructional Program:

- Elementary school G&T/Advanced Academic specialists split their time between two elementary schools, providing 2-3 days/week of services for gifted and talented students.
- Advanced Academics (AA) teachers in the elementary grades, work with PK-2nd grade students in talent development activities by pushing into all classrooms for multiple lessons each year and collecting data on gifted traits in students evident during the lessons.
- 3rd -5th grade students receive advanced academic curricular extensions both within the general education classroom and in small, pull-out groups. Extensions may be provided by the classroom teacher, the GT/AA specialist, or in a team-teaching model depending on the lesson structure and school schedule.
- Elementary GT/AA specialists also provide professional development to staff at assigned schools on supporting gifted and advanced learners' socio-emotional and academic needs.

Secondary Instructional Program:

- GT/AA specialists split time between two middle schools, serving students at each school in 1-2-week rotations as decided on by school-based administrators.
- Middle School GT/AA specialists collaborate with general educators to co-plan and push into honors-level classes to provide extension and differentiation for gifted and talented students and highly able learners.
- CCPS middle schools have a FLEX mod daily for 30 minutes; GT/AA specialists work with G & T students in a pull-out model during FLEX mod.
- Middle school GT/AA specialists also professional development and training to general educators to meet the needs of gifted and highly able learners.
- At the high school level, a continuum of advanced academic opportunities is available to G&T identified students and highly able learners (HALs). Students are encouraged to take the most rigorous course of study we offer in their areas of strength: honors courses, Advanced Placement classes, and/or dual enrollment courses. All comprehensive high schools in CCPS offer a variety of courses, career completers, activities, and/or clubs to encourage and continue the development of individual gifts and talents. These opportunities include, but are not limited to, student government, fine arts (music, art, and dance), foreign language clubs, honor societies, and internships within the community.

6. Data-informed goals, targets, strategies, and timelines for 2022-23.

Goal: Provide advanced pathway opportunities for socio-economically disadvantaged students.			
Target(s)	Strategy(ies)	Timeline(s)	
Increase percentage of elementary FARMS students identified for G&T from 7.5% to 9%. <i>(2020/2021-2021/2022 we increase the percentage of FARMS students identified from 6.5%-7.5% of population)</i>	GT/AA specialist will increase primary thinking skills instruction to include a minimum of two lessons/year in PK, K, and 1st grade in addition to 2nd grade lessons. GT/AA specialists at Title 1 Elementary schools will participate in data meetings and plan weekly with general educators to provide support to highly able FARMS students within the classroom and in pull-out groups.	2nd grade PTS lessons will occur during semester 1; PK-1st grade lessons will be scheduled by specialist and classroom teacher during spring semester, Jan-Jun, 2023. Ongoing, weekly from Sept. 2022-Jun. 2023.	
Target(s)	Strategy(ies)	Timeline(s)	
Increase number of FARMS students taking advantage of AP fee reduction to take AP exams from 133 (2021) students to 200 students. Provide 20 scholarships for students identified as both GT and FARMS to take dual enrollment courses at Carroll Community College. <i>(0 FARMS students took summer courses 2022).</i>	GT supervisor will work with AP coordinators to improve communication to FARMS students about fee-waiver opportunities during AP registration. GT supervisor will attend high school counselor meetings to share information about opportunities for FARMS students in AP and dual enrollment High school counselors will meet with FARMS students to discuss AP test fee waivers and dual enrollment scholarships.	September – October 2022 & January- February 2023 October meeting, 2022 December meeting, 2022 Ongoing, September-February	

Goal: Create curricular extension for use with gifted and talented and highly able learners to extend learning beyond on-grade level instruction.		
Target(s) Complete curricular extension lessons for all units in 3rd, 4th, and 5th grade math courses and provide access to all G&T/AA specialists and elementary math teachers. Develop at minimum one ELA extension for each unit within 4th and 5th grade humanities courses and embed them within the CCPS curriculum to provide access to all G&T/AA specialists and elementary humanities teachers.	Strategy(ies) GT/AA specialist and math resource curriculum writing teams revise and develop extensions for 3rd-5th grade math and embed within CCCPS curriculum. GT/AA specialists revise and develop extensions for 4th and 5th grade humanities courses. Reading specialists embed and connect extensions within existing curriculum. Provide professional development to elementary 3rd-5th grade math and humanities teachers on where and how to access the curriculum and strategies for co-teaching and collaborating with GT/AA specialists to implement extensions.	Timeline(s) Summer curriculum writing sessions, July-August, 2022 Summer curriculum writing sessions, July-August, 2022 August 2022. August 29, 2022 CCPS professional development day School-based faculty meeting/PD activities led by GT/AA specialists.
Target(s) Continue to develop curricular extensions for middle school science courses, 7th and 8th grades by creating extensions for each unit within the course.	Strategy(ies) GT/AA specialist will work with science curriculum writing team to develop advanced extensions within the curriculum as it is being written. GT/AA specialist will provide professional development to middle school science teachers on meeting the needs of GT and	Timeline(s) Summer curriculum writing sessions, July-August, 2022 August 29, 2022, CCPS professional development day

	advanced learners in honors classes.		
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Comprehensive Teacher Induction & Mentoring

LEA requirements for Gifted and Talented Education is specified in COMAR 13A.07.01. Each LEA shall report the following information in their Local ESSA Consolidated Strategic Plan:

Section A- Comprehensive Teacher Induction Program (CTIP) Team Members

1. Please list the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.

Jamie Weaver, Coordinator of Teacher Induction

- Oversees implementation of the Teacher Induction Program

Jeff Alisauckas, Supervisor of Teacher and Leadership Development

- Manages the Title II budget which provides the financial support of the Induction Program
- Evaluates Full & Part Time Mentor Teachers

2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	8
Part Time Mentors	3
Full Time Teachers	50
<i>Total Number of Mentors</i>	<i>61</i>

3. Please provide the total number of probationary teachers being served by your CTIP.

389 teachers (198 Year 1 teachers & 191 Year 2 Teachers)

4. Please provide the average mentee to mentor ratio (example: 15:1).

Full & Part Time Mentor average = 30:1

Full Time Teacher average = 1:1

Section B- Comprehensive Teacher Induction Program Training and Supervision

1. Please describe the training that your mentors receive before and during their tenure as a mentor. When does this training occur? What is the content?

Staff new to the role of peer mentor are provided orientation and training materials at the start of the school year. Additionally, they are provided monthly resources electronically. Orientation content, training materials, and monthly resources consist of a review of program roles, expectations, mentoring skills and strategies along with practical applications.

Full time mentors and part time mentors participate in orientation and monthly trainings addressing mentoring strategies including building relationships, confidentiality, record keeping, scheduling, team procedures, needs assessments, data collection, reflection, instructional strategies, social emotional supports, and peer visitations.

2. Please describe how school system administrators are trained on the roles and responsibilities of mentors. When does this training occur? What is the content?

School system administrators are provided an overview of the mentoring program as one component of the full induction program. Details provided to administrators include the role of the peer mentor, expectations of both the peer mentor and mentee, how often and how long mentors meet with mentees, along with the reimbursement amount and process for reimbursement. Additionally, building based administrators are encouraged to collaborate with curriculum supervisors to select the most appropriate peer mentor for each mentee. This information is shared electronically during the late summer months just prior to when school system administrators need to make pairings. During the initial weeks of school, full and parttime mentors also schedule meetings with building administrators to introduce themselves, review program expectations, assess caseloads, and establish goals for individual mentees.

3. Who evaluates the efficacy of individual mentors? What are the criteria and how is the data collected?

Direct supervision of peer mentors rests with building administration and is supported by the full and part time mentor teachers, the Supervisor of Teacher & Leadership Development, and the Coordinator of Teacher Induction. Peer mentors are informally evaluated by their building administrators and mentees through surveys and anecdotal data. Mentees are provided a rating scale and asked if the support they received from their peer mentor influenced their practice in the following areas: instructional strategies, classroom management, using data effectively, differentiation, subject matter they teach, complying with policies and procedures, working with parents, creating a supportive and equitable classroom environment, improving instructional practice, impact on students' learning, and their decision to continue teaching.

Supervision of the full and part time mentor teachers rests with the Supervisor of Teacher & Leadership Development. Evaluation procedures follow the negotiated agreement and the criteria

listed below:

Domain 1: Planning & Preparation

- 1a Demonstrates knowledge of current trends in mentoring and professional development
- 1b Demonstrates knowledge of the schools' instructional programs and levels of Mentee skill in delivering those programs
- 1c Establishes goals for the mentoring process appropriate to the individual Mentees served
- 1d Demonstrates knowledge of resources, to support the curriculum and pedagogy
- 1e Plans an instructional support program for each Mentee based on established goals in collaboration with supervisors, building administration and individual Mentees
- 1f Develops a plan to evaluate their work with the Mentee

Domain 2: The Environment

- 2a Creates a relationship of trust and respect with the Mentee
- 2b Establishes a culture for ongoing instructional improvement with the Mentee
- 2c Establishes and maintains norms of behavior for professional interactions between Mentor and Mentee
- 2d Organizes their schedule and manages time effectively to meet the needs of the Mentees

Domain 3: Delivery of Service

- 3a Collaborates with Mentee in the design of instructional units and lessons that align with the curriculum
- 3b Engages Mentee in learning new instructional skills
- 3c Locates resources for Mentee to support instructional improvement
- 3d Demonstrates flexibility and responsiveness in the Mentee's individual instructional support program
- 3e Demonstrates knowledge of Coaching, Collaboration and Consultation Model
- 3f Selects and uses various mentor program tools, processes, and resources
- 3g Provides feedback to Mentee

Domain 4: Professional Responsibilities

- 4a Demonstrates self-reflection
- 4b Prepares, submits, and utilizes appropriate record keeping items
- 4c Coordinates work with other mentors and instructional specialists as needed
- 4d Shows professionalism, including integrity and confidentiality
- 4e Grows and develops professionally

Section C- Comprehensive Teacher Induction Program Overview

1. Please describe your initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.

CCPS New Teacher Orientation occurs the six days prior to the start of the educators' school year. Day one is split between Human Resources and building administrators reviewing basic HR items, technology, diversity trainings, and accessing network accounts. Day two through four are spent with curriculum supervisors and mentor teachers reviewing curriculum, assessments, the model for quality instruction, evaluation procedures, writing lesson plans, and learning about the various supports and resources for at-risk students. New hires are also introduced to the personnel in Special Education, Student Services, and ESOL who work directly in the schools' supporting students. Each group provides new hires with strategies for working with students in their respective demographics. Days five and six are spent at home schools reviewing building specific information, initiatives, meeting with mentors, and working in their classroom.

Probationary teachers are provided ongoing curriculum trainings with content supervisors throughout the school year as well as access to CPD courses. Trainings may occur during the school day with substitute coverage being provided or they may occur after school hours with teachers receiving the option of CPD credits or the hourly rate for their attendance.

2. Please describe what opportunities probationary teachers have for observation, informal feedback, and co-teaching with his/her mentor or peers.

Probationary teachers are provided two release days (taken as full days or half days) to observe veteran teachers. Content supervisors identify who probationary teachers should observe while the full and part time mentor teachers accompany the probationary teachers to guide the observation and debrief process. Following the observation, the probationary teachers have the opportunity to debrief and question the host teachers. The mentor teachers continue the conversation during their scheduled meeting time to ensure lessons learned during the observations are implemented.

Mentor teachers are encouraged to coteach with their mentees as they implement new or challenging lessons. This occurs throughout the year and may cover parts of a lesson, full periods/mods or even full days.

Both peer mentors and the full release mentors observe probationary teachers and provide feedback based on identified needs from formal observations or through the probationary teachers self-identified needs. Mentors and mentees establish areas of focus and discuss how data will be collected prior to the observation. Mentors debrief with mentees and provide informal feedback which continues to influence their future work together.

3. How are the needs and concerns of new teachers assessed and addressed through ongoing supports, informal feedback, and follow-up?

Probationary teachers are surveyed throughout the program for feedback. Peer mentors are surveyed quarterly and asked what supports they feel are needed. Data is collected quarterly on the topics addressed during the weekly meetings between peer mentors and probationary teachers.

Anecdotal data is also collected throughout the year when Full Release Mentors meet with the teachers in order to adjust the content on the ongoing professional learning opportunities.

4. Please describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

Action plans are one tool mentors utilize in their work with probationary teachers. Throughout the year, mentors can use the action plan when an area of improvement is identified. Both parties collaborate to create goals, a timeline, actionable steps, and a means for identifying how the goal is met. Mentors work through the action plan with the probationary teacher and collect data through an agreed upon method.

When formal observations support the need for probationary teachers to be placed on goals, the school administration and content supervisors will create an action plan with goals for the teacher. The goals are shared with the mentor teacher in order to ensure the support the teacher receives aligns with the formal action plan and becomes the primary focus of the work between the mentor and the probationary teacher.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

1. Please explain how the efficacy of your mentoring program will be evaluated. Be sure to include how you plan to use teacher evaluation data, teacher perception data, and new teacher retention data.

The CCPS Mentoring Program uses multiple measures to evaluate program effectiveness –

- Surveys: Multiple stakeholder groups are surveyed to gain feedback regarding perceived professional development needs, change in practice and performance as a result of program components and satisfaction with program components. Surveys are reviewed annually to determine what programmatic changes need to occur.
- Standards Continuum/Framework for Learning: Full release mentor teachers use the CCPS Standards Continuum and Framework for Learning to observe and collect data on non-tenured teacher performance as measured by the CCPS teaching standards. The tool provides formative data to the teacher regarding their performance as well as a means of tracking change in effectiveness over time.
- Retention & Departure Analysis: Data provided by Human Resources is reviewed to determine retention rate.

PLANNING TEAM MEMBERS

LEAs must identify the members of their school system's Local ESSA Consolidated Strategic Planning team using the included table. The team must include representatives from their Educational Equity Office. Please include affiliation or title where appropriate. Additional lines may be added as necessary.

Name	Title	Responsibilities
Jeff Alisauckas	Supervisor of Teacher and Leadership Development	Title II and IV
Rob Burk	Chief Financial Officer	Finance
Michille Caples	Grants Analyst	Finance
Dr. Christy Farver	Director of Elementary Schools	Elementary Schools
Kathi Green	Supervisor of Pupil Personnel and Student Support Services	Student Services
Amy Gromada	Director of Middle Schools	Middle Schools
Dr. Kendra Hart	Supervisor of Title I, Testing, and School Performance	Title I
Eric King	Director of High Schools	High Schools
Sharon Lilly	Supervisor of G&T, Advanced Academics, and Virtual Learning	G&T, Advanced Academics, and Virtual Learning
Pam Mesta	Supervisor of ESOL	Title III
Pam Meyers	Supervisor of Elementary Education	Early Childhood

Kim Muniz	Supervisor of Behavioral and Mental Health	Student Services
Drew Sexton	Supervisor of Budget and Grants	Finance
Nick Shockney	Assistant Superintendent of Instruction	Team Leader
Karl Stewart	Supervisor of Fine Arts	Fine Arts
Karl Streaker	Director of Student Services	Student Services
Steve Wernick	Director of Curriculum and Instruction	Curriculum and Instruction
Lauren Wilder-Schaeffer	Coordinator-Local Accountability	Local Assessment Coordinator
TBD	Equity and Community Relations Officer	Equity

The Equity and Community Relations Officer position was vacant at the time of the submission of the 2022-2023 CCPS ESSA Consolidated Strategic Plan.

Cover Page (1 page)

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Name of contact person: Nicholas R. Shockney

Title of contact person: Assistant Superintendent of Instruction

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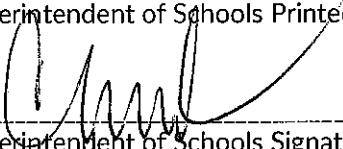
Phone number: (410) 386-3128

Email address: nrshock@carrollk12.org

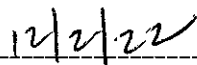
Ms. Cynthia A. McCabe

Superintendent of Schools Printed Name

Date



Superintendent of Schools Signature



Date