



# Blueprint for Maryland's Future: Initial Implementation Plan Template

## Charles County Public Schools

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June 2023



**Charles County**  
Public Schools

*Working together to achieve excellence for every student.*

June 30, 2023



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Document History		
Version	Date	Summary of Changes
1	December 1, 2022	Document Creation
2	December 28, 2022	Minor technical updates. Details listed at the end of this document.

The Maryland State Department of Education (MSDE) and the Accountability and Implementation Board (AIB) are jointly releasing a template and a Criteria for Success that each local education agency (LEA) will use to develop and submit its initial Blueprint Implementation Plan. As LEAs are utilizing this template, it is important to note:

- Responses should address the planning and implementation work that began in 2021-22 and ends with 2023-24.
- The initial submission is due March 15, 2023.
- A second submission of LEA Blueprint Implementation Plans is tentatively scheduled for March 2024 and will address 2024-25, 2025-26, and 2026-27. This submission will require new information as well as updates to the initial plan.
- When reporting data, an LEA should only report data for groups of 10 or more to ensure that it does not reveal personally identifiable information about an individual student.
- LEAs may link artifacts to reinforce and/or expand on any part of their response to a question in the template. Artifacts do not replace the need for a response and are encouraged but not required unless otherwise indicated in the template.



## Pillar 1: Early Childhood Education

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**Pillar 1 Steering Committee Lead: Beth Sorsby, Early Childhood Specialist**



## Pillar 1, Objective 1: Expand high-quality and publicly funded full-day Pre-K

### 1.1.1 and 1.1.2: Expand access to full-day pre-K for Tier I 3- and 4-year-old children and Tier II 4-year-old children

#### Blueprint Requirement (MD Code, Educ §7-1A-06)

- 1. Increasing Tier I Participation:** Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K so that all 4-year-old children and nearly all 3-year-old children from low-income families who wish to enroll in full-day Pre-K shall be served by FY 26 and FY 32, respectively. Identify the challenges that prevent families from enrolling students or the school system from meeting the enrollment need and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups (children with disabilities, youth experiencing homelessness, and English learners) as well as those who require transportation.

School Year	How Charles County Public Schools (CCPS) Increased/Will Increase Participation:
2021-2022	<ul style="list-style-type: none"> <li>Two schools went from half-day to full day programs</li> <li>Six Title I schools added an additional 4-year-old pre-K classroom to their existing full-day program</li> <li>15 of 22 CCPS elementary schools offering full day programs (39 full day classrooms)</li> </ul>
2022-2023	<ul style="list-style-type: none"> <li>Remaining seven schools with half-day programs became full-day programs (see artifact 1 below)</li> <li>All 4-year-old prekindergarten slots are full-day at all 22 CCPS elementary schools (51 full-day classrooms)</li> <li>CCPS offered a slot in pre-K to all eligible Tier I applicants, which included applicants who met the income guidelines, youth experiencing homelessness, and children with disabilities (see artifacts 2 and 3 below).</li> <li>When the slots at a school were all filled, CCPS was able to offer any eligible Tier I student a slot at the next closest school with an open slot. In many cases, CCPS was also able to offer transportation to the out of zone school.</li> </ul>
2023-2024	<ul style="list-style-type: none"> <li>CCPS will be leasing the Children's Learning Center from the College of Southern Maryland (CSM) to add five additional 4-year-old pre-K classrooms (56 full day classrooms)</li> <li>This will provide enough slots for all eligible 4-year-old students and additional Tier II students</li> <li>We will begin adding 3-year-olds in 2024-2025</li> </ul>



Challenges for CCPS	Solutions
<ul style="list-style-type: none"> <li>Finding additional spaces for expansion</li> <li>Providing transportation</li> <li>Finding qualified staff</li> <li>Instructional Assistant qualifications- obtaining a Child Development Associate (CDA) or Associate's Degree (AA)</li> <li>Achieving a Level 4 through the Maryland Excels Quality Rating System</li> <li>Ensuring all qualified students who want to enroll have the opportunity (Tier I, students with disabilities, homeless, and English learner students)</li> </ul>	<ul style="list-style-type: none"> <li>Waiting until the 2024-2025 school year to begin a 3-year-old prekindergarten program, as we continues to expand 4-year-old prekindergarten</li> <li>Leasing the Early Learning Center at the College of Southern Maryland (CSM)</li> <li>Creating a transportation catchment zone for the Early Learning Center at CSM</li> <li>Utilizing the space at the transition school when it is available in 2024-2025 for a second Early Learning Center</li> <li>Partnering with Institutes of Higher Education (IHE) for Grow Your Own through the Maryland LEADS grant and forming cohorts to support Instructional Assistants in obtaining a CDA or AA</li> <li>Developing three phases to have all schools go through Maryland Accreditation with a detailed timeline</li> <li>Participating in Maryland Excels once a school has become accredited and will publish at a Level 4 or 5</li> <li>Increase awareness in outreach campaigns to include hosting the Early Learning Launch to support families in completing the Pre-k application including support from bilingual registrars and interpreters at the event, attending community events such as the Pupil Personnel Workers (PPW) Community Night and the ESOL Community Night</li> <li>Coordinate between Office of Early Childhood, Student Services, Special Education, and Community Schools, Homeless and Foster Care District Coordinator</li> <li>Specialist in Early Childhood attends Homeless Interagency meetings, Judy Center Steering Committee meetings, Community School Steering Committee meetings, and Charles County Early Childhood Advisory Council meetings to share information regarding pre-K and early childhood opportunities</li> <li>All 4-year-old students with an Individualized Education Plan (IEP) are enrolled in a full day pre-K program.</li> </ul>
Challenges for Families	Solutions



<ul style="list-style-type: none"> <li>• When all the slots at the school they are zoned for based on their home address fill and an out of zone placement does not work for the family due to: <ul style="list-style-type: none"> <li>○ transportation</li> <li>○ school hours</li> <li>○ wanting the pre-K aged student to attend the same school as an older sibling</li> </ul> </li> <li>• Transportation</li> <li>• Uploading the correct documents for the prekindergarten application</li> <li>• Navigation of registration process for families whose first language is not English</li> <li>• Lack of before and after care programs for prekindergarten students with working parents/guardians (feedback from Tier 1 parents)</li> <li>• Developmental concerns</li> <li>• Supporting families who are experiencing homelessness</li> </ul>	<ul style="list-style-type: none"> <li>• One area of the county that filled all slots more quickly than anticipated was Waldorf. The catchment zone for the Early Learning Center will help two of those schools in 2023-2024 and more schools in Waldorf in 2024-2025 when the second Early Learning Center opens.</li> <li>• CCPS was able to provide transportation to 27 of 60 Tier I students who had to be placed out of zone</li> <li>• Added a part-time position dedicated to assisting families with the pre-K application</li> <li>• Multilanguage enrollment support with Student Services</li> <li>• Expansion of AlphaBest for before and after care programs for students at each elementary school and beginning in school year 2023-2024 the early learning center</li> <li>• Providing information and resources to families about child care scholarships for before and after care</li> <li>• Sharing referral information for Infants and Toddlers and Child Find</li> <li>• All 4-year-old students with an Individualized Education Plan (IEP) are enrolled in a full day pre-K program. Registration assistance is offered following the child's IEP meeting</li> <li>• Information on the pre-K program and how to apply is shared at the Homeless Interagency Meetings that are held three times per year</li> <li>• PPWs and the Community Schools, Homeless, and Foster Care District Coordinator assist families who are experiencing homelessness in making families aware of the pre-K program and completing the pre-K application</li> </ul>
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Linked Artifacts: [001 Increasing Tier I Participation A1](#)

[001 Increasing Tier I Participation A2](#)

[001 Increasing Tier 1 Participation 003](#)

[001 Increasing Tier I Participation A4](#)

**2. Communication and Outreach:** How will the school system communicate with families about the opportunity to enroll in Pre-K? Discuss the timeline, including frequency and method, of



outreach efforts to ensure all families of eligible three- and four-year-olds know what Pre-K options are available to them and are encouraged to participate. What strategies will the school system intentionally use to recruit Tier I students, students with disabilities, youth experiencing homelessness, and English learners? When identifying strategies, consider how the school system will work with the following:

- Local health and social services
- Regional child care resource centers
- Local Early Childhood Advisory Council

CCPS annually promotes within the Charles County community information about the prekindergarten program and the application process. The application window opens annually in the spring months, and communication methods include use of social media content, informational videos, news releases, website content, community email and text message notifications, phone call reminders and newsletter posts. These methods are used weekly during the application window, and regularly throughout the school year. Messaging also includes content in both English and Spanish, as well as other requested languages to ensure CCPS is targeting English learner parents. Strategies used by CCPS to recruit Tier I students includes networking with private preschool providers to share information about the CCPS prekindergarten program, partnering with other community service providers (social services department, health department, Tri-County Youth Services, community food banks and family shelters, the early childhood advisory council, the public library, and other related-service providers who may encounter children not yet enrolled in CCPS). These partnerships provide for an expansion of prekindergarten program information into segments within the community in which CCPS resources (parent and staff data access) may not reach.

In March of 2021 and 2022, CCPS held a virtual Early Learning Launch with sessions on school readiness and a session on how to complete the online prekindergarten application. During the session, parents were walked through how to complete each section of the prekindergarten application. CCPS will hold this event in-person on April 15, 2023. In March of 2021 and 2022, CCPS held a virtual Early Learning Launch with sessions on school readiness and a session on how to complete the online prekindergarten application. During the session, parents were walked through how to complete each section of the prekindergarten application. CCPS held this event in-person on April 15, 2023. 174 families attended this year's event, 12 community vendors participated including two representatives from Infants and Toddlers and Child Find as well as a school bus driver giving tours of a school bus and bus safety, 4 school readiness stations with multiple activities were led by CCPS early childhood teachers and instructional assistants, and 7 interpreters were available to assist families. Additionally, the Office of Accountability had 8 people assisting with the pre-K application including 3 bilingual registrars and the International Registration Coordinator.



(from 2022-2023 school year): Please note, the artifacts are used in all communication methods identified above. · Prekindergarten area of CCPS website

<https://www.ccboe.com/departments/prekindergarten>

Prekindergarten website with program criteria:

<https://www.ccboe.com/departments/prekindergarten/application-tiers> (English and Spanish; website also translates based on user language selected)

Information brochure:

<https://resources.finaisite.net/images/v1648222877/ccboecom/psiu1miydu3ntoytd1qm/PrekindergartenApplicationTiers2022-2023.pdf>

Posted to website in English and Spanish.

Provided to external providers and partner agencies (those identified above).

Social media posts (attached).

- 3. Expanding Participation to Tier II:** Describe how the school system will increase participation and meet the enrollment demand among eligible Tier II students beginning with the 2024-25 school year and foster socioeconomic diversity in prekindergarten classrooms. How will the school system recruit Tier II students for participation in Pre-K while ensuring priority for Tier I students as described above?

Note: This question is optional for the March 2023 submission and applicable only to those school systems prepared to address it at the time.

In the spring of 2022, when the pre-K application opened, we accepted Tier II applications to create a waiting list. We were able to place 52 of these Tier II students. Priority for Tier II slots was given to students who did not meet Tier I qualifications and were English Language Learners as well as Tier II applicants in school zones that are in childcare “deserts” with little or no other pre-K options. During the 2023-2024 school year, we will continue to expand slots for additional Tier II students (please see expansion plan described in question 1).

**Linked Artifacts:**

- 4. Operationalizing the Expansion of Pre-K:** What operational changes is the school system planning to make to support the expansion of Pre-K? Consider the impact of the expansion related to operating systems, schedules, talent pipelines, physical space and facilities, resource allocation, etc. How will the school system include the Pre-K expansion in its short and long-term planning?

CCPS has invested a great deal of resources in its expansion of the pre-K programs being offered to students. Operationalizing the expansion in a way that benefits more students has been a continual discussion. CCPS created a plan for the number of 4-year-old slots and Tier I 3-year-old slots that will be added through school year 2031-2032. CCPS will continue to use



application data to determine areas where these additional slots may need to be added. As we continue to meet the needs of our community, we continue to make short- and long-term plans that are aligned to the goals of the Blueprint.

**Schedules:** For the 2022-2023 school year, CCPS added two positions for art, two positions for music, and two positions for physical education to expand special areas for equitable opportunities for all pre-K students. The positions are split part-time between the largest four elementary schools, which all changed to full day prekindergarten programs this year.

**Talent Pipelines:** This early learning center will have a coordinator, five pre-K classrooms, three of which will be inclusion, offer special areas for all students, and have two food service workers to serve breakfast and lunch. Several other positions such as an IEP facilitator and school psychologist will be shared with another elementary school. In order to better accommodate families as they apply for prekindergarten, in the spring of 2022 a part-time, 12-month position dedicated to the prekindergarten enrollment process was added to the Office of Early Childhood. An Instructional Specialist was also added to the Office of Early Childhood in the summer of 2022 to support all aspects of Pillar I and provide mentoring, modeling, and support to prekindergarten teachers. CCPS will continue to partner with Institutes of Higher Education (IHE) for Grow Your Own through the Maryland LEADS grant to assist Instructional Assistants who would like to pursue a bachelor's degree and teacher certification as well as assist conditional teachers in obtaining a degree and certification. The Growth and Retention Specialists in the CCPS Office of Professional Learning provide support for certification pathways. Praxis tutoring is available for Praxis I, pedagogy, and content through the Office of Professional Learning. CCPS also has or is in the process of establishing direct tuition/billing agreements with several IHE including Anne Arundel Community College, Bowie State University, Towson University, and University of Maryland Global Campus. Current CCPS non-certificated employees are eligible for up to \$5,000 per year for tuition. CCPS is also forming cohorts with Anne Arundel Community College to support Instructional Assistants pursuing a Child Development Associate (CDA) or an Associate's Degree (AA). CCPS will also cover the cost of all fees associated with obtaining the CDA. CCPS will also provide tuition reimbursement or direct billing for tuition for associate degree programs.

**Physical Space and Facilities:** Starting in 2023-2024, CCPS will open a pre-K facility on the campus of the College of Southern Maryland (CSM) in La Plata, located near the center of the county. The facility will have a capacity of around 100 students. CCPS will use the facility to address capacity issues at surrounding schools.

For 2024-2025, CCPS will convert the Transition School in Waldorf to a pre-K facility. The Transition School has been used as a swing space over the last six years while several schools have undergone major renovations. The Transition School has a capacity of around 400 students, which will provide relief to surrounding schools with capacity issues as it is in a highly populated portion of the county. This will also provide space for CCPS to begin a 3-year-old program. This early learning center will have the same offerings as the early learning center at CSM.

CCPS submitted a request for funding to place relocatable classrooms at schools with capacity issues at a projected cost of \$17.8 million. The relocatable classrooms would be used for an older grade level classroom in order to provide classroom space inside the building to expand pre-K.

**Resource Allocation:** The FY24 Superintendents' Recommended budget seeks to continue Pre-K expansion by including staffing and instructional materials. In addition, we will seek additional funds to expand Pre-K programming via the Pre-K Expansion grant, if it continues. In addition, we now add full day Pre-K projections into the school staffing allocations, including



staffing for art, music and physical education. The Superintendent is developing a long-range budget to present to the Board of Education on the overall costs for universal pre-K for all students to include staffing, facilities, and materials of instruction.

**Linked Artifacts:**



## 5. Pre-K Enrollment Projections

Use the tables below to indicate the current and projected enrollment of three- and four-year-old students. The first table includes demographic categories for gender and race/ethnicity. The second table includes Pre-K eligibility tiers, the definitions of which are available in the guidance document for reference.

**Table 1: Current and Projected Pre-K Enrollment with Demographic Distribution**  
(Data compiled from September 30 enrollment)

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	N/A	538	538	N/A	847	847	N/A	985	985
All Students (Percentage)	N/A	100%	100%	N/A	100%	100%	N/A	100%	100%
% Female	N/A	52%	52%	N/A	50%	50%	N/A	50%	50%
% Male	N/A	48%	48%	N/A	50%	50%	N/A	50%	50%
% Economically Disadvantaged	N/A	62%	62%	N/A	66%	66%	N/A	66%	66%
% Nonbinary	N/A	*	*	N/A	*	*	N/A	*	*
% American Indian/Alaska Native	N/A	*	*	N/A	*	*	N/A	*	*
% Asian	N/A	2%	2%	N/A	3	3	N/A	3%	3%
% Black/African American	N/A	56%	56%	N/A	56%	56%	N/A	56%	56%
% Hispanic/Latino	N/A	19%	19%	N/A	17%	17%	N/A	17%	17%
% Native Hawaiian/Pacific Islander	N/A	*	*	N/A	*	*	N/A	*	*
% Two or More	N/A	8%	8%	N/A	10%	10%	N/A	10%	10%
% White	N/A	14%	14%	N/A	14%	14%	N/A	14%	14%
% English Learners	N/A	*	*	N/A	*	*	N/A	*	*
% Special Education	N/A	7%	7%	N/A	16%	16%	N/A	16%	16%
% Homeless	N/A	*	*	N/A	4%	4%	N/A	4%	4%

**Table 2: Current and Projected Pre-K Enrollment by Tier**

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	N/A	538	538	N/A	847	847	N/A	985	985
All Students (Percentage)	N/A	100%	100%	N/A	100%	100%	N/A	100%	100%
% Tier I	N/A	N/A	N/A	N/A	83%	83%	N/A	90%	90%
% Tier II	N/A	N/A	N/A	N/A	7%	7%	N/A	8%	8%
% Tier III	N/A	N/A	N/A	N/A	2%	2%	N/A	2%	2%
Undetermined	N/A	100%	100%	N/A	8%	8%			

Linked Artifacts:



### 1.1.3: Implement a high-quality mixed-delivery (public and private) Pre-K system

#### Blueprint Requirement (MD Code, Educ §7-1A-03)

- 6. Meeting the Blueprint's Targets for Pre-K:** Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.

In the winter of 2022, after the technical assistance sessions were offered through MSDE, CCPS sent a meeting invitation through the Office of Child Care to any licensed provider in Charles County. CCPS offered two information sessions for private providers (see artifact 1). Information on the expansion of public pre-K in a mixed delivery system was shared. After the sessions, a frequently asked questions answer sheet was shared based on questions that came up during the sessions. Additionally, the email addresses of the Specialist in Early Childhood and Blueprint Coordinator for CCPS were shared so providers had a point of contact if they had additional questions (see artifact 2).

Barrier	Strategy/Solution
<p>During the information sessions, a few barriers were shared by the private providers including:</p> <ul style="list-style-type: none"> <li>How to gain teacher certification</li> <li>Not being able to go back to school while working and running a business full time</li> <li>Finding highly qualified staff</li> <li>High staff turnover rates</li> <li>Many centers had already begun enrollment for the next school year and did not include possible grant slots in their plan</li> <li>Many providers had never completed a grant application before and found the grant application process to be complicated</li> <li>Not achieving a high enough quality rating in Maryland Excels to be considered an eligible provider</li> </ul>	<ul style="list-style-type: none"> <li>Provided contact information for certification through the Maryland State Department of Education</li> <li>Connected with the Family Child Care Alliance to hear information about how the alliance is supporting family childcare providers</li> <li>Continuing to work with the Charles County Early Childhood Advisory Council (ECAC) to discuss ways to support private providers through this process including possibly offering a grant writing workshop</li> <li>Providing professional learning opportunities and resources to providers located within a Title I catchment zone through the CCPS Office of Title I beginning in school year 2022-2023</li> <li>Continuing to provide professional learning opportunities for private providers in a Judy Center catchment zone</li> </ul>



	<ul style="list-style-type: none"> <li>Collaborating with the Maryland Excels Quality Assurance Specialist for Southern Maryland</li> <li>Creating opportunities to provide feedback for private providers on grant applications</li> </ul>
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Linked Artifacts: [006 Meeting the Blueprint's Targets for Pre-K A1](#)

[006 Meeting the Blueprint's Targets for Pre K A2](#)



## 7. Distribution of Public and Private Pre-K Slot Projections

Use the table below to indicate the percentage of Pre-K slots that are operated by the public school system and eligible private providers, including the criteria identified in each row for the applicable school year. For projected percentage of Pre-K slots, project the number of public and private slots, including instances where it may not meet the Blueprint target.

Current and Projected Pre-K Slots with Distribution of Public and Private Providers  
(Data compiled from September 30 enrollment)

	2021-2022				2022-2023				2023-2024			
	Public		Private		Public		Private		Public		Private	
	#	%	#	%	#	%	#	%	#	%	#	%
Blueprint target percentage of Pre-K slots		70%	-	30%	-	65%	-	35%	-	55%	-	45%
Projected Pre-K slots	538	100%	0	0%	900	100%	0	0	985	90%	98	10%
Actual Pre-K slots	538	100%	0	0	847	100%	0	0	N/A	N/A	N/A	N/A
Difference between actual and projected Pre-K slots	0	0%	0	0	53	6%	0	0	N/A	N/A	N/A	N/A
Actual Pre-K slots minus Tier I 3-year-olds	0	0%	0	0	0	0	0	0	N/A	N/A	N/A	N/A
Actual Pre-K slots minus Tier I 3- AND 4-year-olds	0	0%	0	0	139	17%	0	0	N/A	N/A	N/A	N/A
Actual enrolled students (filled in annually with the 9/30 enrollment count data)	538	100%	0	0	847	100%	0	0	N/A	N/A	N/A	N/A

Linked Artifacts:



**Blueprint Requirement (MD Code, Educ §7-1A-03)**

**8. Requesting a Waiver:** Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as well as the private providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact.

Note: LEAs will have the opportunity to request waivers in subsequent years through the annual reflection and amendment process for their Blueprint Implementation Plan.

Charles County Public Schools will request a waiver. We currently do not have any private providers that were awarded grant funds for the 2022-2023 school year. Outreach has occurred to the private providers through the Charles County Early Childhood Advisory Council, the Family Child Care Alliance of Maryland, the CCPS Title I Office, the Judy Centers, and the CCPS Office of Early Childhood. Information sessions were held for private providers by CCPS personnel interested in learning more about the mixed delivery system in the winter of 2022 and will be held again in the spring of 2023. Three private providers in Charles County applied for the Maryland State Prekindergarten Grant Program in the spring of 2022 but were not awarded grant funds. CCPS will provide technical assistance to those providers and other providers eligible to apply for the 2023-2024 grants.

**Linked Artifacts:**

**9. Leveraging Resources:** How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.

*Examples may include:*

- *Shared staffing where certified teachers employed by the school system are assigned to Pre-K classrooms with private providers*
- *Utilizing classroom space as a shared resource to expand Pre-K for both the LEA and the private providers to increase slots*
- *Maximizing economy of scale by purchasing materials or scheduling professional development together*

One of the biggest challenges CCPS faces is the lack of eligible providers in the county. Currently there are 41 centers, 161 in home (small), and zero large in home private providers. Only five programs are rated a Level 5 in Maryland Excels (two centers, both of which are religiously affiliated, and three in home providers), none are rated a Level 4, twenty-one are rated a Level 3 (ten centers and eleven in home providers), which is a large increase from 2021-2022. Another challenge is the teacher shortage, which affects both the public school system and private providers. Another challenge CCPS faces is coordinating times for professional development as most private providers are not available until 6:30 pm. Our prekindergarten teachers and instructional assistants typically participate in professional development during scheduled in-service days and after school opportunities that usually start right after school at



4:30 pm. CCPS will look at ways this barrier could be addressed by considering offering virtual professional development opportunities in the evening for private providers and other early childhood staff that would like to attend.

[Linked Artifacts:](#)

**10. Data and Information Sharing:** Discuss how the LEA will collaborate with private providers to create systems for data and information sharing. Consider student data related to enrollment, grade reporting, assessments, progress monitoring, IEPs, etc. in addition to instructional resources and system communications.

CCPS will complete a Memorandum of Understanding (MOU) with each private provider to use our student information system for data and information sharing including data related to enrollment, grade reporting, assessments, progress monitoring, IEP, etc. Resources on the CCPS website will be updated. Private provider partners will be included in emails to CCPS pre-K staff, including sharing information regarding professional development opportunities.

[Linked Artifacts:](#)

**1.1.4: LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in a publicly funded Pre-K in the county, and other applicable government agencies**

**Blueprint Requirement (MD Code, Educ §7-1A-05)**

**11. Students with Disabilities:** Describe how the school system will collaborate with private providers to serve students with disabilities. How will the LEA ensure:

- Students receive services consistent with the placement and requirements under the Individuals with Disabilities Education Act (IDEA) and corresponding State law,
- Private providers receive training and support in the delivery of services and programmatic support described in students' Extended Individual Family Service Plan (IFSP) or Individualized Education Program (IEP), and
- Private providers are included in developing the Extended IFSP or Preschool IEP?

When a family chooses an Extended IFSP, an IFSP meeting will occur to add educational outcomes and the child's service provider will continue to conduct visits and coaching sessions with the private provider as indicated on the child's IFSP. Documentation of the visit will occur and will be shared with the private provider and parent.

When a family chooses an IEP, an IEP meeting will occur to develop the IEP, including a discussion for service provision and support to the private providers. The IEP will plan for full



implementation to ensure services are consistent with provisions on the IEP. Documentation of the visit will occur and will be shared with the private provider and parent.

Information on Infants and Toddlers as well as Child Find are shared with private providers. The Promise Resource Center also shares information regarding these programs with private providers. For students on an Extended IFSP, support will be provided to private providers by the Charles County Infants and Toddlers service providers. Using modeling and coaching, service providers will support private providers in gaining skills and building capacity to increase the overall quality of care and child outcomes.

IEP meetings will be held with the appropriate service providers who will support private providers through consultation based on student's IEP. Service providers will support private providers in gaining skills and building capacity to increase the overall quality of care and student's goals and overall outcomes.

With permission from the family, private providers will be included in the development of the Extended IFSP or IEP. For Extended IFSP meetings, service coordinators or service providers will invite the private providers to the meeting. For IEP meetings, IEP facilitators will offer the private providers the opportunity to provide written input and an invitation to the IEP meeting.

[Linked Artifacts: 011 Students with Disabilities A1](#)

[011 Students with Disabilities A2](#)

**12. Students Experiencing Homelessness:** Describe how the school system will collaborate with private providers to serve students experiencing homelessness. How will the LEA ensure:

- Students and families experiencing homelessness are equitably engaged and supported through coordinated wraparound services and
- Public and private providers fulfill the educational rights of children under the McKinney-Vento Act?

The CCPS District Homeless Liaison coordinates with the Office of Early Childhood and the Pupil Personnel Workers who serve as the school based homeless liaisons to ensure that preschool-aged homeless children and their families have access to and receive services to all LEA administered preschool programs including private pre-K programs. The CCPS District Homeless Liaison will ensure the following:

- Homeless children and youths are identified by school personnel through outreach and coordination activities with other community organizations and agencies;
- School personnel including registration staff receive training regarding identification and school enrollment of homeless students, professional development, and other support needed to assist homeless children and their families;
- Public notice of the educational rights of homeless students that includes posters and brochures with contact information is disseminated at the school registration site, on the school system's website, and in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians and unaccompanied youths (see artifacts 1 and 2 below);
- Parents or guardians of homeless children and youths are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act;



- Parents and guardians and unaccompanied youths are fully informed of all transportation services, including transportation to and from the school of origin and are assisted in accessing transportation services;
- Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youths, are informed of their status as independent students and their right to receive verification of this status from the district homeless liaison;
- Homeless families and homeless children and youths receive referrals for wrap around services that include health, dental, mental health, and substance abuse services, housing services, and other appropriate services through interagency coordination (including information on the Maryland Child Care Scholarship for any child that may also need before and after care);
- Homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including preschool programs administered by the LEA; and
- Homeless children and youths are enrolled in, and have full and equal opportunity to succeed in, the school or schools of the LEA.

When a Pupil Personnel Worker (PPW) or the Community School, Homeless and Foster Care Coordinator is assisting a family in completing the McKinney-Vento paperwork, they inquire about any younger children who are not yet school age. If there are younger children, information is shared on the pre-K program as well as any other events hosted through the Office of Early Childhood such as story times or learning groups. Information on the Maryland Child Care Scholarships is also made available to families experiencing homelessness in need of childcare or before and after care services.

PPWs visit homeless shelters throughout the summer to offer assistance with applying for pre-K or registering for school.

Currently, CCPS does not have any private provider partners, however, in the future CCPS will work with parents of students experiencing homelessness to place the student in a pre-K program that best meets the family's needs, whether that be with in a public pre-K program or with a private provider.

[Linked Artifacts: 012 Students Experiencing Homelessness 01](#)

[012 Students Experiencing Homelessness A2](#)

**13. English Learners:** Describe how the school system will collaborate with private providers to serve all English learners. How will the LEA ensure:

- English learners are accurately identified to inform educational programming that takes into account language experience, environment, and learning needs;
- Students receive services appropriate for their placement; and
- Families of English learners are equitably engaged and supported, including providing translation services?

Currently CCPS does not identify English Learners in pre-K. As recommended by the MSDE English Learner Blueprint Workgroup, Maryland will develop a standardized, comprehensive method for identifying and supporting Pre-K English learners (ELs). Until the method is developed, CCPS will continue to use the home language survey that is part of the online application for pre-K to determine if a student has exposure to a language other than English at



home. The CCPS English as a Second Language (ESOL) department will collaborate with the Office of Early Childhood to establish a procedure for supporting private providers on the implementation of a holistic process to gather information about students' home language experiences. CCPS and private providers will work together to ensure support for young ELs through high-quality opportunities to learn new concepts while supporting the child's home language and English language development.

Private providers will have professional learning opportunities on working with ELs, including access to webinars from WIDA Early Years and CCPS facilitated follow-up to the webinars.

Families of a student who is attending prekindergarten with a private provider will be invited to CCPS events such as the ESOL Community Nights and bilingual groups. CCPS is also proposing the families have access to translation services through our communications department.

[Linked Artifacts:](#)

**14. Enrollment Process, Policies, and Procedures:** How will the school system, in collaboration with private providers, develop a system of unified and common enrollment for Pre-K that is the same for all schools and providers, ensures access for all eligible students, and reflects the demographics of the enrolled student population? Include descriptions of the enrollment process and timeline and how parents' perceptions and experiences are considered. Discuss how the school system will develop policies and procedures to codify its process as well as the philosophical underpinnings that inform its design. When developing a system for unified and common enrollment, consider the following:

- A common timeline
- A common application
- A common selection process that is fair, transparent, and equitable
- Centrally managed processes for matching family's preferences with school options, promoting socioeconomically and racially diverse learning environments to the greatest practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs
- Comprehensive repository of published information such as timelines, school profiles, application support, etc.

Note: Include relevant enrollment policies and procedures, if applicable, as part of the March 2024 artifact submission.

Charles County Public Schools currently has a centralized enrollment system in place for all 22 elementary schools. CCPS will work with private providers to ensure families have a choice in the mixed delivery system. The pre-K application is completed online through the enrolling parent/guardian's ParentVue account, which is the system's student information and registration system. Once the application is submitted it appears in the registration queue for the school the student is zoned for based on their home address. From there the pre-K enrollment secretary reviews the application to determine the application tier. If any required documentation is missing or incorrect documents were uploaded, the pre-K enrollment secretary reaches out to the family to assist in obtaining the missing or correct required documentation. The applicant information including tier, percent of federal poverty level, and type of verifying documentation that was



uploaded is then added to an Excel sheet. Next, another person in the Office of Early Childhood reviews the application for validity. If the application information is accurate and the applicant qualifies for Tier I, the application is then marked TI-Approved. The registrar at the school, then proceeds with the enrollment process. Once enrollment is complete, the enrolling parent/guardian receives an email notification through ParentVue. If all slots at the school a student is zoned for based on their home address are full and the applicant qualifies as Tier I, the Office of Early Childhood works with the family to find a slot at the next closest elementary school with an opening. The Office of Early Childhood collaborates with the CCPS Transportation Department to establish where transportation could be provided to an out of zone school for prekindergarten. Beginning in the 2023-2024 school year, CCPS is proposing to add a question to the 4-year-old prekindergarten application where parents can click yes or no to indicate interest in being considered for a slot with one of the private provider partners. Once the application is reviewed and determined to qualify as Tier I, the pre-K enrollment secretary will contact the family for placement selection. At that time, parents will communicate if they would like to accept a slot with an available private provider partner or at the home zoned school. If the parent accepts a slot with a private provider, the application would then be forwarded by the pre-K enrollment secretary to the selected private provider. For 3-year-old Tier I students, the pre-K enrollment secretary will refer families directly to the private provider for the 2023-2024 school year. For the 2024-2025 school year, CCPS will have a 3-year-old prekindergarten application online and will follow the same procedures as above. CCPS is also proposing to post a list of the private provider partners and the number of slots available on our website so families can view the private provider choices. CCPS will update the list once all slots with the private provider are full.

If the applicant qualifies as Tier II or Tier III the application is coded T2 or T3 and is then placed on the waiting list.

January- February
<ul style="list-style-type: none"> <li>Office of Early Childhood meets with the Office of Accountability to make any necessary changes to the online prekindergarten application, based on feedback from the previous year</li> <li>Office of Early Childhood answers phone calls and emails with parent questions regarding the application process</li> </ul>
Late February-March
<ul style="list-style-type: none"> <li>Begin advertising the Early Learning Launch event (see artifact 1 below)</li> <li>Office of Early Childhood continues to answer phone calls and emails with parent questions regarding the application process</li> <li>Office of Early Childhood updates the CCPS website with current income limits for each tier based on the federal poverty guidelines</li> <li>Meeting with all school registrars is held to go over the application process and answer any questions</li> <li>School registrars begin setting up appointments to assist with the prekindergarten application, when it opens</li> </ul>
April
<ul style="list-style-type: none"> <li>Early Learning Launch is held to aid in completing the prekindergarten application (see artifact 2 below)</li> <li>The pre-K application opens (April 17, 2023 for the 2023-2024 school year)</li> <li>School registrars continue appointments to assist families in completing the prekindergarten application</li> </ul>



<ul style="list-style-type: none"> <li>• Student Services supports families with required registration documentation including the McKinney-Vento application, application of domicile for families that reside with another family, Pupil Personal Worker (PPW) domicile verification</li> <li>• Office of Early Childhood begins reviewing applications</li> </ul>
<b>May</b>
<ul style="list-style-type: none"> <li>• Office of Early Childhood continues reviewing applications</li> <li>• Office of Early Childhood begins approving eligible Tier I applications</li> <li>• Registrars begin enrolling approved Tier I applicants</li> <li>• Office of Early Childhood adds Tier II and Tier III applicants to the respective waiting lists</li> <li>• Registrars continue enrolling approved Tier I applicants</li> <li>• Office of Early Childhood staff attend community outreach events to assist with the pre-K application process</li> <li>• CCPS adds any approved private provider partners to the website with number of slots available listed</li> <li>• Office of Early Childhood begins contacting families who indicated on their application that they were interested in a slot with a private provider partner</li> <li>• Pre-K enrollment secretary collaborates with private provider partners to place students</li> <li>• Student Services continues supporting families with required registration documentation</li> </ul>
<b>June</b>
<ul style="list-style-type: none"> <li>• Office of Early Childhood continues to review applications, approve eligible Tier 1 applications, and add Tier II and Tier III applicants to the respective waiting lists</li> <li>• Registrars continue enrolling approved Tier I applicants</li> <li>• Pre-K enrollment secretary continues to collaborate with private provider partners to place students</li> <li>• If slots are beginning to fill at certain schools, the Office of Early Childhood will begin placing eligible Tier I students at the next closest elementary school with open slots and will reach out to the Transportation Department to coordinate transportation, if possible</li> <li>• Student Services continues supporting families with required registration documentation</li> </ul>
<b>July</b>
<ul style="list-style-type: none"> <li>• Office of Early Childhood continues to review applications, approve eligible Tier 1 applications, and add Tier II and Tier III applicants to the respective waiting lists</li> <li>• Twelve-month registrars are assigned to support specific schools who have an eleven-month registrar and continue enrolling approved Tier I applicants</li> <li>• Student Services continues supporting families with required registration documentation</li> <li>• Office of Early Childhood monitoring numbers and open slots</li> <li>• Any Tier II or Tier III applications received after July 31 will go to the bottom of the respective waiting list</li> </ul>
<b>August</b>
<ul style="list-style-type: none"> <li>• Office of Early Childhood continues to review applications, approve eligible Tier 1 applications, and add Tier II and Tier III applicants to the respective waiting lists</li> <li>• School registrars continue enrolling approved Tier I applicants</li> <li>• Student Services continues supporting families with required registration documentation</li> <li>• Office of Early Childhood monitoring numbers and open slots</li> <li>• School registrars begin finalizing class lists</li> <li>• Pre-K Home Visits are scheduled for enrolled students</li> </ul>



September
<ul style="list-style-type: none"> <li>If slots remain after all eligible Tier I students have been placed the Office of Early Childhood will begin placing Tier II students from the waiting list</li> <li>If slots remain at schools that are in childcare deserts, after all eligible Tier I and Tier II students have been placed the Office of Early Childhood begin placing Tier II students from the waiting list at those schools</li> <li>If slots remain, after all eligible Tier I and Tier II students have been placed the Office of Early Childhood will begin placing Tier III students from the waiting list the last week of September</li> </ul>
October-January
<ul style="list-style-type: none"> <li>Pre-K enrollment secretary will continue monitoring the registration queues for new Tier I prekindergarten applications</li> </ul>

Linked Artifacts: [014 Enrollment Process, Policies, and Procedures A1](#)

[014 Enrollment Process, Policies, and Procedures A2](#)

**15. Racial and Socioeconomic Diversity:** Discuss the enrollment practices and recruiting strategies the school system will use to ensure students with the greatest needs are enrolled in Pre-K. How will the school system ensure racial and socioeconomic diversity to the greatest extent practicable while preventing disproportionate concentrations of students of the same race, ethnicity, disability status, and income from developing or expanding within an individual Pre-K program, in specific geographic areas, or across the system? Consider how the unified enrollment system discussed in the previous question will support creating diverse learning environments.

CCPS gives priority in placement to all eligible Tier I applicants. CCPS makes every effort to place an eligible student in the school they are zoned for based on their home address. If the slots at a student's home zoned school are full an out-of-zone placement at the next closest school with an available slot is offered. If slots are available after all Tier I applicants are placed, CCPS will place a student from the Tier II waiting list. As CCPS continues to expand full day pre-K opportunities, we will be able to place more students from the Tier II waiting list in the future. The opening of the Early Learning Center at the College of Southern Maryland in the fall of 2023 will create 90-100 additional pre-K slots. This will allow more students to be placed from the Tier II waiting list. The Specialist in Early Childhood will monitor countywide enrollment trends and space availability to place children from the Tier II waiting list in a pre-K program. This will create more socioeconomic diversity within our pre-K program. All 4-year-old students with an Individualized Education Plan (IEP) are placed in a full day pre-K program. For inclusion classrooms, CCPS limits the class to eight students with an IEP and twelve students who do not have an IEP. Once all students have been assigned to a school, guidance is given to build classes that reflect diversity and representation of various subgroups to promote a diverse learning environment. The learning environment and instructional materials within each pre-K classroom promotes an awareness and appreciation of diversity in all its forms.

In the spring of 2023, CCPS will host an Early Learning Launch which will feature on-site support with completing the prekindergarten application and uploading the correct documents. The Office of Early Childhood staff will also attend other community events such as the ESOL Community Night. CCPS will also bring laptops and additional staff to the Ready, Set, School bilingual learning groups during the April sessions to assist families who have been participating in the program with the prekindergarten application. CCPS has also been hosting monthly story times at three elementary schools that are in more rural parts of the county. CCPS will bring laptops



and additional staff to assist the story time families with applying for prekindergarten at the April sessions. The Office of Early Childhood also works with Student Services to identify and provide support for families experiencing homelessness.

The Judy Center works with families in their catchment zones to assist with the prekindergarten application process. The Office of Early Childhood will coordinate with the Judy Center to help with the prekindergarten application at their spring events and summer programs.

CCPS Title I is offering the Thriving Threes and Me Early Learning Program for the 2022-2023 school year for families residing in Title I zones with a three-year-old child. The program focuses on school readiness skills and family engagement through in-person or virtual learning groups. Title I has partnerships with Child Find and Special Education to identify students who need early intervention and offer additional services through the Thriving Threes program. Families participating in the CCPS Title I Thriving Threes and Me Early Learning Program are provided targeted support and encouraged to enroll in the prekindergarten program. The Office of Early Childhood holds information sessions on the pre-K application process specifically for students participating in the Title I Thriving Threes program. Title I also offers the Thriving Threes families individualized support in completing the application process for their student(s). Also, families attending local childcare programs partnering with Title I are invited to attend these information and support sessions. The Title I Office actively seeks families in our school zones through advertising on our website and flyers in the community. Parent Liaisons at each school recruit students through engagement with their existing families.

**Linked Artifacts:**

**16. Family Experience and Support:** How will the school system ensure that the enrollment process meets the needs of families? Describe the strategies, tools, and resources the school system will use to understand families' needs and support them through the application and registration process. Consider the needs of families of Tier 1 and priority group students (students with disabilities, youth experiencing homelessness, and English learners).

In order to better accommodate families as they apply for prekindergarten, in the spring of 2022 a part-time, 12-month position dedicated to the prekindergarten enrollment process was added to the Office of Early Childhood (pre-K enrollment secretary), several 11-month school-based registrar positions were changed to 12-month positions to provide on-site support for families who wanted to complete the pre-K application, additional registration staff were made available during the month of July, and Title I parent liaisons as well as Judy Center staff were on hand to support families in their catchment zones. The Judy Centers also have bilingual staff members that specifically reach out to and assist English Learner families in their catchment zones with the prekindergarten application process. The district level Title I Early Childhood Community Liaison offers support to Childcare Providers who are operating in Title I school zones and serving students who are zoned for Title I schools to identify students who are the correct age to apply for the CCPS pre-K program. At each Title I school, the Title I Parent Liaison is trained to assist families in their school zone to complete the pre-K application, including offering individualized support in completing the application. Parent Liaisons are available to support families through this process during the school year and throughout the summer. Both the Title I Early Childhood Community Liaison and the Parent Liaisons can provide a device for completion of the online application process and assist families in scanning and uploading documents required with the online application. If needed, families participating in the Thriving Threes and Me Early Learning Program are provided a laptop and/or hotspot to access programs at home to support their child's readiness skills and to allow for completion of the pre-K application.



Additionally, Tier I and priority group families may request registration support from the International Registration Office, Pupil Personnel Workers, and/or the Youth-in-Transition Coordinator. School based Student Services personnel also assist families with the pre-K application procedures and provide support and assistance in connecting families with necessary wrap-around services. If needed, recommendations for assessments will be referred to the appropriate Charles County Public Schools personnel.

[Linked Artifacts:](#)

**17. Administrative Costs:** Describe any administrative costs agreed upon by the school system and private providers in the implementation of the mixed delivery system for Pre-K.

Currently there are no costs agreed upon between the school system and private providers. CCPS will offer professional development opportunities to private providers.

[Linked Artifacts:](#)

### 1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding

Note: The complete instructional program for grades Pre-K-12 will be described in Pillar 3: College and Career Readiness. When applicable, reference individual objectives, tasks, and questions as needed to support the responses in this section.

#### Blueprint Requirement (MD Code, Educ §7-1A-04)

**18. Comprehensive Services for Students and Families:** Describe how the LEA will collaborate with private providers to ensure students and their families have access to comprehensive services (e.g., vision screenings, school psychologists, etc.), including services offered on-site or through community partnerships.

A pupil personnel worker, school nurse, school psychologist, and school counselor will be assigned to service eligible private childcare providers. Student Services personnel will provide resources and information to community partners that will support with wrap-around services. Referrals to county services such as the Department of Health will be made. In accordance with Maryland Law, CCPS in collaboration with Charles County Department of Health, will perform vision and hearing screens on all new county students including all eligible pre-K students. The Judy Centers and Community Schools will provide additional supports and services to families in their catchment zones, including sharing a resource guide. All eligible private childcare providers will be invited to have representation at the Charles County Public Schools Interagency meetings held each semester in order to collaborate with community partners.

[Linked Artifacts:](#)



**19. Training and Professional Development:** Pillar 3: College and Career Readiness, Sections 3.1.3 (English Language Arts) and 3.1.3 (Math) require the school system to describe its training and professional development plans in English language arts and math for grade levels Pre-K-12, including the following:

- Identifying training needs
- Types of training provided
- Fidelity of implementation
- Ongoing, job-embedded professional development
- Organizational structures and support

For this question, describe the school system's early plans to collaborate with private providers and ensure all employees responsible for Pre-K instruction (e.g., teachers, teaching assistants, etc.) receive training and professional development related to the implementation of the instructional program, including high-quality instructional materials, in Pre-K as outlined in Pillar 3. Discuss the school system's initial plans to include private providers in the development and implementation of its training and professional development plans. Consider professional development models, resources and materials, logistical factors, and any other relevant information.

Charles County Public Schools (CCPS) is currently offering Early Childhood LETRS to all prekindergarten instructional staff. This directly aligns with the Science of Reading. Additionally, new pre-K teachers and instructional staff received Heggerty Phonemic awareness training. Opportunities to receive training in Connect 4 Learning (see artifact 1 below), the curriculum the county is using for prekindergarten, Conscious Discipline, Emergent Literacy, and creating developmentally appropriate hands-on materials particularly for math were also available for all prekindergarten staff. A survey will be sent out to staff in the early spring of 2023 for summer professional development opportunities to determine needs. Fidelity of implementation is monitored through monthly walkthroughs and assessment data. The Office of Early Childhood models strategies and instructional best practices, meets with individual teachers or prekindergarten school teams to plan, provides technical assistance, and helps prekindergarten staff select high-quality materials for ongoing, job-embedded professional development.

The Title I Office seeks partnerships with childcare providers operating in Title I school zones or who are serving students who will attend a Title I school. Through this partnership, the Title I Early Childhood Community Liaison conducts a needs assessment to identify areas in which the office can provide support. This support includes monthly training for childcare providers in the area of early childhood development and school readiness to increase the quality of early childhood programs in those centers and to aid providers in gaining core of knowledge credits for advancement in the Maryland EXCELS program. Through this partnership, Title I also offers childcare providers support in securing high-quality instructional materials. The Title I Early Childhood Community Liaison offers information and assistance to providers to enhance the learning environment and prepare them for accreditation. Families of students receiving services through collaborating childcare providers are invited to all Thriving Threes Parent Workshops, which are offered twice monthly. Additionally, the Title I Early Childhood Community Liaison collaborates with the Office of Early Childhood in order to offer additional support to pre-K teachers across all Title I schools to enhance their learning environment and prepare them for accreditation.



The Judy Center also offers monthly workshops with high-quality resources for all childcare providers operating within their catchment zones (see artifacts 2 and 3 below).

CCPS is looking at how to extend these professional development opportunities to private childcare providers beyond what the Judy Center and Title I are currently offering for private providers in their catchment zones. CCPS will begin by sending out a needs survey in early spring 2023 to all licensed private providers through the Office of Child Care and working with the Promise Resource Center and the Quality Assurance Specialist from Maryland EXCELS. When the Prekindergarten Expansion Grant and Maryland State Prekindergarten Grant were released for FY2024, CCPS sent a needs survey through the Office of Child Care to all licensed providers in Charles County. The purpose of the survey to see what supports were needed and provide those supports to private providers. In January of 2023, the Office of Early Childhood began hosting an Early Childhood Create and Collaborate, which is an opportunity to come together to collaborate and create a hands-on material that could be used in your classroom such as a math game board or sensory bin. CCPS is looking at how this opportunity could be extended to childcare providers as well. One logistical factor that is a barrier is a common time to hold the professional development opportunities as most childcare providers are not available until 6:30 pm. If schedules align, private providers would also be able to attend any daytime professional development opportunities that are offered on in-service days.

We will partner with private providers to advise them in selecting a curriculum. If the same curriculum or resources are chosen that CCPS is already using, CCPS will be able to offer additional guidance and support in implementing the curriculum. CCPS will support private providers as they complete the grant application and budget narrative to include a high-quality and rigorous curriculum.

[Linked Artifacts: 019 Training and Professional Development A1](#)

[019 Training and Professional Development A2](#)

[019 Training and Professional Development A3](#)

[019 Training and Professional Development A4](#)

#### **Blueprint Requirement (MD Code, Educ §7-1A-04)**

**20. Teacher Pipelines:** Pillar 2: High-Quality and Diverse Teachers and Leaders, Subsection 2.4.1 requires school systems to describe their plans to build teacher pipelines for all grade levels, and includes the following:

- Teacher hiring data
- Hiring trends and needs
- Partnerships with institutions of higher education and educator preparation programs
- Grow your own programs
- Diverse environments for observations and practica
- Mentor teacher assignments for observations and practica

Considering the school system's plans discussed in Pillar 2, how will the school system initially work with private providers and educator preparation programs in developing early plans to build teacher pipelines for early childhood teachers that will serve both public and private Pre-K



programs? How will the LEA communicate these opportunities to current and prospective employees?

The Growth and Retention Specialists in the CCPS Office of Professional Learning provide support for certification pathways. Specialists work with instructional assistants, career changers and other support staff to discuss education and funding pathways. Cohort meetings for those looking to become teachers will be held on a quarterly basis to provide support and information on programming and funding opportunities. CCPS meets with Institutes of Higher Education (IHE) to discuss learning opportunities and develop cohort opportunities for various coursework including administration, curriculum and instruction, or other specialized areas. Teachers receive monthly updates about higher education opportunities and are invited to attend information sessions with IHEs to learn about different programs and degrees. The Office of Professional Learning works with partnered Maryland IHEs to ensure the needs of CCPS staff are addressed in the partnership including offering spaces for courses to be held for the convenience of our teachers (see artifact 1 below). CCPS also has direct billing and tuition reimbursement for teachers looking to earn advanced degrees, and career-changers aiming to become certified educators. Praxis tutoring is available for Praxis I, pedagogy, and content through the Office of Professional Learning. CCPS also reimburses students in the Teacher Academy of Maryland (TAM) program for testing fees if they take and pass the Praxis Core exam while in high school. College credits can be earned through successful completion of TAM/Education Careers pathways.

CCPS will share information regarding higher education opportunities and cohorts through the Office of Child Care. CCPS will also work with the Promise Resource Center to share information on these opportunities as well.

CCPS identifies schools with diverse populations through several data points. Members of Human Resources and the Office of Professional Learning review school diversity data including students' and teachers' race/ethnicity and language as well as students' socioeconomic statuses. Student candidates complete a one-page internship request for placement with a CCPS school. The Office of Professional Learning staff review this one pager and begin the placement process with a highly qualified mentor teacher and a diverse environment. CCPS defines a highly effective mentor as someone with five or more years of experience, a demonstrated effectiveness through principal evaluations and student achievement data.

**Linked Artifacts:** [20 Teacher Pipelines A1](#)

**21. Developing Teaching Assistants:** Discuss how the school system will work with providers and educator preparation programs to support teaching assistants in obtaining the necessary certificate or degree to meet the credentialing requirements set forth by the Blueprint by the beginning of SY 2025-26? How will the LEA communicate these opportunities to current and prospective employees?

*Examples may include:*

- *Creating cohort models to support staff to complete CDA coursework and meet certification requirements*



- *Partnering with institutions of higher education to develop programs designed to support staff in obtaining associate degrees, especially institutions that will award college credit for work experiences within the field*
- *Leveraging high school CTE programs to provide aspiring teachers the opportunity to work as CDA certified teaching assistants*

CCPS began holding meetings with current pre-K instructional assistants in the spring of 2022 to inform them of the new qualifications under the Blueprint (see artifact 1 below). CCPS set up question and answer sessions as well as provided information on the requirements for the Child Development Associate (CDA) credential and an Associate of Arts (AA) degree. Information on various pathways to achieving these qualifications was also shared.

CCPS partnered with two IHEs to support our instructional assistants pursuing CDA or AA coursework. CCPS entered a Memorandum of Understanding (MOU) with Anne Arundel Community College (see artifact 2 below), a Leads grant partner, for direct bill and cohort work with the CDA and AA coursework. Through the Leads grant, CCPS partnered with Bowie State University to offer a continuing education pathway for instructional assistants aiming to become certified teachers.

Additionally, the Education Careers pathway currently being offered to CCPS students enrolled in the program in high school will transition its current curriculum to reflect CDA requirements beginning in school year 2023-2024. Apprenticeship Maryland opportunities will be available for CCPS Teacher Academy of Maryland (TAM) students who are pursuing a CDA to become employees of CCPS as tutors at our elementary schools for reading and math during a TAM student's twelfth grade year. After graduation from a CCPS high school, an opportunity exists to be hired as a part-time staff member as an instructional assistant while working towards a teaching degree.

The Office of Professional Learning communicates information about these opportunities to current employees through email. Information and flyers are also posted on the Office of Professional Learning Share Point (see artifact 3 below), which all current employees can access. Information is also shared with principals so they can also forward the information directly to Instructional Assistants in their building. Human Resources shares this information with perspective employees at job fairs and interviews.

[Linked Artifacts: 021 Developing Teaching Assistants A1](#)

[021 Developing Teaching Assistants A2](#)

[021 Developing Teaching Assistants A3](#)



## 22. Developing High-Quality ECE Staff Projections

Use the information from “Pre-K Enrollment Projections” to complete the first row of each of the tables below. Using the student enrollment numbers, complete Table 1 to identify the hiring needs for teaching assistants and Table 2 to identify the hiring needs for teachers based on an expansion of Pre-K. For each table, disaggregate the data by provider type.

**Table 1: Current and Projected Number of Pre-K Teaching Assistants (TA)**

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	538	0	847	0	985	98
Total TA Positions	52	0	77	0	85	5
Filled TA Positions	44	0	74	0	N/A	N/A
Vacant TA Positions	8	0	3	0	N/A	N/A

**Table 2: Current and Projected Number of Pre-K Teachers**

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	538	0	847	0	985	98
Total Teacher Positions	39	0	51	0	56	5
Filled Teacher Positions	38	0	50	0	N/A	N/A
Vacant Teacher Positions	1	0	1	0	N/A	N/A

**Linked Artifacts:**

### 1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students

**23. Administration of the Kindergarten Readiness Assessment (KRA):** Discuss how the LEA consults with kindergarten teachers in developing guidelines and training to ensure an unbiased administration of the KRA. How does the LEA ensure staff responsible for administering the KRA receive the training?

- Kindergarten teachers complete Kindergarten Readiness Assessment (KRA) test administration training as required by MSDE at the district Back to School Inservice in August before students



- return to school. This gives teachers time to complete the training components and gain an understanding of the test administration policies and procedures prior to the return of students.
- Kindergarten teachers complete the MSDE Training & Non-Disclosure Agreement after the online training module has been completed. This outlines Maryland's Test Security Bylaw for all state assessments.
  - Only certified teachers are eligible to administer the KRA.
  - Proof of training and a signed MSDE Training & Non-Disclosure Agreement is submitted to the Early Childhood Office, the Office of Accountability, and the School Test Coordinator (STC) in each school.
  - Teachers are not permitted to give the assessment until training is complete and required agreements are signed.
  - KRA kits are stored in a secure testing room by the STC until the teachers have completed all necessary training and forms. Kits are checked out to an individual teacher and must be returned to the STC when testing is complete.
  - The KRA test administration website is updated with current Kindergarten students (based on the district school information system) prior to the testing window. Classroom teachers and STCs check the rosters and submit any missing students to the Office of Accountability. Office of Accountability staff enter any students that are missing from a teacher's roster so they can be tested.

**Linked Artifacts:**



## 24. Kindergarten Readiness Assessment Projections

Use the tables below to indicate current and projected levels of kindergarten readiness using the Kindergarten Readiness Assessment (KRA). Use the first table to disaggregate overall readiness by level (emerging, approaching, and demonstrating) for each of the demographic and service groups listed. Use the second table to provide the average scale score by individual domain.

**Table 1: Current and Projected KRA Levels with Demographic Distribution**  
(Data compiled from KRA results)

	2021-2022			2022-2023			2023-2024		
	ER	AR	DR	ER	AR	DR	ER	AR	DR
All Students (Number)	386	617	556	371	586	643	356	555	730
All Students (Percentage)	24%	40%	36%	23%	37%	40%	22%	34%	44%
% Female	18%	37%	45%	16%	38%	46%	14%	39%	47%
% Male	31%	42%	27%	31%	35%	34%	30%	28%	42%
% Nonbinary	*	*	*	*	*	*	*	*	*
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	12%	44%	44%	24%	38%	38%	12%	44%	44%
% Black/African American	27%	39%	34%	23%	38%	39%	19%	37%	44%
% Hispanic/Latino	34%	42%	24%	36%	37%	27%	38%	32%	30%
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	20%	40%	40%	18%	41%	41%	17%	41%	42%
% White	17%	37%	46%	15%	31%	54%	14%	25%	51%
% Economically Disadvantaged	33%	40%	27%	29%	42%	29%	24%	44%	32%
% English Learner	87%	10%	3%	60%	29%	11%	33%	48%	19%
% Special Education	56%	27%	17%	64%	25%	11%	56%	27%	17%

ER = Emerging Readiness, AR = Approaching Readiness, DR = Demonstrating Readiness

**Table 2: Current and Projected Average KRA Scale Score by Domain**  
(Data compiled from KRA results)

Domain	2021-2022	2022-2023	2023-2024
Language and Literacy	264	264	265
Mathematics	263	263	264
Social Foundations	271	272	272
Physical Well-being and Motor Development	273	275	277

Linked Artifacts:



## Pillar 1, Objective 3: Expand family supports

### 1.5.1: Judy Centers

#### Blueprint Requirement (MD Code, Educ §5-230)

- 25. Expanding Access for Families:** Describe the LEA's plans for expanding support for families through Judy Centers. Include the current number of centers and the number of families served as well as the community's need and whether additional centers are needed. Consider the geographic distribution of centers to meet the needs of the community.

Charles County Public Schools currently has three Judy Centers in Charles County. The Judy Centers at Dr. Mudd and Eva Turner Elementary schools have been long standing sites since the years 2000 and 2001. The Judy Center at Dr. Mudd serves 189 families, and The Judy Center at Eva Turner serves 161 families. CCPS was awarded a 3<sup>rd</sup> site in FY23 at Indian Head Elementary School. The Judy Center at Indian Head serves 167 families. The Judy Centers in Charles County provide a wide variety of services to families with children ages birth-5 years old. These services include daytime educational groups for children ages birth-5 who are not yet enrolled in school, parent education, and service coordination with community partners for families who need access to community services. Judy Center staff work closely with families to provide comprehensive support for their needs, increasing school readiness for their children.

Dr. Mudd and Eva Turner are in the central region of the county at Title 1 schools and are geographically 2 miles apart. These sites serve a larger population of ELL (English Language Learner) families. To meet this need, we have 2 bilingual staff members placed at these sites. This has increased the participation of our ELL families and resulted in more ELL children entering school ready to learn.

The newest site at Indian Head Elementary is in the western part of the county at a Title 1 school. This location was selected due to the lack of access to basic resources such as food and grocery stores, medical care, and childcare. Indian Head Elementary was also selected for a Judy Center expansion because it became a Community School in 2022. Judy Centers and Community Schools work well together to ensure a continuum of services for children birth-grade 5. The JCELH at Indian Head has worked to educate the community about our programs and services and to increase participation as this is a new resource for that community. There have been several new partnerships made for this site to meet the food and healthcare needs of the community.

CCPS is considering applying for its next expansion in the 24-25 school year. The location of that site will be dependent on where Community Schools are located and the needs of our county.

**Linked Artifacts:**

## Pillar 1: (OPTIONAL) Proposed Regulatory Revisions and Waivers

- 26.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable



citations, and explain how a regulation may impede or prohibit proposed implementation activities.

At this time, CCPS has exceeded the COMAR requirements of providing prekindergarten for applicants up to 185% of the federal poverty level.

**Linked Artifacts:**

## Pillar 1: Stakeholder Engagement

**27.** Identify the key stakeholder groups that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the Early Childhood Education Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

*Examples may include:*

- *County-based governmental offices such as Health, Human Services, Housing, etc.*
- *Local Early Childhood Advisory Council (ECAC)*
- *Organizations supporting specific student groups such as multilingual learners*

Stakeholder Group	Contributions	Frequency of Engagement
Pillar I Steering Committee	<ul style="list-style-type: none"> <li>• Provides feedback on all aspects of Pillar I including the expansion of full day pre-K and how that effects all aspects of an elementary school</li> <li>• Researched other states and cities that had publicly funded full day pre-K programs</li> <li>• Provided feedback on the pre-K application process</li> <li>• Shared ideas for community outreach</li> </ul>	Monthly beginning in November 2021 for the duration of the 2021-2022 school year Quarterly for the 2022-2023 school year
Charles County Early Childhood Advisory Council (ECAC)	<ul style="list-style-type: none"> <li>• CCPS Specialist in Early Childhood shares Blueprint updates with group (see artifacts 1 and 2 below)</li> </ul>	Charles County Early Childhood Advisory Council (ECAC)
Charles County Department of Health and Social Services	<ul style="list-style-type: none"> <li>• The Office of Early Childhood is working with these departments to share information about the prekindergarten application process</li> </ul>	Each spring
Early Learning Launch	<ul style="list-style-type: none"> <li>• Event for Charles County families with a child age birth to five (see artifact 3 below)</li> <li>• School readiness stations</li> <li>• Community resource vendors including the Charles County Public Library, Charles County Department of Health, The Promise Resource Center, The Family Support Center of Southern Maryland, Pure Play Every Day, Inc., Charles County Early Childhood Advisory Council, Judy Center, CCPS Title I, Maryland Coalition of Families, Charles County Parks and Recreation, Charles County Advocacy Council for Children, Youth, and Families</li> </ul>	Each spring



AlphaBest Education	<ul style="list-style-type: none"><li>Expanded before and after care opportunities to include pre-K aged students (see artifact 4 below)</li><li>Met to add the Early Learning Center at the College of Southern Maryland as an additional site with before and after care</li></ul>	Spring and Summer of 2022 Winter 2023
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Linked Artifacts: [027 Stakeholder Engagement A1](#)  
[027 Stakeholder Engagement A2](#)  
[027 Stakeholder Engagement A3](#)  
[027 Stakeholder Engagement A4](#)



## Pillar 2: High-Quality and Diverse Teachers and Leaders

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**Pillar 2 Steering Committee Lead: Nikial Majors, Chief of Human Resources**



## Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs

### 2.1.5: Monitor the quality and diversity of State teacher candidates and existing teacher workforce

**28. Teacher Hiring Data:** Use historical hiring data to identify the number of new teachers the LEA will need going into future years by grade band and subject area.

Grade Band	Certification	2021-2022	2022-2023	2023-2024
Pre-K - 5th Grade	Early Childhood	49	52	51
	Elementary	27	29	28
	World Languages	*	*	*
	Physical Education	*	*	*
	Health	*	*	*
	Fine Arts	*	10	*
	Career and Technical Education	*	*	*
	Special Education	18	19	19
	ESOL	*	*	*
	Other	*	*	*
6th - 8th Grade	Math	*	*	*
	English Language Arts	*	12	10
	Science	*	*	*
	Social Studies	*	*	*
	World Languages	*	*	*
	Physical Education	*	*	*
	Health	*	*	*
	Fine Arts	*	*	*
	Career and Technical Education	*	*	*
	Special Education	*	*	*
	ESOL	*	*	*
	Other	*	*	*



9th - 12th Grade	Math	10	*	*
	English Language Arts	*	11	10
	Science	*	*	*
	Social Studies	*	*	*
	World Languages	*	*	*
	Physical Education	*	*	*
	Health	*	*	*
	Fine Arts	*	*	*
	Career and Technical Education	*	14	11
	Special Education	12	14	13
	ESOL	*	*	*
	Other	*	*	*

Linked Artifacts:

**29. Hiring Trends and Needs:** Using historical hiring data and additional relevant context, in what grade levels and subject areas has the school system struggled to recruit prospective teachers? Discuss the challenges associated with hiring for these areas.

Note: Data above as of June 17, 2022

In recent years, Charles County Public Schools (CCPS) has been unable to fill instructional vacancies. More specifically, in the last 10 years, teacher retention rates have fluctuated for (see Artifact 1) resulting in 15% attrition (see Artifact 2). In analyzing historical hiring data, we struggle to recruit prospective teachers and related service providers in the following areas:

Grade Levels	Content Areas	Related Services Providers
3 <sup>rd</sup> Grade	Special Education	School Counselors
4 <sup>th</sup> Grade	Math	School Psychologists
5 <sup>th</sup> Grade	Science	Non-certificated roles
	Language Arts	Instructional assistants

An overall shrinking teacher/education pipeline is resulting in a lack of qualified teaching applicants from higher education institutions. For example, in 2019, the Center for American Progress reported an alarming drop in the number of students completing teacher preparation programs, from a high mark of 255,106 nationwide in 2005, all the way down to 159,937 in 2019. That's nearly a 40% tumble over just 14 years! ([What To Make of Declining Enrollment in Teacher Preparation Programs - Center for American Progress](#)). Additionally, a lack of career changers entering the field of education further contributes to the challenges we face with recruitment. To address the challenge, CCPS is adding an international component to its recruitment strategy to address critical needs areas. For example, we entered into an agreement with a third-party international staffing company to source and hire qualified math teachers.



Through the International TeachAlliance Program, CCPS will drive down its math vacancies by hiring J1 Visa Teachers for SY23-24, its pilot year.

CCPS also understands the local, state, and national trends of teacher retention and uses that data to make decisions on current practices to hire and retain teachers in the school system. CCPS has felt the impact of the teacher shortage, along with other school systems around the nation. National shortages were reported before the pandemic, with more than 100,000 positions left vacant or staffed by underqualified individuals in 2017–18 alone. During the 2017-18 school year, CCPS experienced a similar issue. According to the 2021 Learning Policy Institute report titled *How can states and districts use federal recovery funds strategically? Supporting the educator pipeline*, the nation has seen a decline in annual enrollment in educator preparation programs (EPPs), which has fallen by more than 30% over the past decade largely due to concerns about cost, student loan debt, and the lack of competitive compensation for teachers.

Diverse representation in education throughout the State of Maryland and across the nation remains a challenge. Still, CCPS progressed in increasing representation, surpassing the state. For example, CCPS has increased the overall number of diverse professional staff by 8.5% over the past five years, outpacing the state by 5.71% (see table 1 in artifact 1 for question 30). Fortunately, the proximity of the Washington, D.C. metro area and recruitment outreach to Historically Black Colleges and Universities (HBCUs), Minority Serving Institutions (MSIs), Hispanic Serving Institutions (HSIs) allow access to diverse staff candidates despite the shrinkage in the teacher pipeline across the US. The J1 Visa Teacher initiative mentioned above will continue to increase diversity and representation within our school system. Additionally, as students interact with international exchange teachers, they will gain an increased understanding of our global world.

Charles County Public Schools has an active recruitment program. We participate in on-site and virtual recruitment fairs at colleges and universities throughout Maryland, Virginia, Pennsylvania, Delaware, New York, North Carolina, Georgia, Minnesota, Tennessee, and Ohio, as well as others. We also participate in recruitment fairs at HBCUs such as Howard University, North Carolina A&T, Morgan State University, etc. CCPS attended 54 recruitment fairs between January 1, 2022, and May 18, 2022. Additionally, we have hosted our own hiring events both virtually and in person to offer multiple platforms and opportunities for applicants to connect with us. This year, we are planning to attend 52 job fairs. CCPS not only sends members of Human Resources to hiring events to recruit candidates, but also sends content specialists, teachers, school and district administrators, and members from the Board of Education of Charles County. CCPS believes making strong connections with candidates is key to recruiting them to the school system.

The CCPS Board of Education will continue to charge the Office of Human Resources through the Superintendent with strategic diversity hiring practices. The school system will also continue to evaluate Title II data to target universities and job fairs for recruitment of diverse candidates. We will also evaluate/review hiring data to ensure maintenance and improvement of current recruitment outreach programs.

Linked Artifacts: [29 Hiring Trends and Needs A1](#)

[29 Hiring Trends and Needs A2](#)

### **Blueprint Requirement (Section 5 of Chapter 36)**



**30. Recruiting and Hiring a Diverse Workforce:** What challenges exist for the LEA in hiring staff that matches the diversity of its student population? Describe the strategies the school system will use to recruit and hire diverse teachers and leaders. How will the school system ensure:

- Recruitment practices intentionally build a pipeline of diverse candidates that represent the demographics of the student population and
- Hiring practices include interview protocols, questions, and performance tasks that reveal candidates' knowledge, strengths, and experience while mitigating and eliminating opportunities for implicit bias?

Note: Utilize and reference the data and information shared in the annual diversity report submitted to AIB and link the report as an artifact.

Our greatest challenge is the lack of a diverse teacher pipeline resulting from a shrinking teacher talent pool. CCPS has made progress in hiring diverse educators to reflect our student demographic and will continue these efforts through research based initiatives such as Grow Your Own programs focused on long-term workforce development and diversification. The current data shows that CCPS has increased the overall number of diverse professional staff by 8.5% over the past five years, outpacing the state by 5.71% (see table 1 in artifact 1 for question 30). (insert information from the diversity report- how have we improved? Duplicated from above) CCPS will focus these efforts on support staff and career changers committed to educating the students of CCPS. The school system will continuously evaluate data on job fairs and candidates hired to target colleges and universities that offer diverse undergraduate education populations.

CCPS continues to use promising practices as identified by the Learning Policy Institute to help diversify the future and current workforce (Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Palo Alto, CA: Learning Policy Institute).

- a. High-retention, supportive pathways into teaching
- b. Hiring and induction strategies
- c. Improve school teaching conditions through improved school leadership

<b>Recruitment practices</b>	<ul style="list-style-type: none"> <li>• Attend job fairs and/or outreach at historically Black Colleges and Universities (HBCUs), Minority Serving Institutions (MSIs), Hispanic Serving Institutions (HSIs)</li> <li>• CCPS personnel attending job fairs to recruit are graduates of institutions where fairs are being held, representative of predominately underserved student groups, and/or at a place where CCPS has had success in the past with recruitment efforts</li> <li>• Build a teacher pipeline by creating a tiered approach to developing instructional assistants, other support personnel, and current CCPS students                         <ul style="list-style-type: none"> <li>○ MD Leads grant and Grow Your Own that targets employees committed to the community and school system and provides financial support, coaching and mentoring support, and placement at schools with diverse student populations with strong teachers and school leaders</li> <li>○ Instructional Assistant Academy that allows staff to build capacity and leads to opportunities for advancement</li> <li>○ Financial assistance for tuition reimbursement and/or direct bill so money does not need to come directly from employees and alleviates any financial burden of employees</li> <li>○ Career development certifications</li> <li>○ CTE programs</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Plans for future early college programs to include AA in education</li> <li>○ Future scholarships targeted to under-represented candidates</li> <li>• Development of research-based mentoring program for new teachers that provides one-on-one mentor within building with the goal of placing new teachers with mentor teachers teaching same grade/subject and same race</li> <li>• Continued development of teaching conditions for teachers which includes capacity-building for school leaders, increased mental health supports for students, and additional staff positions</li> </ul>
<b>Hiring practices</b>	<ul style="list-style-type: none"> <li>• Recruitment training to include interviewing and selection practices to mitigate implicit bias</li> <li>• Mandatory bias training for all employees which is a condition of employment</li> <li>• Standard questions for all candidates to answer during job fairs and rating rubric</li> <li>• Diverse CCPS representation on hiring panels</li> </ul>

Linked Artifacts: [30 Recruiting and Hiring a Diverse Workforce A1](#)

[30 Recruiting and Hiring A Diverse Workforce A2](#)

[30 Recruiting and Hiring A Diverse Workforce A3](#)

**31. Evaluation of Recruiting and Hiring Practices:** How will the school system and board of education evaluate its hiring practices and recommend changes to ensure teachers and leaders match the diversity of the student population?

The Board of Education of Charles County and the Superintendent have historically created a specific goal that aligns with recruitment and retainment of staff. Along with the goal, there are metrics in place to measure the goal. This goal allows CCPS to set and reflect on goals and processes in place to evaluate our current practices and make adjustments based on the data collected.

<b>Goal for 2021-2022 and 2022-23</b>	Recruit and retain a highly qualified and effective workforce that is reflective of the community.		
<b>Measure for 2021-22</b>	Increase the number of conditional teachers that pass the Praxis to be eligible for teacher certification and full teacher employment with CCPS (Baseline is 51 in SY 2020-21).	Develop a set of structures to track and support IAs and Substitute teachers interested in becoming CCPS teachers.	Develop a system to communicate and track TAM graduates on a quarterly basis and monitor recruitment back to CCPS as teachers.



<b>Measure for 2022-23</b>	Implement a comprehensive approach to increase teacher retention rates in CCPS.	Increase the number of conditional teachers that earn their teacher certification.	Increase the number of IAs, substitutes and TAM graduates in teacher preparation programs.
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The Office of Human Resources makes an annual presentation/report to the Board of Education to account for hiring activity that includes diversity hiring data and overall hiring statistics (see artifact 1 below). CCPS also reviews its undergraduate outreach results to strategically target future recruitment initiatives (see artifact 3 below). Additionally, CCPS considers its candidate data to align the diversity of school-based leadership and staff with student demographics when making any appointments/hiring decisions to drive diversity alignment. CCPS has a successful track record for hiring diverse educators, leaders, and staff (see artifact 2 below).

CCPS will focus strategic recruitment efforts on hiring international teachers to further diversify instructional staff to help narrow the gap between student and teacher demographics. The school system will also help eliminate implicit bias and continue working towards its diversity staffing goals by the following:

- Continue surveying recruitment team members to evaluate the structure, diversity of candidates, and effectiveness of the job fairs attended.
- Revamp exit interview process to target areas for improvement specific to retention of diverse employees.
- Review demographic data annually at each school to target schools in need of increasing underrepresented staff.

Linked Artifacts: [31 Evaluation of Recruiting and Hiring Practices A1](#)

[31 Evaluation of Recruiting and Hiring Practices A2](#)

[31 Evaluation of Recruiting and Hiring Practices A3](#)



## 32. Teacher Diversity Projections

Use the table below to indicate the current and projected total number of students and teachers within the school system, including the percentage by gender and race/ethnicity. If gaps exist between the diversity of the school system's students and teaching staff, develop projections to narrow those gaps. If no gaps exist, set projections to ensure the school system will maintain a diverse teaching corps.

Note: Use the data submitted from the 2022 diversity report submitted to AIB as a resource and linked artifact.

**Demographic Comparison of Teaching Corps to Student Population**  
(Student data pulled from September 30 Enrollment with projections following trend, Teacher data pulled from October State Staffing Report)

	2021-2022		2022-2023		2023-2024	
	S	T	S	T	S	T
Total (Number)	26875	2088	27598	2085	28350	2083
% Female	49%	78%	49%	78%	49%	78%
% Male	51%	22%	51%	22%	51%	22%
% Nonbinary	*	*	*	*	*	*
% American Indian/Alaska Native	*	*	*	*	*	*
% Asian	3%	2%	3%	2%	3%	2%
% Black/African American	57%	27%	57%	31%	58%	32
% Hispanic/Latino	12%	3%	13%	3%	14%	4%
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*
% Two or More	8%	.67%	8%	1%	8%	2%
% White	20%	70%	19%	66%	17%	60%

S = Student Population, T = Teacher Population

**Linked Artifacts:**



## Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirement

### 2.2.2: Revise teacher prep programs to meet new requirements

#### 33. Partnerships with Institutions of Higher Education and Educator Preparation Programs:

How do you intend to partner with institutions of higher education and educator preparation program(s) to increase the number of candidates in the subject areas and/or grade bands previously identified? How will the school system collaborate with institutions of higher education and educator preparation programs to ensure:

- Students recruited into teaching programs obtain certifications in the subjects and grade levels the school system needs and
- Standards and practices students are taught in teaching programs align with the standards and practices they will be responsible for implementing as teachers in the LEA's classrooms?

With the Maryland LEADS grant, CCPS has had the opportunity to expand its network of institutes of higher education (IHE) to address its current IHE "desert" in the Southern Maryland region. Currently CCPS has partnered with the following IHEs: Notre Dame of Maryland, University of Maryland Global Campus, Bowie State University, Towson University and Anne Arundel Community College. Because these IHEs have been vetted and approved by MSDE and the Maryland LEADS process, CCPS can focus its efforts and pairing educators seeking certification with experienced educators to help mentor and coach future teachers. The additional partnership with the IHEs is a blossoming relationship that began in the fall of 2022 and CCPS hopes to strengthen this relationship to continue it after the end of the Maryland Leads grant.

IHE	Targeted Candidates Based on CCPS Need	Support Provided to Targeted Candidates
Towson	Secondary Math Cohorts	Tuition Reimbursement Direct Bill
Anne Arundel Community College	CDA and AA for Early Education	Direct Bill
Bowie	Conditionally certified teacher candidates in special education	Tuition Reimbursement
Notre Dame of Maryland	Accelerated Certificate in Teaching (ACT) and Master of Arts of Teaching (MAT) candidates	Tuition Reimbursement

A point-of-contact from CCPS as well as each individual IHE has been identified. IHEs were selected by CCPS based on the programs they offered and their ability to match the needs of the staff and shortages within the district. Quarterly meetings between CCPS and IHEs are scheduled to include the following ongoing topics: needs of students in teaching programs, professional development, curriculum and instruction, direct billing for teacher preparation students, processes and protocols, and any other necessary topics. This communication will help increase the number of prepared candidates become certified teachers in CCPS.



CCPS' current CTE programs recruit students into its programs. CCPS is continuing efforts to increase the number of candidates in each area by working with institutions of higher learning and providing opportunities for Teacher Academy of Maryland (TAM) students to visit (in-person or virtually) programs throughout the state. CCPS has adopted MSDE approved curriculum for the TAM program provided by Towson University. The TAM, Education Careers, and CDA students complete internship requirements based on CCPS teachers' needs, such as special education, early childhood. Recruitment events for our CTE programs include summer exploratory programs for middle school students to include the TAM and Child Development Professions (CDA). A presentation to eighth grade students by our CTE staff gives students an opportunity to learn more about the TAM and CDA pathways and options in high school. To encourage more students to enter a career in education, graduating CCPS students can apply for several education-career specific scholarships through the County Scholarship Fund (see artifact 1 below). Also, CCPS invites IHEs to visit schools to discuss their programs and options for becoming a teacher with current employees. Currently, one IHE visits our schools weekly on a rotating basis. Due to a lack of institutes of higher learning in the immediate area, our system strives to assist students with field opportunities before student teaching. With Leads Grant funding, we are working to establish direct billing relationships with additional colleges and universities and a scholarship program to relieve any financial burden on educators.

**Linked Artifacts:** [033 Partnerships with Institutions of Higher Education and Educator Preparation Programs A1](#)

#### **Blueprint Requirement (MD Code, Educ §6–120)**

- 34. Diverse Learning Environments for Observations and Practica:** Discuss the LEA's process for identifying schools with diverse populations and supportive school environments for teacher candidates to complete observations and practica. Include a description of the characteristics of a supportive school environment and the criteria the school system uses to identify a school as having a diverse student population.

CCPS identifies schools with diverse populations and supportive school environments through several data points. Members of Human Resources and the Office of Professional Learning review school diversity data including students' and teachers' race/ethnicity as well as students' socioeconomic statuses. The team further analyzes the school system's teacher tenure report to identify highly qualified and certified teachers at each school. The team will ask to review climate surveys to determine supportive school environments before placing student interns.

Climate surveys will reveal schools with a welcoming school environment, schools where current teachers feel supported and valued. CCPS will identify schools where 70% of teachers feel their school environment is filled with trust, respect, a commitment to student achievement and has collaborative instructional teams. The support available for teacher candidates includes a mentor teacher, observation opportunities, feedback loops, and opportunities for ongoing professional learning with the mentor teacher.

**Linked Artifacts:**

- 35. Mentor Teacher Assignments for Observations and Practica:** Describe how teacher candidates will be assigned highly effective teacher mentors to supervise them during their



observations and practica. Discuss the selection process for teacher mentors, including the data sources for classifying teachers as highly effective, the process for matching teacher mentors to teaching candidates, and how the school system supports teacher mentors in effective mentor practices.

Student candidates complete a one-page internship request for placement with a CCPS school. The Office of Professional Learning staff review this one pager and begin the placement process. In addition to reviewing student enrollment data and teacher tenure data, the Office of Professional Learning asks for principal recommendation of highly qualified teachers. Principals base their recommendations on teacher evaluation data. Additionally, mentor teachers take a research based coaching course and receive CPD credit to participate as a mentor teacher. As the career ladder is developed, consideration of placement of teacher candidates with teachers on certain levels of the career ladder may be considered.

CCPS defines a highly effective mentor as someone with five or more years of experience, a demonstrated effectiveness through principal evaluations and student achievement data.

[Linked Artifacts:](#)

## 2.2.6: Develop and implement pathways for paraprofessionals to become certified teachers

**36. Grow Your Own and Alternative Preparation Programs:** What types of programs or initiatives does the school system currently have or plan to launch to leverage Grow Your Own strategies and Alternative Preparation Programs to expand the teacher pipeline? Discuss each of the individual groups below.

- **High School Students**

Through the Maryland Leads grant, CCPS will create a scholarship program for TAM students. CCPS will continue to identify opportunities for students to visit Maryland colleges and universities where students may continue their education and return to CCPS upon conferring their degree. This may include visits to institutions within Maryland where MSDE has a state-wide articulation agreement already in place. There are limited options for students to attend institutions of higher learning in Charles County. Therefore, CCPS has found it difficult to create partnerships with a direct correlation between graduating high school students and returning teacher candidates. However, CCPS is currently lobbying and support the University System of Maryland at Maryland (USMSM) to offer more pathways in the field of education. Each CCPS middle and high school offers the Educators Rising club for students interested in teaching as a career. CCPS will continue to partner with these students to provide educational development experiences including visits to college/university education career programs and information sessions. CCPS also provides substitute training to seniors from the TAM and Education Careers pathways. This allows CCPS graduates to apply for substitute teaching positions, for eventual full-time and part-time positions upon conferring their degree(s) in Education (see artifact 1 below).

Additionally, in February of 2023, CCPS was approved by Maryland Department of Labor (MDoL) to be an eligible employer for the Apprenticeship Maryland Program (AMP). This allows CCPS to hire youth apprentices, primarily in their senior year, to work in high demand fields such as education. Potentially starting in summer 2023, CCPS will be able to offer apprenticeship



opportunities to students enrolled in the TAM and Education Careers/CDA pathways to gain experience in their field (see artifact 2 below).

Linked Artifacts: [36. Grow Your Own and Alternative Programs A1](#)

[36. Grow Your Own and Alternative Programs A2](#)

- **LEA Employees without Degrees (e.g., teaching assistants, support personnel, etc.)**

CCPS has implemented an instructional assistant academy for interested staff to increase their knowledge of teaching. 58% of CCPS' instructional assistants are from diverse backgrounds. Based on this data, CCPS will review school demographic data. With Maryland Leads grant funding, participants receive a stipend for attending the academy. Additionally, CCPS continues to develop partnerships with Institutes of Higher Education to aid various populations in attending education courses and completing teaching degrees. CCPS partnered with several Maryland colleges and universities to help instructional assistants begin their matriculation in education. As these employees work to complete their teaching certification, they will be strategically placed in schools with large, underrepresented student populations. CCPS hired additional Staff Growth and Retention specialists to provide additional support directly to those seeking certification. Lastly, CCPS provides tuition reimbursement/direct billing each year to instructional assistants and support personnel who attend institutes of higher education.

Linked Artifacts:

- **Individuals with Degrees in Other Fields (e.g., career changers)**

CCPS continues to work with conditional teachers to gain additional credits to become certified teachers. CCPS offers additional financial support to pay for course work towards a standard certificate for teaching for any conditional teacher each year (\$5000.00 per year). Recently, CCPS hired additional Staff Growth and Retention specialists to provide additional support directly to conditional teachers. These specialists assist conditional teachers with finding tutoring for certification exams, best fits of partnered Institutes of Higher Education and mentoring for best practices in the classroom. Recruiting efforts include flyers via social media and the county website, touting the benefits package, and increasing competitive salary for teachers and other education professionals.

Linked Artifacts:

- **Diverse Teacher Candidates (e.g., gender, race, hard-to-fill areas such as multilingual teachers)**

CCPS offers information sessions to a wide variety of potential candidates including diverse candidates to expand the pool of diverse educators. The access and opportunity necessary to grow our own from within is an ongoing initiative. For example, CCPS launched an instructional assistant academy in SY22-23 to promote Grow Your Own since 58% of instructional assistants within CCPS are diverse. CCPS and its educational union (EACC) will partner to identify teachers of color through the EACC's Minority Achievement committee and workforce. Additionally, CCPS has begun recruiting multilingual teachers from other countries to teach here. Next year, 10 of these teachers will teach secondary mathematics.



Linked Artifacts:

## Pillar 2, Objective 3: Establish new statewide educator career ladder and professional development system

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

### 2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations

Note: The NBC data requested in this section is for reporting purposes and to allow MSDE and AIB to track Blueprint implementation progress related to NBC areas of the career ladder. These data may not tie to or reflect final counts used in career ladder State Aid calculations. LEAs will continue to work with MSDE for annual NBC data submissions specifically for the purposes of State aid calculations.

#### Blueprint Requirement (MD Code, Educ §6–1008)

**37. Local National Board Coordinator:** Identify the name and responsibilities of the individual(s) serving as the school system's Local National Board Coordinator.

Name	Position	Responsibilities
Latisha Burks, lburks@ccboe.com, 301-392-558	Instructional Specialist for Staff Development	<ul style="list-style-type: none"><li>• Create a cohort model for National Board Certification,</li><li>• Recruit and train NBC Mentors,</li><li>• Develop/Create training materials for NBC facilitators</li><li>• Ensure candidates have completed and submitted components on time</li><li>• District-wide recognition of NBC achievement</li><li>• Collaborate with the MSDE/NBC liaison to ensure records are accurate and submitted to MSDE in a timely manner</li></ul>

#### Blueprint Requirement (MD Code, Educ §6–1008)

**38. National Board Certification Program:** Describe how the school system's NBC Coordinator will develop and implement a program that encourages and supports candidates pursuing



National Board Certification. Discuss both virtual and in-person opportunities and how the school system will train and support National Board Facilitators as well as National Board Candidates.

Virtual and in-person informational sessions to provide an overview of the National Board process will be advertised and conducted in the Spring for all CCPS employees eligible for certification (see artifact 1 below). The Maryland Leads grant has provided CCPS the ability to implement a more robust NBC program for candidates. Beginning in late Spring of '21-'22, the National Board Facilitators/Mentors received training on ethical and effective facilitation practices using resources from the National Board Facilitator Canvas training course (see artifact 2). This training will continue each year in the Spring of '22-'23, and '23-'24. In early Fall of '21-'22, facilitators were assigned a cohort of individuals pursuing National Board Certification to support both online and in person. This cohort model will continue in '22-'23 and '23-'24. Throughout the Fall semester, facilitators conduct component specific rolling sessions (face-to-face and online) to accommodate candidates who are pursuing at least one component. These sessions include information and guidance on each component and opportunities for peer feedback.

Additional considerations CCPS is developing include:

- Professional learning sessions for school-based administrators to support NBC candidates
- NBC candidate classroom visits (virtual and/or in-person)
- NBC newsletter
- NBC mentorship within the career ladder

[Linked Artifacts: 38 National Board Certification Program 01](#)

[38 National Board Certification Program A2](#)

**39. Recruiting from the Existing Teaching Corps:** Describe how the school system will encourage and incentivize current teachers to pursue National Board Certification, including teachers from groups historically underrepresented in the teaching profession.

- The National Board Coordinator will work with the Office of Community Engagement and Equity and the Education Association for Charles County's Minority and Human Civil Rights committee to advertise and facilitate informational sessions. The CCPS promotional campaign will also include information on incentive pay (\$10,000 annually).
- Additionally, CCPS will continue to collect data to explore the possibility of school-specific National Board cohorts. This data will include information specific to teacher need, and demographic data including race, gender, and tenure.
- The National Board Coordinator will also offer school visits to share information about the NBC process. These visits may occur during scheduled staff meetings, during scheduled one-on-one virtual and face-to-face meetings, and small group virtual and face-to-face meetings.
- The Office of Professional Learning will also advertise informational sessions via the bi-weekly professional learning newsletter, the administrators' newsletter, and the Office of Professional Learning website for all teachers.
- Content specialists, particularly in high needs subjects (Math and CTE), and instructional leaders will advertise National Board information sessions and provide opportunities for the



National Board Coordinator to speak directly with those teachers about the National Board Certification process.

- Strategically recruit via email invitation and face-to-face meetings underrepresented groups to pursue NBC
- Elevate NBC teachers in underrepresented groups to serve as mentors to those candidates seeking NBC. This is important because it allows candidates to see someone who looks like them, who understands their experiences and cultural background, and who can provide guidance and support based on their shared experiences. Additionally, mentors of color can provide insight into cultural nuances that may affect the candidate's teaching practice, as well as help them navigate the cultural differences they may encounter throughout the process.
- We will host virtual and in-person informational sessions to promote the benefits of National Board Certification and answer questions about the certification process, specifically, targeting these sessions to educators of color and promoting them through diverse teacher networks and organizations such as the Educators Association of Charles County's Minority and Human Civil Rights committee and the Implicit Bias Task Force.

[Linked Artifacts:](#)

**40. Recruiting Teachers to the School System:** What strategies will the school system utilize to recruit experienced teachers with National Board Certification to the school system?

The National Board Coordinator will work with the Office of Human Resources to include information about CCPS National Board support and incentives in their recruitment package (see artifact below). CCPS also intends to focus recruitment efforts in states where there are a high number of National Board-Certified teachers. North Carolina, the state with the highest number of NBC teachers, is a state CCPS focuses its recruitment effort in. Including the information in the recruitment package and training for recruiters is key to gaining NBC candidates from other states. Also including information regarding the supports CCPS provides for teachers to obtain NBC in the recruitment package is imperative.

[Linked Artifacts: 40 Recruiting Teachers to the School System A1](#)



## 41. National Board Certified Teacher Projections

Use the tables below to indicate the current and projected National Board Certified teachers in the school system. Use the open response field below to describe how the school system will increase the number of NBCT in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Please see responses to questions 39 and 40.

### Linked Artifacts:

**Table 1: National Board Certified Teachers by Certification Area**  
(Data compiled from NBPTS website directory for 21-22 and 22-23)

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	32	2%	32	2%	54	3%
Art, Early and Middle Childhood	*	*	*	*	*	*
Art, Early Adolescence through Young Adulthood	*	*	*	*	*	*
Career and Technical Education	*	*	*	*	*	*
English Language Arts, Early Adolescence	*	*	*	*	*	*
English Language Arts, Adolescence and Young Adulthood	*	*	*	*	*	*
English as a New Language, Early and Middle Childhood	*	*	*	*	*	*
English as a New Language, Early Adolescence through Young Adulthood	*	*	*	*	*	*
Exceptional Needs Specialist	*	*	*	*	*	*
Generalist, Early Childhood	*	*	*	*	*	*
Generalist, Middle Childhood	*	*	*	*	12	*
Health Education	*	*	*	*	*	*
Library Media**	*	*	*	*	*	*
Literacy: Reading-Language Arts	*	*	*	*	*	*
Mathematics, Early Adolescence	*	*	*	*	*	*
Mathematics, Adolescence and Young Adulthood	*	*	*	*	*	*
Music, Early and Middle Childhood	*	*	*	*	*	*
Music, Early Adolescence through Young Adulthood	*	*	*	*	*	*
Physical Education, Early and Middle Childhood	*	*	*	*	*	*
Physical Education, Early Adolescence through Young Adulthood	*	*	*	*	*	*
School Counseling**	*	*	*	*	*	*
Science, Early Adolescence	*	*	*	*	*	*
Science, Adolescence and Young Adulthood	*	*	*	*	*	*
Social Studies-History, Early Adolescence	*	*	*	*	*	*
Social Studies-History, Adolescence and Young Adulthood	*	*	*	*	*	*
World Languages	*	*	*	*	*	*

\*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification, including those teachers already NBCT.

\*\*May be applicable to staff at the elementary level



## 41. National Board Certified Teacher Projections

Table 2: National Board Certified Teachers by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	32	1.53%	32	1.55%	54	2.59%
Pre-K	*	3%	*	*	*	3%
Kindergarten	*	1%	*	1%	*	3%
1	*	2%	*	1%	*	5%
2	*	1%	*	2%	*	4%
3	*	*	*	*	*	4%
4	*	*	*	*	*	2%
5	*	1%	*	*	*	2%
6	*	2%	*	3%	*	6%
7	*	3%	*	2%	*	6%
8	*	3%	*	5%	12	8%
9	*	1%	*	1%	*	1%
10	*	2%	*	2%	*	4%
11	*	3%	*	4%	*	7%
12	*	4%	*	5%	*	9%

\*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification from across the school system, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers to Student Population  
(Data compiled from Synergy, the system's student information system through self-identification)

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	26875	32	27598	32	28350	54
% Female	49%	30%	49%	29%	49%	48%
% Male	51%	2%	51%	3%	51%	6%
% Nonbinary	*	*	*	*	*	*
% American Indian/Alaska Native	*	*	*	*	*	*
% Asian	3%	2%	3%	2%	3%	3%
% Black/African American	57%	3%	57%	3%	55%	8%
% Hispanic/Latino	12%	*	13%	*	14%	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*
% Two or More	8%	*	8%	*	8%	1%
% White	20%	27%	18%	27%	17%	42%

S = Student Population, NBCT = National Board Certified Teacher



**42. Supporting National Board Certified Teacher Candidates:** Identify the barriers that may discourage or prevent teachers from pursuing a National Board Certification and describe how the school system intends to overcome these barriers, including plans for progress monitoring to ensure teachers earn their certifications.

*Examples may include:*

- *Creating a cohort experience with structured support for teachers throughout the certification process*
- *Assigning NBCT candidates peer mentors who have gone through the same process and obtained their National Board Certification*
- *Developing a model for school leaders, ensuring NBCT candidates have resources and support from their school leaders and communities*

Barriers	Plan to Address
<b>Availability of Support throughout Process</b>	Create a cohort experience with structured support for teachers throughout the certification process and assign NBCT candidates peer mentors who have gone through the same process and obtained their National Board Certification (see artifact 1 below) Target specific support by creating additional cohorts for NBC at identified low-performing schools and potentially using the local flexibility option for attracting teachers to hard-to-fill schools
<b>Certification Process Costs</b>	MSDE funding or CCPS Tuition Reimbursement
<b>Time to Prepare Submissions</b>	Provide resources for school administrators to provide support for candidates in their buildings pursuing National Board Certification. Suggestions include professional space, technology support (for videotaping), recognition, release time for candidates to work on their entries, genuine interest and understanding (see artifacts 2 and 3 below)

Linked Artifacts: [042\\_Supporting National Board Certified Teacher Candidates\\_A1](#)

[42\\_Supporting National Board Certified Teacher Candidates\\_A2](#)

[42\\_Supporting National Board Certified Candidates\\_A3](#)

**[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)**



## 43. National Board Certified Teachers in Low-Performing Schools Projections

Use the tables below to indicate the current and projected National Board Certified teachers assigned to low-performing schools in the school system. Use the open response field below to describe how the school system will increase the number of NBCT at low-performing schools in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Note: When developing plans for low-performing schools, use the State's Framework for National Board Certified Teachers and Low-Performing Schools which can be found at [MSDE's site for the National Board Certified Teacher Program](#).

CCPS does not have any low-performing schools.

### Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*		-		-		-
Art, Early and Middle Childhood						
Art, Early Adolescence through Young Adulthood						
Career and Technical Education						
English Language Arts, Early Adolescence						
English Language Arts, Adolescence and Young Adulthood						
English as a New Language, Early and Middle Childhood						
English as a New Language, Early Adolescence through Young Adulthood						
Exceptional Needs Specialist						
Generalist, Early Childhood						
Generalist, Middle Childhood						
Health Education						
Library Media**						
Literacy: Reading-Language Arts						
Mathematics, Early Adolescence						
Mathematics, Adolescence and Young Adulthood						
Music, Early and Middle Childhood						
Music, Early Adolescence through Young Adulthood						
Physical Education, Early and Middle Childhood						
Early Adolescence through Young Adulthood						
School Counseling**						
Science, Early Adolescence						
Science, Adolescence and Young Adulthood						
Social Studies-History, Early Adolescence						
Social Studies-History, Adolescence and Young Adulthood						
World Languages						

\*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

\*\* May be applicable to staff at the elementary level



## 43. National Board Certified Teachers in Low-Performing Schools Projections

Table 2: National Board Certified Teachers in Low-Performing Schools by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*		-		-		-
Pre-K						
Kindergarten						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

\*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers in Low-Performing Schools to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)						
% Female						
% Male						
% Nonbinary						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						

S = Student Population, NBCT = National Board Certified Teacher

The student population in this table should be the students enrolled in the district's low-performing schools.

Linked Artifacts:



**44. Strategic Assignment of National Board Certified Teachers:** As part of the implementation of the Career Ladder, what systems and structures will the school system put into place to increase the impact of and teacher leadership opportunities for National Board certified teachers?

*Examples may include:*

- *How teaching assignments will be made to match the subject area for which teachers received their National Board Certification*
- *Opportunities for NBCT to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates*
- *Priority status in initial hiring or transfers to low performing schools*

CCPS leadership will collaborate with the Education Association of Charles County (EACC), its teacher union, to structure a process by which NBCT teachers' assignments are determined.

**Linked Artifacts:**

## 2.4.2: LEAs shall implement an educator career ladder on or before 7/1/24

**45. (OPTIONAL) Establishment of a Career Ladder Development Board:** Indicate whether the school system intends to establish a local Career Ladder development board that will set standards for teachers to achieve each tier in the teacher leadership track in the county. Describe the process and timeline the school system will use to recruit and establish the board.

In 2023, CCPS will establish a local Career Ladder development sub-committee to design a school system career ladder that incentivizes teachers to achieve and lead within the county. The committee will consist of CCPS staff and EACC members with salary scale theory experience.

**Linked Artifacts:**

**46. (OPTIONAL) Membership of the Career Ladder Development Board:** Identify the name and contact information of the individual(s) serving on the local Career Ladder development board, including advanced teachers and other stakeholders.

Name	Position	Organization
Andrew Shanbarger	Teacher	Education Association of Charles County (EACC)
Dawn Pipkin	Uniserv Director	MSEA
Sean Heyl	President	Education Association of Charles County (EACC)
David Shimizu	Manager of Comp/HRIS	Charles County Public Schools (CCPS)
Kelly Scherer	Budget Analyst	Charles County Public Schools (CCPS)
Kevin Howard	HR Supervisor	Charles County Public Schools (CCPS)
Linda McLaughlin	ESOL Teacher	Charles County Public Schools (CCPS)



Kevin Lowndes	Chief of Teaching and Learning	Charles County Public Schools (CCPS)
Shawn Starcher	Science Teacher	Charles County Public Schools (CCPS)
TBD	Elementary Administrator	
TBD	Secondary Administrator	

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)



## 47. Phasing in the Career Ladder – Activity Projections

Describe the essential activities that will drive the school system’s efforts to phase in the implementation of the Career Ladder. The LEA will assess and report its progress in completing activities annually as outlined in the table below.

Note: Add as many rows to the table as necessary for the activities planned.

Essential Activities for Phasing in the Career Ladder

Activity	2021-2022	2022-2023	2023-2024
Form Pillar 2 sub-committee with internal & external stakeholders	X		
Hold bi-monthly meetings to educate subcommittee about Blueprint legislation specific to NBC certification, career ladders, teacher evaluation, and diversity recruitment, as well as evaluate teacher time, certain roles and positions, and teacher/leader placement/assignment based on certification	X	X	
Develop and implement a plan for increasing the number of NBC teachers including providing opportunities for employees to learn more about NBC	X	X	X
Implement a support plan for teachers pursuing NBC certification		X	X
Partner with Office of Human Resources to evaluate diversity recruitment practices and achievements		X	X
Submit the hiring practices and diversity report to the AIB	X		
Form career ladder workgroup with union to create career ladder structure that rewards and incentivizes teacher and leader effectiveness to drive student achievement		X	X
Prepare career ladder parameters for negotiations			X
Negotiate career ladder with the union			X
Develop communication plan to explain negotiated career ladder			X

Linked Artifacts:



2.4.6: LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining

Blueprint Requirement (MD Code, Educ §6–1008)

**48. Promotion of Advanced Degrees:** What methods will the school system use to encourage or incentivize teachers to obtain master's degrees in fields that require special expertise or have shortage areas? Identify the areas and discuss the LEA's challenges in recruiting for those areas.

*Examples may include:*

- *Provide resources and leverage partnerships to reduce costs for program participants*
- *Maximize teachers' time by ensuring that coursework is tightly aligned to teachers' daily work and when possible, assignments fulfill the need of both work and school*
- *Work with institutions of higher education to ensure college classes are scheduled with teachers in mind (e.g., time of day, length of classes, as a cohort for built-in support, etc.)*

CCPS maintains partnerships with colleges and universities that offer graduate-level courses across several certificate areas. In doing so, employees experience the benefit of direct billing, tuition reimbursement, online coursework, and salary increases upon degree completion. Such partnerships offer flexible scheduling for classes in order to accommodate the lifestyle demands of teachers. Further, with the increase in conditionally certified teachers, the demand for more content and pedagogy courses is on the rise especially in critical needs areas such as special education, math, science, school counselors, etc. As a result, we continue to partner with institutions of higher education (IHE) for relevant coursework and flexibility.

The Office of Professional Learning continues to seek partnerships with other colleges and universities and alternative education pathway programs to increase what we can provide to staff. Graduate programs are promoted through our bi-weekly professional learning opportunity newsletter to advertise IHE partnership and program information. With our internal professional learning SharePoint site, teachers can access current flyers and advertisements.

CCPS has had difficulty staffing the following positions: Special Education Teachers, math teachers at all levels, high school science, World Language, CTE teachers (others??).

CCPS currently offers the following incentives for teachers to obtain credentials:

- CCPS is working to develop a pathway through the career ladder for CCPS teachers who teach dual enrollment courses.



- CCPS provides Praxis tutors to support employees working on certification or additional certifications.
- CCPS teachers receive tuition reimbursement in a job-related area up to \$2,650.00 per year.
- CCPS provides additional salary steps for employees who have a master's degree, master's degree plus 30 hours graduate credits, and a doctorate degree.

The CCPS Career Ladder development Board continues to work to develop opportunities and incentives for teachers who teach dual enrollment courses.

**Linked Artifacts:**

**49. Collaboration with Institutions of Higher Education:** Describe how the LEA will work with institutions of higher education to ensure that coursework and degree programs are aligned to:

- The district's curriculum and instructional program,
- College and career readiness standards, and
- Specialized coursework teachers may be responsible for teaching in post-CCR pathways.

Human Resources certification specialists review program descriptions and course descriptions to ensure programs meet the needs of CCPS teachers. Teachers submit their Professional Development Plan to align with their content and/or grade level curriculums which could include specialized coursework as well. As MOUs are created and/or updated, we strive to ensure our partnerships with IHEs whose courses are aligned to CCPS curriculum and instructional programs. Currently, CCPS has MOU partnerships with Towson University, Notre Dame University of Maryland, University of Maryland Global Campus, Bowie State University, Walden University and Grand Canyon University.

HR Specialists collaborate with the Office of Teaching and Learning Content Specialists to stay abreast of curriculum updates and standards.

The College of Southern MD and CCPS administration meet yearly to discuss programs, including additional pathways and courses offered through dual enrollment. New dual enrollment courses are vetted through a process in collaboration with CCPS Content Specialists and CSM faculty to ensure courses meet MSDE standards and both CSM and CCPS faculty are prepared to teach the content standards. CCPS plans to continue to work with CSM to identify course work for CCPS teachers who need additional certification to teach dual enrollment courses or simply for certification.

**Linked Artifacts:**

**50. Teaching Dual Enrollment Courses:** How will the school system provide professional development or other pathways to enhance teachers' professional skills and qualifications so



that they are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education? What additional dual enrollment offerings will be available to students as a result?

Dual enrollment teachers collaborate for planning and curriculum review. Teachers attend breakout sessions during PD days for their respective classes. Content Specialists also provide targeted PD sessions for these teachers to familiarize themselves with the course syllabus and team plan.

CCPS will work to collaborate with CSM each spring to identify dual enrollment courses offered in the next school year. We will then collaborate to determine CCPS employees eligible and qualified to teach those courses. CCPS shares college and university course offerings with staff on a biweekly basis. Employees have an opportunity to learn the skills needed to teach dual enrollment courses.

CCPS plans to collaborate with CSM to establish a pathway of courses incentivized by course reimbursement to help employees further their educational credits, so they qualify to teach dual enrollment.

[Linked Artifacts:](#)

**51. Teacher Support:** Describe the systems and structures the school system will put in place to support teachers in earning advanced degrees, including progress monitoring tools to support completion.

*Examples may include:*

- *Creating a cohort model to support teachers pursuing the same field of study throughout the degree program*
- *Coordinating with institutions of higher education to schedule courses that align with the school systems schedules and calendars*
- *Providing scholarships or reduced tuition and fees for participating teachers*

CCPS meets with Institutes of Higher Education (IHE) to discuss learning opportunities and develop cohort opportunities for various coursework including administration, curriculum and instruction, or other specialized areas. Teachers receive monthly updates about higher education opportunities and are invited to attend information sessions with IHEs to learn about different programs and degrees. The Office of Professional Learning works with partnered Maryland IHEs to ensure the needs of CCPS staff are addressed in the partnership. For example, CCPS offers IHEs learning spaces for holding courses which provides a convenient location for our teachers. CCPS also has direct billing and tuition reimbursement for teachers looking to earn advanced degrees in public education. Teachers submit their final transcripts to HR certification specialists once courses are completed. The certification team monitors teachers' coursework and hours. The Staff and Growth and Retention specialists collaborate with the certification team to assist in additional support for conditional teachers completing their certification.

[Linked Artifacts:](#)



## Pillar 2, Objective 5: Improve educator compensation

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

**52. Allocation of Resources:** The Blueprint assumes LEAs will spend \$617 of the target foundation per pupil increase to implement the new 10% salary increase for all teachers and the new minimum salary requirement of \$60,000. The target foundation per-pupil amount is phased in over time to support LEAs in meeting the Blueprint requirements. Discuss the challenges the LEA has identified related to implementing the Blueprint requirements for teacher compensation, including fluctuating enrollment and the increased contribution rates for the Maryland State Retirement and Pension System (MSRPS). Describe the LEA's plans for overcoming the identified challenges and the types of reprioritization or reallocation of resources that may need to occur.

Charles County Public Schools has communicated with the local county government to receive the additional funding the school system requires to meet the \$60,000 starting salary for teachers. Our Maryland State Retirement and Pension System costs increased approximately 25% this year with no expectation that the cost will decrease. To implement the Blueprint requirements for teacher compensation, we have increased teacher salaries more than usual. In the past, our increases for teachers have ranged from a step (level) and a 0%-1% cost of living (COLA) increase. To meet the requirements, last year we gave a step (level) and a 2.75% COLA increase, and we are expecting that this year we will need a COLA that is much higher than last year. In addition, to have equity in our bargaining units, we have and will continue to pass along similar increases to support staff. Since county government is not required to fund their local share of the Blueprint costs in addition to MOE, budget cuts will need to take place in non-Blueprint areas if the funding falls short.

[Linked Artifacts:](#)

### [Blueprint Requirement \(MD Code, Educ §6–1009\)](#)

#### 2.5.4: Implement initial 10% salary increase for teachers by 6/30/24



## 53. Mandatory 10% Teacher Salary Increase Projections

The Blueprint requires that teachers within the LEA receive a 10% salary increase above the negotiated schedule of salary increases documented in the LEA's Negotiated Agreement as of July 1, 2019. LEAs must meet this increase between the period of July 1, 2019 and June 30, 2024. Complete the table below to show the school system's progress and planned increases for meeting this requirement.

Note: The percentages should reflect the increase over the base each year and not the year-to-year increase.

Percentage Increase in Teacher Salary Per Year for All Teachers  
Over the Maximum Planned Increase Documented in the LEA's Negotiated Agreement as of July 1, 2019

SY 2019-2020			SY 2020-2021			SY 2021-2022			SY 2022-2023			SY 2023-2024		
Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
2.8%	4.2%	2.5%	3.9%	4.64%	3.5%	5.0%	6.51%	4.5%	21.10%	11.41%	7.30%	27.2%	17%	12.7%

Linked Artifacts:

### 2.5.5: Implement minimum \$60,000 starting teacher salary by 7/1/26

**54.** The Blueprint requires a minimum starting salary of \$60,000 for any teacher by July 1, 2026. Discuss how the LEA is preparing to meet this requirement.

The goal of the school system is to implement the minimum \$60,000 salary requirement by July 1, 2026, through negotiations with EACC - our teachers' union. CCPS increased starting teacher pay from 2019 to present. The CCPS teacher starting salary in 2019 was \$45,000 and the starting salary that CCPS negotiated for 7-1-23 is \$57,234 which is a cumulative 27.2% increase. We have a tentative agreement for FY25 of a 5% COLA which will make the starting salary of \$60,096. This is two years earlier than is required. To achieve these goals, we combined three levels on the pay scale, eliminated the conditional rate and aggressively negotiated COLA's with the union.

Linked Artifacts: [054 Mandatory Salary Increase A1](#)

[054 Mandatory Salary Increase A2](#)



## Pillar 2: (OPTIONAL) Proposed Regulatory Revisions and Waivers

**55.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

*Response here...*

**Linked Artifacts:**

## Pillar 2: Stakeholder Engagement

**56.** Identify the key stakeholder groups, including the local teachers' organization, that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the High-Quality Diverse Teachers and Leaders Pillar, particularly in negotiating the development of the Career Ladder. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Blueprint Pillar 2 Subcommittee	Stakeholder collaboration focused on building NBC teachers and support, career ladder development, and teacher evaluation reform. Membership includes human resources and union representation, administrators and teachers, business and community partners and more. Committee list included as artifact	Twice a month since November 2021
Education Association of Charles County (EACC)	Educators around the district invited to learn more about the upcoming mandates of the career ladder. Questions and feedback from the two December 2021 meetings resulted in additional trainings for stakeholders.	Ongoing- 3 times since December 2021
Career Ladder Workgroup	Workgroup will develop career ladder structure models.	Bi-monthly
Human Resources of CCPS	Continued professional learning from state and system stakeholders to	Monthly
CCPS Maryland Leads Group	Evaluate the effectiveness of program goals; make changes when necessary	Monthly since March 2022
Maryland Negotiation Service (MNS)	Collaboration with other LEA chief negotiators regarding negotiable aspects of the Blueprint and career ladder	Ongoing- monthly
NBC cohort training	In order to implement the career ladder and compensate teachers for NBC, cohorts within the National Board Academy have been created to support teachers pursuing NBC	Ongoing- bi-monthly

**Linked Artifacts:**



## **Pillar 3: College and Career Readiness**

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LEAs should utilize MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) for interim guidance as they develop their Implementation Plans for this Pillar.

**Pillar 3 Steering Committee Lead: Rebecca Pearson, Director of Career and Technical Education**

Blueprint Requirement (MD Code, Educ §1–303)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

**Pillar 3, Objective 1 (English Language Arts): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate**

3.1.3 (English Language Arts): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

Blueprint Requirement (MD Code, Educ §7-205.1)

Comprehensive Literacy Plan for English Language Arts

**57. Comprehensive Literacy Plan:** Does the school system have a comprehensive literacy plan for English language arts that is aligned to the science of reading and that will prepare students for college–level credit–bearing course work upon graduation, including:

- All pre-kindergarten students demonstrating readiness for kindergarten,
- All third graders reading proficiently by the end of third grade, and
- Continued support for struggling readers in grades 4-12?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint’s intent, discuss the anticipated timeline and process for development and/or revision.

Charles County Public Schools (CCPS) provides standards-based instruction with a concrete scope and sequence starting in prekindergarten. The curriculum and pacing guides utilized by all teachers address the 5 elements of the Science of Reading. As detailed in question 60, 61, and 62, explicit training and professional development is provided to support the implementation of the curriculum. As detailed in 72, 73, 74, and 75, the school system has explicit progress monitoring and assessments that lead to specialized interventions and tutoring. At this time, Charles County Public Schools (CCPS) is developing a formal comprehensive literacy plan. Below is the timeline for development of a Comprehensive Literacy Plan, including a Mission and Vision to lead the process. CCPS plans to contract with a vendor such as TNTP, a 3<sup>rd</sup> party educational consultation organization, to lead the process. The strategic plan will align with the Science of Reading.



Anticipated Completion Window	Description of Task
<b>April 2023</b>	<p>Content Specialists for Reading/English Language Arts recruit a group of stakeholders to serve as the development team for the mission, vision and comprehensive plan for literacy. At this initial meeting, the Content Specialists present to the group what CCPS currently has in place regarding:</p> <ul style="list-style-type: none"> <li>All pre-kindergarten students demonstrating readiness for kindergarten- implemented the Connect 4 Learning curriculum and supplemental phonological awareness resources. Provided professional learning for Pre-K teachers on early literacy.</li> <li>All third graders reading proficiently by the end of third grade. <ul style="list-style-type: none"> <li>Implemented "Into Reading" as the core program</li> <li>Realigned the small group reading block to incorporate "decodable readers" to help with the students who are struggling with phonics and phonological awareness</li> <li>Use iReady data to identify student needs and address appropriately including the use of "My Path"</li> </ul> </li> <li>Support for struggling readers in grades 4 and 5 will be detailed and outlined. Currently, the following supports are in place: <ul style="list-style-type: none"> <li>Explicit, high leverage tutoring, which follows the Science of Reading , is provided for students identified as struggling through iReady and progress monitoring</li> <li>Phonics survey provided to 4<sup>th</sup> and 5<sup>th</sup> graders to identify areas that need support</li> <li>Implement decodable texts in small group instruction</li> <li>Additional professional learning provided to 4<sup>th</sup> and 5<sup>th</sup> grade teachers to support foundational skills, in the 5 areas of the Science of Reading</li> </ul> </li> <li>Continued support for struggling readers in grades 6-12 – see above.</li> </ul> <p>Participants in this committee will include:</p> <ul style="list-style-type: none"> <li>Teachers</li> <li>Parents</li> <li>Students (high school level)</li> <li>Community members</li> <li>Senior Leadership</li> <li>Representation from special education, gifted, ESOL and student services</li> </ul>
<b>May/June 2023</b>	Committee members will meet in small groups to create a draft Mission and Vision.
<b>July 2023</b>	Entire group will reconvene, review small group submissions, and collaboratively adopt the mission and vision.
<b>August 2023</b>	<ul style="list-style-type: none"> <li>Mission and vision will be presented to the Board of Education</li> <li>Content specialists will use mission, vision, and current guidance documents to draft plan for implementation.</li> </ul>
<b>September 2023</b>	The plan for implementation will be shared with teachers, administrators, parents, and community members for feedback.
<b>October 2023</b>	Final Plan for implementation is presented to the Board of Education

[Linked Artifacts:](#)

**58. Vision, Mission, and Goals for Literacy:** Describe the district's vision, mission, and goals for literacy in English language arts.

Please refer to the answer provided in number 57 for details on how CCPS will develop the vision, mission, and goals for literacy.

Linked Artifacts:



59. College and Career Readiness in English Language Arts – Achievement Projections

Use the following tables to indicate the current and projected achievement levels in reading for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3<sup>rd</sup>, 6<sup>th</sup>, 10<sup>th</sup>).

Table 1: 3<sup>rd</sup> Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	14%	47%	37%	2%	13%	46%	38%	3%	11%	44%	40%	5%
M	17%	49%	32%	2%	16%	48%	33%	4%	14%	46%	35%	5%
F	11%	46%	42%	2%	10%	44%	43%	4%	8%	43%	45%	5%
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	23%	54%	22%	1%	21%	53%	24%	2%	20%	51%	25%	4%
EL	28%	57%	15%	0%	26%	56%	16%	12%	25%	54%	18%	3%
SE	36%	58%	6%	0%	35%	56%	7%	2%	33%	55%	9%	3%

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students	ED = Economically Disadvantaged
F = Female	EL = English Learner
M = Male	SE = Special Education
NB = Nonbinary	



## 59. College and Career Readiness in English Language Arts – Achievement Projections

**Table 2: 3<sup>rd</sup> Grade Student Achievement in Reading by Race/Ethnicity**  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	14%	47%	37%	2%	13%	46%	38%	4%	11%	44%	40%	5%
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	5%	34%	59%	2%	4%	32%	60%	3%	2%	31%	62%	5%
B	14%	51%	33%	1%	13%	49%	35%	3%	12%	48%	37%	4%
H	21%	49%	29%	2%	19%	48%	30%	3%	18%	46%	32%	5%
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	11%	45%	41%	3%	9.5%	44%	42%	5%	8%	42%	44%	6%
W	12%	39%	45.8%	34%	10%	38%	47%	5%	9%	36%	49%	6.7%

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
AI = American Indian / Alaska Native  
A = Asian  
B = Black / African American  
H = Hispanic / Latino  
NH = Native Hawaiian / Pacific Islander  
2+ = Two or More  
W = White

**Table 3: 6<sup>th</sup> Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group**  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	14%	50%	34%	2%	12%	49%	35%	4%	11%	47%	37%	5%
M	16%	54%	28%	1%	15%	53%	30%	3%	13%	51%	31%	4%
F	11%	46%	40%	4%	9%	44%	42%	5%	8%	43%	43%	7%
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	20%	58%	21%	1%	21%	57%	22%	2%	19%	55%	24%	4%
EL	35%	59%	6%	0%	34%	57%	8%	2%	32%	56%	9%	3%
SE	48%	50%	3%	0%	46%	48%	4%	2%	45%	47%	6%	3%

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
F = Female  
M = Male  
NB = Nonbinary  
ED = Economically Disadvantaged  
EL = English Learner  
SE = Special Education



## 59. College and Career Readiness in English Language Arts – Achievement Projections

**Table 4: 6<sup>th</sup> Grade Student Achievement in Reading by Race/Ethnicity**  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	14%	50%	34%	2%	12%	49%	35%	4%	11%	47%	37%	5%
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	6%	28%	53%	13%	4%	27%	54%	15%	3%	25%	56%	16%
B	17%	53%	28%	1%	16%	52%	30%	3%	14%	50%	31%	4%
H	14%	49%	37%	0.4%	12%	48%	38%	2%	11%	46%	40%	3%
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	63%	56%	34%	4%	5%	55%	35%	5%	3%	53%	37%	7%
W	7%	42%	47%	5%	5%	41%	48%	6%	4%	39%	50%	8%

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
AI = American Indian/Alaska Native  
A = Asian  
B = Black/African American  
H = Hispanic/Latino  
NH = Native Hawaiian/Pacific Islander  
2+ = Two or More  
W = White

**Table 5: 10<sup>th</sup> Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group**  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	9%	46%	40%	6%	7%	45%	41%	7%	6%	43%	43%	9%
M	11%	54%	31%	4%	10%	53%	32%	5%	8%	51%	34%	7%
F	6%	39%	48%	7%	5%	37%	50%	9%	3%	36%	51%	10%
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	14%	59%	25%	2%	13%	57%	27%	4%	11%	56%	28%	5%
EL	44%	44%	11%	*	43%	43%	13%	2%	42%	41%	14%	3%
SE	30%	62%	9%	*	29%	60%	10%	2%	27%	59%	12%	3%

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
F = Female  
M = Male  
NB = Nonbinary  
ED = Economically Disadvantaged  
EL = English Learner  
SE = Special Education



## 59. College and Career Readiness in English Language Arts – Achievement Projections

Table 6: 10<sup>th</sup> Grade Student Achievement in Reading by Race/Ethnicity  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	9%	46%	40%	6%	7%	45%	41%	7%	6%	43%	43%	9%
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	4%	24%	52%	20%	2%	23%	53%	22%	0.7%	21%	55%	23%
B	9%	52%	37%	2%	8%	50%	39%	4%	6%	49%	40%	5%
H	14%	46%	36%	4%	13%	44%	38%	6%	11%	43%	39%	7%
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	10%	39%	43%	8%	9%	38%	44%	9%	7%	36%	46%	11%
W	4%	36%	47%	13%	3%	34%	49%	15%	1%	33%	50%	16%

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students	H = Hispanic/Latino
AI = American Indian/Alaska Native	NH = Native Hawaiian/Pacific Islander
A = Asian	2+ = Two or More
B = Black/African American	W = White

Linked Artifacts:

## Literacy Training and Professional Development

**60. Identifying Training Needs:** Discuss the systems for identifying which employees need literacy training aligned to the science of reading and if it was completed, including existing staff, those new to the profession, and those new to the school system.

*Examples may include:*

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins training and goes on a leave of absence before it's completed)*

Timeline for Training	Content of Training	Audience
Summer 2022 Professional Development (Provided yearly for new or transfer teachers identified through human resources and PowerSchool)	Early Childhood Language Essentials for Teachers of Reading and Spelling (LETRS)	Prekindergarten instructional staff including instructional assistants New teachers, new instructional assistants



<b>Summer 2022</b> Professional Development (Provided yearly for new or transfer teachers identified through human resources and PowerSchool)	Language Essentials for Teachers of Reading and Spelling (LETRS)	Kindergarten teachers Reading specialists Special education teachers New teachers, new instructional assistants
<b>2022-2023 School Year</b>	LETRS	Pre-kindergarten teachers Kindergarten teachers Reading Specialists Special Education teachers New teachers, new instructional assistants
<b>2023-2024 School Year</b>	LETRS	1 <sup>st</sup> grade teachers 2 <sup>nd</sup> grade teachers 3 <sup>rd</sup> grade teachers Special Educators New teachers, new instructional assistants

Due to the number of provisional and new teachers in Charles County Public Schools (CCPS), an intensive training aligned to the Science of Reading was needed. Data from classroom observations, teacher interviews, and iReady data supported the implementation of the training regimen. Professional learning for CCPS staff is documented through PowerSchool, which is a management system for tracking courses and transcripts linked to individual teachers within the school system. All instructional staff are required to register for courses through this system. This ensures the intended audience is registered for the appropriate professional learning course. The system also identifies individuals who have not completed necessary training, so they can be informed and scheduled. PowerSchool can generate individual transcripts as well as a comprehensive list of all courses offered. Each year the instructional leadership team compiles a list of 1<sup>st</sup> year, conditional teachers, and teachers who have transferred into a new grade level. Those teachers are informed of the required training they must attend yearly.

[Linked Artifacts:](#)



## 61. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections

Use the table below to indicate the current and projected number and percentage of staff who have been or will be trained in instructional practices related to the science of reading for each of the employee groups listed. The school system should plan to have 100% of Pre-K-3 staff trained within three years with subsequent years dedicated to maintaining that number and ensuring teachers new to the system or to the grade level receive training at their earliest opportunity.

Note: Training must consist of a coherent sequence of training courses to ensure staff develop a comprehensive set of skills and knowledge related to literacy instruction aligned to the science of reading. For example, when a teacher completes the entire LETRS training series, then they should be included in the “% Trained” number.

Numbers of Pre-K-3 Staff Trained in the Science of Reading for Early Literacy

	2021-2022		2022-2023		2023-2024	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers	50	2%	51	43%	56	100%
Kindergarten Teachers	84	2%	90	77%	90	100%
1 <sup>st</sup> Grade Teachers	80	11%	82	41%	84	100%
2 <sup>nd</sup> Grade Teachers	84	2%	79	16%	80	100%
3 <sup>rd</sup> Grade Teachers	83	2%	79	5%	79	100%
Pre-K-3 Special Education Teachers	128	7%	128	13%	130	100%
Pre-K-3 ESOL Teachers	0	0	0	0	12	100%
Pre-K-3 Principals	22	14%	22	0%	22	100%
Other Relevant Staff			25	100%		

\*During school year 2021-22, Title 1 funding was used for LETRS training focusing on early childhood teachers in Title 1 schools. With the implementation of the MD Leads grant in school year 2022-23 and a focus on the science of reading, additional teachers received LETRS training. The goal will be for all PreK-3 teachers and Principals to receive LETRS training by the end of the 2024-25 school year.

Trained = All teachers who have completed training, All = All teachers eligible for training

Linked Artifacts: [61 Training Aligned to the Science of Reading for Early Literacy Projections A1](#)



**62. Types of Training Provided:** List the type(s) of initial and ongoing literacy training provided for different employee groups (general education teachers, special education teachers, principals, reading specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

*Examples may include:*

- *Core (Tier 1) reading instruction in grades Pre-K-3*
- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., comprehension, supporting struggling readers in high school, strategies for EL students, etc.)*

<b>Employee Group</b>	<b>Grade Level(s)</b>	<b>Name of Training</b>	<b>Training Type (Initial or Ongoing)</b>	<b>Total Number of Hours</b>	<b>Time Period for Completion</b>
Select teachers and instructional assistants	Pre-K	Heggerty Phonemic Awareness	Ongoing	1.5	1 session
New teachers Instructional assistants	Pre-K	Heggerty Phonemic Awareness	Initial	1.5	1 session
Classroom teachers Specials Educators Reading Interventionist Reading Specialist Administration (optional)	K – 2	Heggerty Phonemic Awareness	Initial	1.5	1 session
Classroom teachers Special educators Reading Specialist Administration (optional)	3-5	Bridge the Gap	Initial	1	4 sessions
Select Classroom teachers Special educators Reading Specialist Administration (optional)	1 – 2 3 - 5	Putting it all Together: Using Into Reading	Ongoing	3	4 sessions
Select Classroom teachers Instructional assistants	PreK and K	Emergent Literacy	Initial	8	4 sessions
Classroom teachers Administrators Counselors Special Educators ELL teachers Principals Assistant Principals	PreK - 5	Professional Learning Teams: Writing	Ongoing	15	10 sessions
Classroom teachers Administrators Counselors Special Educators ELL teachers Principals	PreK – 5	Professional Learning Teams: Comprehension	Ongoing	15	10 sessions



Assistant Principals					
PreK teachers Instructional Assistants	PreK	Early Childhood LETRS	Ongoing	36	1 year
Classroom Teachers	Kindergarten	Language Essentials for Teachers of Reading and Spelling (LETRS)	Ongoing	72	1 year
Reading Specialists Special Education Instructional Assistants	K - 5	LETRS	Ongoing	144	1 year
Title I Teachers	K-5	LETRS	Ongoing	72	1 year
PreK teachers Instructional assistants	PreK	Connect 4 Learning: Scaffolded writing	Ongoing	1.5	1 session
Select K – 5 classroom teachers	K – 5	LETRS training: Bridge the Practice	Ongoing	2	2 sessions
Classroom teachers Principals Assistant Principals (optional)	K – 2	Using decodable text	Initial	1.5	1 session
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> year teachers Long Term Substitute teachers Conditional teachers	Pre-K - 5	New teacher training on planning and implementing the "Into Reading" program	Initial	4	2 sessions

**Linked Artifacts:**

**63. Fidelity of Implementation:** How does the school system assess participants' mastery of the literacy training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

*Examples may include:*

- *Developing a walkthrough tool reflective of the components aligned to the science of reading that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*

When Charles County Public Schools (CCPS) staff receives training in Heggerty and Bridge the Gap, the level of mastery is measured by observation, implementation, and students' performance data at the conclusion of the training.

When CCPS staff receives training in Language Essentials for Reading and Spelling (LETRS) the level of mastery is measured by the teacher's ability to identify and address students learning needs within the classroom. A checklist aligned with each specific trainings was developed to gather evidence of teacher's level of mastery. Administration, the Instructional Leadership Team, and content specialists utilize the checklists to assess level of mastery and level of implementation after the training is completed.

Students are given the iReady and Acadience assessments 3x a year (fall, winter, spring). CCPS works closely with Curriculum Associates, the company that owns iReady, to provide professional



learning to staff on how to analyze iReady data and determine instructional implications. Please reference artifact 1 and artifact 2, which are highlights the training teachers receive as well as the evaluation of the professional learning that is received. Reading specialists work with the primary grades to analyze Acadience data and determine instructional implications. The Reading specialists have been trained how to analyze Acadience data. Please reference artifact 3, which is a sample of the Acadience data collection sheet.

Artifact 4 is a walk-through document that is used to analyze implementation within the classroom. This walkthrough document is used to evaluate the impact of the professional learning, as well as to provide teachers feedback on how the professional learning is being implemented.

Linked Artifacts: [63 Fidelity of Implementation A1](#)

[63 Fidelity of Implementation A2](#)

[63 Fidelity of Implementation A3](#)

[63 Fidelity of Implementation A4](#)

**64. Ongoing, Job-Embedded Professional Development:** What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to the science of reading?

*Examples may include:*

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from reading specialists such as model teaching, co-planning, and instructional coaching*

Description	Purpose
New teachers go on classroom visits to see model teachers	Provides new teachers a chance to visit, observe and talk to exemplar teachers that are teaching the same grade
Grade level planning with Instructional Leadership Team	Allows Instructional Leadership Team to assist in planning and unpacking standards (see artifacts 1 and 2 below, grade level agenda and grade level team planning)
Reading specialists coach new and veteran teachers with instructional deficits that were identified through classroom observation and data analysis (iReady, Acadience)	Allows teachers to go through coaching cycle and become reflective with their teaching Direct support given in areas of need for specific teachers
Select schools are involved in peer coaching	Teachers learn from other teachers
Veteran Teacher Mentors	Provides teachers help with lesson planning, problem solving and new instructional strategies (see artifact 3 below, Veteran Teacher Mentor Contract)
Retired Teacher Mentors	Provides teacher with assistance in organizing classroom, behavior management and lesson planning



County-wide Professional Learning sessions	Teachers and instructional assistants get training in Science of Reading and strategies to improve student achievement. Science of Reading training includes Language Essentials for Teachers of Reading and Spelling (LETRS) training for cohorts of teachers. Teachers have been trained to use decodable text for small group instruction and high-quality instructional materials that help with standards-based instruction.
Administrative school-based Professional Learning Team (PLT)	Allows administration and teachers to present what was learned during the monthly Professional Learning (see artifact 4 below)

Linked Artifacts: [64 Ongoing, Job-Embedded Professional Development A1](#)

[64 Ongoing, Job-Embedded Professional Development A2](#)

[64 Ongoing, Job-Embedded Professional Development A3](#)

[64 Ongoing, Job-Embedded Professional Development A4](#)

**65. Organizational Structures and Support:** How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for reading instruction and intervention?

*Examples may include:*

- *Identifying the most effective reading teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district reading specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

The prioritization of professional development in Charles County Public Schools (CCPS) is evident through monthly county-wide Professional Learning Teams (PLT). PLT cohorts include classroom teachers, school administration, counselors, and other school based instructional leaders (see artifact 3 below). Members of the PLT are responsible for guiding the implementation of the school improvement plan aligned to a targeted instructional focus and selected powerful practices. Each school chose a powerful instructional practice based on the deficits identified through their School Improvement Plans (see artifact 2 below). The PLT attends full-day sessions to gain knowledge of a specific strategy that is then brought back and shared with the staff. The powerful instructional practice is consistent from month to month, and the level of understanding and depth of knowledge is increased during each session. Monthly, the PLT engages in the professional learning cycle which includes professional development, safe practice, guided visits, lesson planning, co-teaching, and peer coaching. The countywide professional development process is led and supported by "Targeted Leadership", a 3rd party consultation organization. Please see artifact 4 from question 65.

**Talent:** CCPS leverages talent and resources by assigning each school a highly qualified reading specialist. Reading specialists complete master level training in the Science of Reading, specifically "Language Essentials for Teachers of Reading and Spelling (LETRS)". Administrators and content specialists identify master teachers to support specific skills in the

Science of Reading. The reading specialists plan with grade level teams, co-teach lessons and offer coaching cycles.

**Time:** The master schedule prioritizes common planning time among grade levels so teachers can collaborate. Vertical team planning occurs as well during predetermined meetings throughout the school year. The master schedule is developed to support both grade level and vertical team planning. Central Office content specialists regularly visit schools to observe instruction, models lessons, and provide professional learning. The Central Office content specialists instruct and collaborate with reading specialists in monthly meetings.

**Resources:** CCPS has purchased “Into Reading”, a new core curriculum, that is used in grades K – 5. This curriculum is highly rated in ED reports and supports the five areas of reading. Each month, schools are provided professional articles that focus on powerful instructional practice. These professional articles help to build knowledge in reading instruction and intervention. Resources to support the implementation of learned strategies into the classroom are provided. CCPS has also purchased an abundance of High- Quality Instructional Materials through the LEADS grant. See artifact 1 for a sample choice board.

Linked Artifacts: [65 Organizational Structures and Support A1](#)

High-Quality, Content-Rich Instructional Materials for English Language Arts

**66. Process for Selecting Materials:** Describe the process the school system uses to select instructional materials for English language arts, including who participates and the types of activities used.

Examples may include:

- Use of committee structures
- Pilot programs
- Mechanisms for gathering stakeholder feedback
- Site visits to school systems implementing the materials being considered

Current Process:

Specific Steps	Responsible Parties	Additional Details (if applicable)
A committee of stakeholders to include teachers, parents, students, administrators, and district curriculum staff is formed to review and select instructional programs or materials.	Content Specialist	If there is a program need, Charles County Public Schools (CCPS) identifies schools to pilot the selected program.
There is ongoing communication with the pilot schools to look at multiple factors including ease of use,	Content specialist and school-based reading specialist	



diverse text, matching of standards, and student achievement.		
As the pilot is occurring, stakeholders have access to review samples of the materials and provide feedback.	Stakeholders – parents, community members, teachers, students, other content specialists	
Through the analysis of data, if the pilot program does not produce the desired outcomes, CCPS will pilot another program or curriculum.	Content specialist, reading specialist, administration, classroom teachers	CCPS begins looking for another program to fit the needs of the system
The Department of Community Engagement and Equity (DCEE) is currently developing a framework of support resources for schools based on culture and climate goals. In addition, the DCEE also leads the Educational Equity Task Force (EETFC) which is currently developing committees to address diversity, equity, and inclusivity regarding curriculum materials.		

**Linked Artifacts:**

**67. High-Quality and Content-Rich:** Discuss how the school system determines if materials are high-quality, content-rich, and aligned to the science of reading. Discuss how the LEA ensures materials collectively provide instruction in all five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. If one resource is inadequate or incomplete in addressing all five areas, how will the school system ensure there is a collection of high-quality materials to address all areas? The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing literacy acquisition skills through cross-curricular connections.

Charles County Public Schools (CCPS) formed a committee including the ELA content specialist, classroom teachers, reading resource teachers, administrators, and parents, to adopt a core reading program. During this process CCPS looked at multiple programs. “Into Reading” earned the highest ranking for grades Kindergarten – 5th grade in Text Quality and Alignment to Standards (including phonological awareness, phonics, literary, information, and vocabulary standards), Building Knowledge with Text, Vocabulary, and Task from Ed Reports. Please reference artifact 1 for links to Ed Reports. The district conducted a year-long pilot at Billingsley Elementary School of the “Into Reading” program. Based on Ed Reports, a comparison of reading data from the pilot school and non-pilot schools, and teacher input, CCPS adopted Into Reading as the core program. Within the LEADS grant, CCPS can purchase High Quality Instructional Materials (HQIM) aligned with the Science of Reading. The data has shown that there are gaps in foundational skills for all students in grades K – 5. Students also showed deficits in specific standards for informational text. CCPS worked closely with Benchmark Education to purchase a wide variety of decodable text and standards aligned text to supplement what each school already received with the core program, which addresses phonics deficits. The standards aligned text directly reinforces the Maryland College and Career Ready Standards. Each vendor was required to submit an extensive application to provide proof that their materials



met the standard of HQIM. CCPS is only using the approved vendors to purchase said materials. Please reference artifact 2 for the list of approved vendors.

Pre-Kindergarten uses Heggerty Program which addresses all phonological areas. Connect for Learning is used in Pre-Kindergarten which addresses phonological awareness, phonics, fluency, vocabulary, and comprehension.

[Linked Artifacts: 67 High-Quality and Content-Rich A1](#)

[67 High-Quality and Content-Rich A2](#)

**68. Culturally Responsive:** During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

A high priority for Charles County Public Schools (CCPS) is to ensure materials utilized are culturally responsive. When high quality materials lack cultural responsiveness, the system purchases supplemental materials to address gaps. The core reading programs, *Connect 4 Learning* and *Into Reading*, were selected because they were culturally responsive. Both companies developed their curriculum through a process that requires culturally responsive materials. "Into Reading" conducted research in a variety of areas to assess the cultural responsiveness of its' content. For example, the "Into Reading" curriculum is based on research in the essential elements of literacy with scaffolds for multilingual learners and a Spanish-English biliteracy solution. Please see artifact 1, linked below, to access the Ed Report and to gain more insight into the curriculum development utilized by Houghton Mifflin Harcourt, which is the company that developed "Into Reading". Please reference artifact 1, which outlines how *Into Reading* has worked to identify culturally responsive materials. Materials purchased in the school libraries follow a specific approval process, which guarantees diversity and cultural responsiveness. The following criteria should be considered in the selection of instructional library media materials:

- Curriculum needs of the individual school, staff, and students based on State and National standards
- Recommendations from library media selection and evaluation tools; minimum two positive reviews
- Reading interests, abilities and developmental levels of students using the media center
- Global perspective and/or point of view
- Free from bias and stereotype
- Literary and artistic quality
- Timelines, currency and reliability of information
- Scholarship and competence of the author, producer and/or publisher
- Respect for intellectual freedom and diversity
- Readability
- Requests from administrators, teachers, parents, and students
- Attractiveness and durability

Cross Reference: Board Policy 6412.3 Procedure for Selecting Library Media Materials  
See artifact 2 for the full process. The Department of Community Engagement and Equity (DCEE) is currently developing a framework of support resources for schools based on culture and climate goals. In addition, the DCEE also leads the Educational Equity Task Force (EETFC) which is currently developing committees to address diversity, equity, and inclusivity regarding curriculum materials.



Linked Artifacts: [68 Culturally Responsive A1](#)

[68 Culturally Responsive A2](#)

**69. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction):** What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Deficits in student achievement and the access to instruction required for struggling readers drive our materials selected and utilized at the tier 2 and tier 3 level. Research and evidence-based interventions have been selected to address the areas of deficit. Using company-based outcome data, consideration for deficit-specific impact of interventions is also a factor in the tier 2 and 3 intervention selection process. Interventions are monitored on a yearly basis to assess continued success, using a triangulation of state, county, and school-based performance measures. If new intervention materials are needed or required, steps are taken to research the programs available and pilot those determined to meet the criteria of what is needed. Please reference artifact 1 for a suggested meeting schedule for small group instruction and intervention.

Linked Artifacts: [69 Supplemental and Intervention Materials A1](#)



## 70. HQIM - English Language Arts: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for literacy in English language arts at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Connect4Learning	Kaplan	PreK	Core	Adopted and implementing
Heggerty Phonemic Awareness	Heggerty	PreK	Core	Adopted and implementing
Into Reading	HMH	K – 5	Core	Adopted and implementing
Heggerty Phonemic Awareness	Heggerty	K – 2	Tier II	Adopted and implementing
Bridge the Gap	Heggerty	3 – 5	Tier II	Adopted and implementing
Foundations	Wilson	K – 2	Tier II and III	Adopted and implementing
Wilson	Wilson	3 – 5	Tier III	Adopted and implementing
Standards Up Close	Benchmark Education	3 -5	Tier I	Adopted and implementing
Decodables	Benchmark Education	K – 2	Tier I	Adopted and implementing
Decodables	Benchmark Education	3 – 5	Tier II	Adopted and implementing
Decodable Passages	Benchmark Education	1 – 2	Tier I	Adopted and implementing
Benchmark Intervention	Benchmark Education	2 – 4	Tier II	Under review, piloting
Sound Partners	Voyager Sopris	Kindergarten	Tier II	Adopted and implementing

Linked Artifacts:

**71. Materials-Specific Professional Development and Support:** What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

When Charles County Public Schools (CCPS) adopted “Into Reading” as the curriculum for kindergarten through 5<sup>th</sup> grade, the company provided extensive professional learning by grade level over the first two years of implementation. Please refer to question #62 for the full list of trainings offered. Please refer to question #60 to see how training needs are identified.



- There are 3 Inservice days built into the school calendar. Teachers are introduced to any new materials purchased and then more in-depth training takes place at the school level.
  - School year 22/23 teachers were trained in how to use decodables and decodable passages in their small group instruction.
  - Lesson plans were created for the decodable text that came with the core program. This helped teachers know exactly how to implement decodable text in their classroom.
- CCPS has worked closely with “Benchmark Education” to ensure the reading specialists are trained as master teachers in the Science of Reading and utilization of decodable texts. The reading specialists train the teachers within their buildings during school-based professional development days that are designated monthly. This model helps differentiated professional learning to meet the needs of individual teachers. The reading specialists can tailor their professional learning to new teachers, struggling teachers or veteran teachers.
- Heggerty and Bridge the Gap training is offered every year to new teachers and teachers that want to refine their skills with the program. This training occurs during the countywide professional development days and during paid professional development sessions in the summer.
- Wilson and Foundations training are provided by the Special Education department during the summer and throughout the year for teachers and instructional assistants who will teach utilize these interventions.
- Refer to question #63 for details on walk-throughs, observations, and monitoring tools utilized by administration, content specialists, and the instructional leadership team.

Pre-Kindergarten teachers are provided training in Heggerty twice a year. This training targets new teachers and teachers identified to need additional support through student outcomes and observations. Monthly, Pre-Kindergarten teachers meet and collaborate on Connect to Learning. New teachers attend a beginning of the year training and then are supported through the monthly trainings.

[Linked Artifacts:](#)

## Pillar 3, Objective 2 (English Language Arts): Keep students on track to meet CCR

### 3.2.1 (English Language Arts): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

#### Progress Monitoring in English Language Arts

**72. Systems and Structures for Progress Monitoring:** Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in reading at each grade level.

*Examples may include:*

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student literacy data*



- *A specific model or framework for analyzing literacy data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

Systems and Structures	Expectations	Next Steps/Importance of/So What
<b>Instructional schedules</b>	When school administrators are creating the master schedule for their school, grade-level teachers are provided the same planning time during the school day. Additional planning time outside of the contractual obligation is also provided to teachers.	A shared planning time increases the opportunities for collaboration within a building. This allows teachers to not only discuss data collected (see lines below), but also create meaningful lessons to address the needs of individual students.
<b>Data meetings</b>	The reading specialist meets with classroom teachers and an instructional plan is developed during the assessment data dives for the students that did not meet the benchmark. Plans are developed to create reteaching situations within a 30-minute intervention/reteaching/enrichment window based on student need.	Summative data is used to identify areas of strength and improvement for students. Lesson plans, student-specific groups, and tasks are created for reteaching and enrichment opportunities based on the data that is analyzed.
<b>Schedules for ongoing assessment (see question #73)</b>	Assessment windows are scheduled to align to themes and/or units within the curricular framework.	Data meetings are scheduled based on the assessment calendar to ensure the data collected is used to drive instructional goals.
<b>Professional development for teachers</b>	Professional development is provided for teachers by the school's reading specialist and central office content specialist. Please refer to question #62 for the full list of trainings and professional development opportunities.	While progress monitoring is incredibly important, professional development about action steps is even more important. Professional development
<b>Professional development for administrators</b>	Please refer to #62 for the full list of training and professional development opportunities. In addition, administrative teams attend the Administrative Institution yearly, which provides specific professional development for administrators. Monthly professional development sessions are scheduled to include ongoing learning around the rigor of standards, providing walkthroughs and feedback, and data driving instruction.	School administrators must build time into their own schedules to observe teachers routinely and informally. Administrators can monitor how student data is being used during the class and provide feedback to teachers about their practice to progress monitor.
<b>Professional development for special</b>	Progress monitoring for tier 2 and tier 3 interventions are provided by instructional specialists for special education.	Data collected is used to update IEP goals.



<b>education teachers and instructional assistants</b>	Consultation with instructional specialists occurs on an individual basis to assist teams in analyzing progress and making instructional decisions for students in interventions.	
<b>Linked Artifacts:</b> <a href="#">72 Systems and Structures for Progress Monitoring A1</a>		

**73. Assessments:** List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners as required by Maryland's Ready to Read Act.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
Pre-K	PELI	diagnostic	3 times per year	Identify individual student needs in literacy
Pre-K	Heggerty	diagnostic	3 times per year	Determine Phonological awareness skills and deficits of students
Kindergarten	KRA	summative	1 time per year (fall only)	Determine kindergarten readiness
Kindergarten – Grade 2	Running Records	diagnostic	3 times per year	Determine reading strengths and weaknesses (I.e. decoding and comprehension)
Kindergarten	Initial Language Assessment	diagnostic	4 times per year	Basic early learning skills
Kindergarten	Universal Screener (Acadience)	diagnostic	1 time per year	Determine gaps in phonological awareness and phonics
Grades 1 – 5	i-Ready Reading	diagnostic	3 times per year	Helps determine student's needs, personalize their learning, and monitor progress throughout the school year.
Grades 1 - 2	Into Reading Module Assessment	summative	1 time per year	Determine progress with state reading standards
Grades 3 - 5	Into Reading Module Assessments	summative	3 times per year	Determine progress with state reading standards
Grade 1 – 4	Writing Benchmark	summative	1 time per year	Determine progress with state writing standards
Grades 3 – 5	MCAP ELA Assessment	summative	1 time per year	State and federal accountability
Grade K – 5	observation/artifacts	formative	daily	Determine next steps in instruction
Grades K-2	Dibels 8 <sup>th</sup> Edition	formative and summative	Weekly/ bi-weekly	Progress monitoring component embedded within the intervention through Unit assessments and formative assessment opportunities throughout each lesson that dictate whether students achieve mastery and are ready to progress. Used within Foundations and Wilson reading interventions
Grades K-5	Fountas and Pinnell	Formative and summative	quarterly	Reading records are taken regularly as a component embedded within the intervention. Quarterly benchmarks are also administered to all students reading below grade level to monitor progress. Used within the Leveled Literacy Intervention (LLI)

**Linked Artifacts:**



**74. Measures of Success:** Describe the measures of success the school system utilizes to identify students in need of support and intervention in literacy to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

*Examples may include:*

- *Kindergarten Readiness Assessment (KRA) and reading proficiency by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
PELI	To determine deficits in oral language	PreK
Heggerty Phonemic Awareness assessment	To determine deficits in phonological awareness: <ul style="list-style-type: none"> <li>• Onset fluency</li> <li>• Blending syllables into spoken words</li> <li>• Segmenting words into syllables</li> <li>• Blending onset – rhyme into spoken words</li> </ul>	PreK
KRA	To determine kindergarten readiness	K
Acadience	To determine deficits in phonological awareness and phonics	K – 3
Integrated Language Assessment (ILA)	To determine deficits: <ul style="list-style-type: none"> <li>• concepts of print</li> <li>• letter ID</li> <li>• sounds</li> <li>• rhyming</li> <li>• hearing sounds and words</li> </ul>	K
iReady	To determine deficits in 4 areas of reading: <ul style="list-style-type: none"> <li>• phonological awareness</li> <li>• phonics</li> <li>• vocabulary</li> <li>• comprehension</li> </ul>	1 - 5
Running Records	To determine deficits in fluency, decoding and comprehension	K – 5
Attendance	Monitors students that are frequently absent	PreK – 12
Behavior	Monitors students' referrals to alert administration of red zone students	PreK – 12

Linked Artifacts:

## Intervention in English Language Arts

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)



Blueprint Requirement (MD Code, Educ §7-205.1)

**75. Tier 2 and 3 Intervention:** Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).

- **Elementary (Pre-K-5)**

Level	Intervention	Implementation Guidelines	Skill Foci/Description	Staff Providing Interventions
Reading Grades K-2	<i>Foundations</i>	45 minutes, daily instruction  Small group setting	<b>Foundational Skills (Phonics/Fluency)</b>  <i>A structured literacy approach teaching reading, spelling and handwriting through a multisensory approach using the science of reading principles.</i>  <i>Foundations is provided for students requiring intervention above and beyond the core classroom phonics instruction.</i>	Special Education Teachers  Instructional Assistants  Interventionists  Title I Tutors (if applicable)
Reading Grades 3-5	<i>Wilson</i>	45 minutes, daily instruction  Small group setting	<b>Foundational Skills (phonics/fluency)</b>  <i>A structured literacy approach teaching reading, spelling and comprehension through a multisensory approach using the science of reading principles.</i>  <i>Wilson is provided for students requiring intervention above and beyond the core classroom phonics instruction.</i>	Special Education Teachers  Instructional Assistants  Interventionists  Title I Tutors (if applicable)
Reading Grades K-5	<i>Leveled Literacy Intervention (LLI)</i>	30 minutes, daily instruction  Small group setting	<b>Comprehension/ Fluency/ Phonics</b>  <i>(LLI) is a supplementary literacy intervention designed for small group structured guided reading.</i>	Special Education Teachers  Instructional Assistants  Interventionists



				Title I Tutors (if applicable)
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Analysis of the specific deficit that needs to be addressed is identified through educational testing conducted by the Special Education Department, to include the Woodcock Johnson IV, among other assessments. When a student has a specific deficit identified, the appropriate intervention is determined.

For Phonological Awareness deficits:

- Students receive Heggerty and Bridge the Gap.

Phonics deficits:

- Students receive Wilson or Foundations depending on the grade level
- Piloting Phonics Intervention – Benchmark Intervention

Comprehension deficits:

- Students receive Leveled Literacy Intervention

Process for determining if the intervention is working:

- The reading specialists will then meet with the reading interventionist, special educator, or paraprofessional to decide who will deliver the intervention/supplemental instruction.
- The intervention will run 6 – 8 weeks and the group will reconvene to determine if the student is meeting success in the intervention.
  - If the student made adequate progress and can discontinue the intervention, does the student make progress but still needs some time in the intervention, does the student need another intervention because this one is not meeting his/her needs? Each intervention has an embedded assessment used to evaluate its effectiveness.

Analyzing the Effectiveness of Interventions

- Annually, the Office of Teaching and Learning compiles data from all schools to determine if the intervention that are being used are highly effective, moderately effective, or ineffective. This includes analysis the number of students in those interventions that meet the goals set forth. If interventions are found to be ineffective or moderately effective, the Office of Teaching and Learning tries to determine why interventions are not successful. Additional professional learning could be needed for the person implementing the intervention, additional monitoring may be needed, or other reasons for ineffectiveness.

Area schools need to improve progress monitoring between benchmark assessments. To do this, we need to provide time for teachers to progress monitor and analyze the data. In the LEADS grant, this was recognized as an ongoing issue, so sub money was allocated to allow teachers to have the time it takes to look at the progress of their students.

#### Linked Artifacts:

- **Middle School (6-8)**

Will be addressed in next submission

#### Linked Artifacts:

- **High School (9-12)**

Will be addressed in next submission

#### Linked Artifacts:



**76. Structures and Support for Intervention:** How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

<b>Framework</b>	Please refer to question #75 for the descriptive list of Tier 2 and Tier 3 interventions.
<b>Staffing</b>	All CCPS schools are staffed with a highly qualified reading specialist that leads the school based MTSS team for Literacy in the analysis of individual student data and responsive student plans for instruction and intervention placement. Tutors are also placed in schools with concentrations of low-performing students that are not receiving additional funding from other sources.
<b>Funding</b>	Funding for interventions and professional development is sourced through a variety of local grants, such as the special education Access, Equity, and Progress local flex grant. ARP and ESSR funds are used to hire qualified reading tutors.
<b>Scheduling</b>	Scheduling is developed in a student-centered model, where the following aspects are taken into consideration: <ul style="list-style-type: none"> <li>• Individual student needs that are determined through data collection and analysis</li> <li>• Impact on core instruction</li> <li>• Identification of small groups or one-on-one sessions when applicable</li> <li>• Individual student schedules</li> <li>• Staff schedules and training</li> </ul> The master schedule is built around the Tier 2 and Tier 3 intervention needs that are identified.
<b>Linked Artifacts:</b>	

**77. High-Quality School Day Tutoring:** How does the school system leverage time, partnerships, and resources (e.g., Transitional Supplemental Instruction Aid) to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does it evaluate the effectiveness of this intervention?

<b>Utilization of Time</b>	<ul style="list-style-type: none"> <li>• Please see scheduling details in #76</li> <li>• Weekly professional development and planning time is scheduled to include data analysis, modeling of lessons, and coaching cycles for teachers.</li> <li>• CCPS is planning to utilize the 60/40 time split for teachers to increase the ability to provide tutoring during the school day</li> </ul>
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	<ul style="list-style-type: none"> <li>Cyclic formative assessments are utilized within the reading blocks, which are formatted as small group instruction, to identify areas of need and embed individualized tutoring with the lesson</li> </ul>
<b>Utilization of Partnerships</b>	<ul style="list-style-type: none"> <li>Title 1 schools have additional tutors through community partnerships and outside organizations that are embedded into the school day.</li> <li>The school system is looking at ways to expand the Title 1 resources into all elementary schools.</li> <li>CCPS hired Amplify Tutoring for each school, which provides online tutoring with a 4 to 1 ratio for foundational reading skills which directly aligns with the Science of Reading. Amplify Tutoring offers an opportunity for students to participate in engaging and adaptive lessons with tutors while accelerating their proficiency in foundational literacy skills during the school day.</li> <li>Workforce shortage within the school day impacts the ability to fill vacancies for outside entities to provide tutoring during the school day</li> </ul>
<b>Utilization of Resources</b>	<ul style="list-style-type: none"> <li>Please refer to #76 for specifics on staffing and funding</li> </ul>
<b>Evaluation of Effectiveness</b>	Monthly data analysis meetings are led by the reading specialist to measure student growth and adjust tutoring and intervention supports
The Department of Community Engagement and Equity (DCEE) has developed a district Community Partnership vetting process for community organizations interested in providing research-based tutoring services to supplement current tutoring supports in CCPS.	
<b>Linked Artifacts:</b>	

**78. Transitional Supplemental Instruction Aid:** Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in reading, beginning with the 2019-2020 school year, and include the impact of the funding and how it has been measured.

<b>School Year</b>	<b>Activity How were the funds used?</b>	<b>Impact What was the result?</b>	<b>Evaluation How was the result determined?</b>
2019-2020	Hired Reading Interventionists who worked with students in grades K – 3	Decrease in the number of students scoring below benchmark on the universal screener	Data from Acadience and Running Records
2020-2021	Continued to provide scientifically based intervention through Reading Interventionists.	Decrease in the number of students scoring below benchmark on the universal screener	Data from Acadience and Running Records
2021-2022	Continued to provide scientifically based intervention through Reading Interventionists. Reading Interventionists' salaries folded into local funding. Interventions continue using designated programs.	Decrease in the number of students scoring below benchmark on the universal screener	Data from Acadience and Running Records
2022-2023	Continued to provide scientifically based intervention through Reading Interventionists. Reading Interventionists' salaries folded into local funding. Interventions continue using designated programs.	Decrease in the number of students scoring below benchmark on the universal screener	Data from Acadience and Running Records
2023-2024	Continued to provide scientifically based intervention through Reading Interventionists. Reading Interventionists' salaries folded into local funding. Interventions continue using designated programs.	Decrease in the number of students scoring below benchmark on the universal screener	Data from Acadience and Running Records



Linked Artifacts:

**79. Underserved Student Groups:** Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

Barriers	Solutions
<b>Access to Extended Learning Opportunities</b>	<p>Provide various times and delivery models such as before, during and after school, Saturday school, virtually tutoring and contracted tutoring (FEV, Amplify and Huntington Learning Center)</p> <p>The Department of Community Engagement and Equity (DCEE) has developed a district Community Partnership vetting process for community organizations interested in providing research-based tutoring/mentoring services to supplement current school level supports in CCPS.</p>
<b>Lack of home resources to support current learning</b>	Easily accessible on demand virtual homework help for all CCPS students
<b>Need for ongoing instruction during the summer months to address/prevent learning loss</b>	Free summer programs are offered to students most impacted by the pandemic. These programs include free transportation, lunch, and extended child-care.
<b>High population of historically underserved student groups</b>	<p>Title I funds are utilized to:</p> <ul style="list-style-type: none"> <li>provide additional staff for small group instruction during the school day as well as before and after school programs</li> <li>enhance and extend CCPS foundational skills instruction through decodable texts to supplement Heggerty instruction for all Kindergarten, first grade, and second grade students across all Title I schools</li> <li>purchase take-home copies of decodable books used in small group reading instruction for all Kindergarten and first grade students to extend learning at home</li> </ul> <p>Comprehensive School Improvement (CSI) and Additional Targeted School Improvement (TSI) School Improvement</p> <ul style="list-style-type: none"> <li>Schools have been identified as CSI or TSI receive universal, customized, and concentrated support based on identified needs and target areas (target areas must include the subgroup of why a school was placed in school improvement status).</li> <li>Continued monitoring of impact evidence-based interventions and strategies is monitoring by both school teams and Central Office teams.</li> <li>For the 23-24 school year, CCPS received funds for TSI and CSI schools to use based on identified needs.</li> </ul> <p>Local flexibility for low-performing schools</p> <ul style="list-style-type: none"> <li>Beginning in the 2023-24 school year, CCPS has elected to use the local flexibility option to identify five schools as "Focus Schools" in order to incentive NBC teachers to teach at these schools. While CCPS was late to advertise this decision, the Office of Human Resources will advertise this</li> </ul>

	<p>opportunity earlier with the transfer timeline in the negotiated agreement.</p> <ul style="list-style-type: none"><li>• Strategically placed administrative teams have been placed at these schools</li></ul>
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Linked Artifacts:

**80. Leveraging the Concentration of Poverty Grant in Intervention:** Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in reading. Include how the school system evaluates the effectiveness of its efforts.

The Concentration of Poverty grant is a personnel grant to be used to hire a full-time community school coordinator and full-time professional health care practitioner. Any remaining funding is used for the community school coordinator to conduct a needs assessment and to provide wraparound services that removes barriers for students and supports acceleration and intervention efforts so that students may successfully meet State and local academic standards including reading. If funding is available, wrap around services may include extended learning time before and after school, weekends, summer, and extended year; family and community engagement events that include the promotion of reading; and linking with the Judy Center and other community agencies, such as Charles County Public Libraries, to support reading for students in the community school. Beginning in the 2023-24 school year, one of the community schools in CCPS will begin receiving funding from the per pupil grant and the needs assessment will be used to identify the reading supports needed. Dr. Mudd Elementary School will receive additional per pupil allocation for the 2023-24 school year. The implementation plan will be submitted by July 1. The implementation plan utilized local agency reports and school system reports for attendance, academic achievement, and discipline data to determine needed wrap around services for students and their families. The primary function of wrap-around services is to ensure children and their families are referred to needed resources that include health care, mental health care, dental health care, housing, clothing and food resources, eviction prevention, utilities resources, work and job placement, and may include academic extended day programs. CCPS will evaluate the effectiveness of programming by viewing the academic performance, attendance, discipline data, and use of end of year surveys with students, staff, and parents.

Linked Artifacts:

**81. Family Engagement in Learning:** What does the school system do to ensure parents/guardians are included and engaged in their children’s academic success, particularly when students are identified for intervention in reading? Discuss how parents/guardians are notified and included in the development and implementation of individual student’s learning plans.

Event/Activity	Description
ParentVUE account	Provides real-time student information on class performance and grades, attendance, discipline, course history, and quarterly report cards. ParentVue also provides direct communication between parents and school staff.



<b>Elementary Report Cards</b>	Communicate whether a student is above, on, or below grade-appropriate reading levels each quarter
<b>Acadience Reading Assessment</b>	Test of foundational skills. If the student scores below benchmark, a parent letter is sent home to share scores on each subtest and to explain the supplemental instruction the student will receive. Please reference artifacts 1-4 for sample parent letters in both English and Spanish.
<b>Meet and Greet Open House Parent Teacher conference day</b>	Establish partnerships with parents/guardians and build communication avenues for student success. Parents can request an observation of their student in the classroom as well.
<b>Literacy Parent Workshops</b>	Foundational Reading Skills workshop was offered to all families of students in PreK through second grade last school year and will be offered again.
<b>Kindergarten Orientation</b>	Held each August to prepare parents and students for their Kindergarten experience and to ease the first day jitters
<b>Kaplan Early Learning</b>	Provide grant-funded Early Childhood family engagement workshops at all schools with a Judy Center, a high needs elementary school, and the Infants and Toddlers program.
<b>iReady Parent night</b>	Teach families how to read and understand the reports that are sent home after each diagnostic assessment is given. Additionally, this information along with informational videos are available on the CCBOE website for parents/guardians to access at any time.
<b>Family Engagement Nights</b>	Title I workshops are designed to provide parents with literacy resources and information on how to support their child's literacy skills at home. The Department of Community Engagement and Equity (DCEE) provides professional learning to select schools that have identified a need for family engagement strategies related to the strategic plan culture and climate goal.
<b>Social Media</b>	Supplemental programs such as tutoring, enrichment opportunities, and other programs provided for student enrichment and extension are advertised on many social media platforms. Families also receive email blasts and phone calls about the opportunities.
<b>Student Support Team Meetings (SST) Academic/Behavior Plan Meetings 504 Meetings IEP Meetings</b>	Students, teachers, and family members meet to share academic and/or behavioral data. Plans of action are established with all stakeholders using evidence-based interventions with goals to monitor the effectiveness of the plan. Follow-up meetings are planned throughout the school year to adjust students' plans based on goals. The most important part of the process is that it is not the teachers working in isolation to establish these plans. Input from students and parents/guardians is used to help establish and monitor goals.

Linked Artifacts: [81 Family Engagement in Learning\\_A1](#)

[81 Family Engagement in Learning\\_A2](#)

[81 Family Engagement in Learning\\_A3](#)

[81 Family Engagement in Learning\\_A4](#)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.



## Pillar 3, Objective 1 (Math): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (Math): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

### Comprehensive Plan for Mathematics

**82. Comprehensive Plan for Mathematics:** Does the school system have a comprehensive plan for mathematics that begins with pre-kindergarten and prepares students for college-level credit-bearing course work in mathematics upon graduation?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

Charles County Public Schools (CCPS) provides standards-based instruction with a concrete scope and sequence starting in prekindergarten. The curriculum and pacing guides utilized by all teachers address the content standards of math. As detailed in question 85 and 86, explicit training and professional development is provided to support the implementation of the curriculum. As detailed in 96, 97, 98, and 99, the school system has explicit progress monitoring and assessments that lead to specialized interventions and tutoring. At this time, Charles County Public Schools (CCPS) is developing a formal comprehensive mathematics plan. Below is the timeline for development of a Comprehensive Mathematics Plan, including a Mission and Vision to lead the process. CCPS plans to contract with a vendor such as TNTP, a 3<sup>rd</sup> party educational consultation organization, to lead the process.

Anticipated Completion Window	Description of Task
April 2023	<p>Content specialists for mathematics recruit a group of stakeholders to serve as the development team for the mission, vision and comprehensive plan for mathematics. At this initial meeting, the content specialists present to the group what CCPS currently has in place regarding</p> <ul style="list-style-type: none"> <li>• All pre-kindergarten students demonstrating readiness for math</li> <li>• Increased students taking Algebra I by 8<sup>th</sup> grade</li> <li>• Students prepared for college level courses in high school</li> </ul> <p>Participants in this committee will include:</p> <p>Teachers Parents Students (high school level) Community members Senior Leadership Representation from special education, gifted, ESOL and student services</p>
May/June 2023	Committee members will meet in small groups to create a draft mission and vision.



<b>July 2023</b>	Entire group will reconvene, review small group submissions, and collaboratively adopt the mission and vision.
<b>August 2023</b>	<ul style="list-style-type: none"><li>• Mission and vision will be presented to the Board of Education</li><li>• Content specialists will use mission, vision, and current guidance documents, to draft plan for implementation which will identify the goals.</li></ul>
<b>September 2023</b>	A plan for implementation will be shared with teachers, administrators, parents, and community members for feedback. Feedback will be utilized to develop the final strategic plan.
<b>October 2023</b>	A final plan is presented to the Board of Education.

[Linked Artifacts:](#)

**83. Vision, Mission, and Goals for Mathematics:** Describe the district's vision, mission, and goals for mathematics.

Please see question #82 for the proposed timeline to develop the vision, mission, and goals for mathematics.

[Linked Artifacts:](#)



## 84. College and Career Readiness in Mathematics – Achievement Projections

Use the tables below to indicate the current and projected achievement levels in mathematics for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3<sup>rd</sup>, 6<sup>th</sup>, 10<sup>th</sup>).

**Table 1: 3<sup>rd</sup> Grade Student Achievement in Mathematics by Gender, Socioeconomic Status, and Service Group**  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	31%	41%	27%	2%	29%	39%	29%	3%	28%	38%	30%	4%
M	32%	39%	28%	2%	30%	38%	29%	3%	29%	36%	31%	5%
F	30%	42%	27%	1%	28%	41%	28%	3%	27%	39%	30%	4%
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	46%	39%	15%	*	45%	38%	16%	2%	43%	36%	18%	3%
EL	56%	31%	13%	*	55%	29%	15%	2%	53%	28%	1%	3%
SE	66%	27%	7%	*	65%	26%	8%	2%	63%	24%	10%	3%

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
F = Female  
M = Male  
NB = Nonbinary  
ED = Economically Disadvantaged  
EL = English Learner  
SE = Special Education

**Table 2: 3<sup>rd</sup> Grade Student Achievement in Mathematics by Race/Ethnicity**  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	31%	41%	27%	2%	29%	39%	29%	3%	28%	38%	30%	5%
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	18%	41%	30%	11%	16%	40%	32%	12%	15%	38%	33%	14%
B	35%	41%	23%	0.7%	33%	40%	25%	2%	32%	38%	26%	4%
H	38%	41%	21%	0.8%	36%	39%	22%	2%	35%	38%	24%	4%
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	24%	47%	28%	1%	22%	45%	30%	3%	21%	44%	31%	4%
W	18%	36%	43%	3%	16%	35%	45%	5%	15%	33%	46%	6%

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
AI = American Indian / Alaska Native  
A = Asian  
B = Black / African American  
H = Hispanic / Latino  
NH = Native Hawaiian / Pacific Islander  
2+ = Two or More  
W = White



## 84. College and Career Readiness in Mathematics – Achievement Projections

**Table 3: 6<sup>th</sup> Grade Student Achievement in Mathematics by  
Grade Level, Gender, Socioeconomic Status, and Service Group**  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	43%	46%	11%	*	41%	45%	12%	2%	40%	43%	14%	3%
M	44%	46%	10%	*	43%	44%	11%	2%	41%	43%	13%	3%
F	41%	47%	12%	*	40%	45%	13%	2%	38%	44%	15%	3%
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	59%	37%	4%	*	57%	35%	6%	2%	56%	34%	7%	3%
EL	*	*	*	*	78%	17%	3%	2%	77%	16%	4%	3%
SE	77%	22%	1%	*	76%	21%	2%	2%	74%	19%	4%	3%

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
F = Female  
M = Male  
NB = Nonbinary  
ED = Economically Disadvantaged  
EL = English Learner  
SE = Special Education

**Table 4: 6<sup>th</sup> Grade Student Achievement in Mathematics by Race/Ethnicity**  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	43%	46%	11%	*	41%	45%	12%	2%	40%	43%	14%	3%
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	13%	49%	36%	2%	12%	48%	37%	3%	10%	46%	39%	5%
B	51%	42%	7%	*	49%	41%	8%	2%	48%	39%	10%	3%
H	46%	47%	6%	*	45%	46%	8%	2%	43%	44%	9%	3%
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	33%	55%	12%	*	32%	53%	13%	2%	31%	52%	15%	4%
W	24%	54%	21%	1%	23%	52%	23%	2%	21%	51%	24%	4%

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
AI = American Indian/Alaska Native  
A = Asian  
B = Black/African American  
H = Hispanic/Latino  
NH = Native Hawaiian/Pacific Islander  
2+ = Two or More  
W = White



## 84. College and Career Readiness in Mathematics – Achievement Projections

**Table 5: 10<sup>th</sup> Grade Student Achievement in Mathematics by  
Grade Level, Gender, Socioeconomic Status, and Service Group**  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	31%	61%	8%	0%	29%	60%	10%	2%	28%	58%	11%	3%
M	31%	60%	9%	0%	30%	59%	10%	2%	28%	57%	11%	3%
F	31%	62%	8%	0%	29%	60%	9%	2%	28%	58%	10%	3%
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	47%	47%	7%	0%	45%	45%	8%	2%	44%	44%	10%	3%
EL	*	*	*	*	62%	35%	2%	2%	60%	34%	3%	3%
SE	68%	29%	2%	0%	67%	28%	4%	2%	65%	26%	5%	3%

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
F = Female  
M = Male  
NB = Nonbinary  
ED = Economically Disadvantaged  
EL = English Learner  
SE = Special Education

**Table 6: 10<sup>th</sup> Grade Student Achievement in Mathematics by Race/Ethnicity**  
(Data compiled from MCAP data and projections based on 3% growth in proficient students)

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	31%	61%	8%	*	29%	60%	10%	2%	28%	58%	11%	3%
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	14%	67%	19%	*	12%	66%	21%	2%	11%	64%	22%	3%
B	40%	56%	5%	*	38%	54%	6%	2%	37%	53%	8%	3%
H	32%	64%	5%	*	30%	63%	6%	2%	29%	61%	7%	3%
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	29%	60%	11%	*	28%	59%	12%	2%	26%	57%	14%	3%
W	18%	68%	13%	*	17%	66%	15%	2%	15%	65%	16%	3%

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
AI = American Indian/Alaska Native  
A = Asian  
B = Black/African American  
H = Hispanic/Latino  
NH = Native Hawaiian/Pacific Islander  
2+ = Two or More  
W = White

Linked Artifacts:



## Mathematics Training and Professional Development

**85. Identifying Training Needs:** Discuss the systems for identifying which employees need mathematics training and if it was completed, including existing staff, those new to the profession, and those new to the school system.

*Examples may include:*

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins a four-part training series on algebraic reasoning and goes on a leave of absence before it's completed)*

Timeline of Training	Content of Training	Intended Audience
Summer Professional Development (Provided yearly for new or transfer teachers identified through human resources and PowerSchool)	Illustrative Math- Core program implementation	New teachers Instructional Assistants Special Educators  *any teacher (or instructional staff member) who has not previously been trained will receive the training
Summer Professional Development (Provided yearly for new or transfer teachers identified through human resources and PowerSchool)	Ongoing Assessment Project (OGAP)- OGAP is a systemic and intentional formative assessment system in mathematics grounded in the research on how students learn mathematics. Through extensive professional development, supported by tools and resources, teachers learn how to use formative assessments in their classrooms and analyze the resulting information about student thinking to guide subsequent instruction. OGAP is designed to be used with an existing curriculum on a regular basis.	Teachers Instructional resource teachers Instructional Assistants  *any teacher (or instructional staff member) who has not previously been trained will receive the training
Summer Professional Development (Provided yearly for new or transfer teachers identified through human resources and PowerSchool)	Do the Math- Do The Math focuses on understanding and skills with whole numbers and fractions in order to build or rebuild critical foundations. With scaffolded instruction, students' progress from the basics to more complex operational work, while learning, processing, and	Interventionists Teachers Instructional Assistants Instructional Resource Teachers

	deepening understanding at an appropriate pace. Do The Math focuses on building an understanding of Number & Operations, the cornerstone of elementary math, and organizes instruction into four topics: Addition & Subtraction, Multiplication, Division, and Fractions. Modules can be implemented at any grade level, allowing for flexibility as students begin where they need support.	
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Due to the number of provisional and new teachers in Charles County Public Schools (CCPS), an intensive training aligned to the mathematics deficits identified. Data from classroom observations, teacher interviews, and iReady data supported the implementation of the training regimen. Professional learning for CCPS staff is documented through PowerSchool, which is a management system for tracking courses and transcripts linked to individual teachers within the school system. All instructional staff are required to register for courses through this system. This ensures the intended audience is registered for the appropriate professional learning course. The system also identifies individuals who have not completed necessary training, so they can be informed and scheduled. PowerSchool can generate individual transcripts as well as a comprehensive list of all courses offered. Each year the instructional leadership team compiles a list of 1st year, conditional teachers, and teachers who have transferred into a new grade level. Those teachers are informed of the required training they must attend yearly.

Linked Artifacts:

**86. Types of Training Provided:** List the type(s) of initial and ongoing mathematics training provided for different employee groups (general education teachers, special education teachers, principals, content specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- Core (Tier 1) mathematics instruction in grades Pre-K-3
- Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)
- Topic specific (e.g., problem-solving, facilitating mathematical discourse, strategies for EL students, etc.)

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
Elementary IAs	all	Do the Math Intervention Training	Initial	2 hours	1 session



Elementary Teachers	all	Elementary Mathematics Collaborative "Best Practice" Professional Development	ongoing	15 hours	2 semesters
Elementary Teachers	K-3	Math OGAP: Additive Reasoning (see artifact 1 below)	initial	24 hours	4 sessions
Elementary Teachers		Math OGAP: Additive Reasoning- refresher	ongoing	2 hours	1 session
Instructional Leaders (admin)	K-5	Math OGAP: Additive Reasoning for Instructional Leaders	initial	30 hours	summer
Instructional resource Teachers	K-5	OGAP- Fraction Facilitator Training	ongoing	30 hours	summer
Elementary Teachers	3-5	Math OGAP: Fractions	initial	24 hours	4 sessions
Elementary Teachers , IA	2-5	Math OGAP: Multiplicative Reasoning	initial	24 hours	4 sessions
Elementary Teachers , IA.	K-5	ES Math- The Growth Mindset Coach	initial	20 hours	10 sessions
Elementary Title I Teachers , IA	K-5	Math Institute (see artifact 2 below)	initial	12 hours	2 sessions
Elementary Title I Teachers	1-5	IM Math- Leveraging the Problem Based Lesson Structure	initial	2 hours	1 session
Elementary Teachers	1-5	Using Illustrative Mathematics to benefit All	initial	15 hours	10 sessions
Administration	1-5	Illustrative Math Implementation and Walk-through documentation	ongoing	10 hours	10 sessions

[Linked Artifacts: 86 Types of Training Provided A1](#)

[86 Types of Training Provided A2](#)

**87. Fidelity of Implementation:** How does the school system assess participants' mastery of the mathematics training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

*Examples may include:*

- *Developing a walkthrough tool reflective of the components aligned to the mathematics pedagogy that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*

Illustrative Math (IM)- To assess mastery of the mathematics training content, IM has created an administrative walk-through tool to assess where teachers are in implementation (see artifact 1 below). Central Office content specialists, math instructional specialists, and administration utilize the walk-through tool. The data is compiled to identify areas of need. Individual teachers are provided feedback (see artifact 2 below). Professional learning is developed from the compiled data. Administrators were trained in 2021/2022 on the use of this guide to help with IM Implementation.

Ongoing Assessment Project (OGAP)- To assess mastery of the mathematics training content, OGAP has trained teachers on using the formative assessment cycle. The formative assessment cycle allows teachers to analyze students' level of mastery and utilize the built in resources to effectively adapt instruction to meet individual learning objectives.

Do the Math (DTM)- To assess mastery of the mathematics training content, teachers and interventionists who are implementing DTM are collecting data from the student assessment as well as conferencing with the Instructional Resource teacher at each building. The data is analyzed and instruction is adapted based on students' level of understanding.



Metamorphosis- Coaches are visited monthly by trained Meta coaches who instruct on how to coach teachers. They spend one day a month in the building with the Instructional resource teacher. Part of the collaboration is the email notification of what happened during the coaching training, as well as next steps for the following month.

iReady- The diagnostic assessment is given 3 times a year to provide level of mastery for students. Teachers can utilize this information to differentiate and adapt instruction to the students' needs.

Linked Artifacts: [87 Fidelity of Implementation A1](#)

[87 Fidelity of Implementation A2](#)

**88. Ongoing, Job-Embedded Professional Development:** What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to effective math pedagogy?

*Examples may include:*

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from content specialists such as model teaching, co-planning, and instructional coaching*

Description	Purpose
New teachers going on classroom visits to see model teachers	Provides new teachers a chance to visit, observe and talk to exemplar teachers that are teaching the same grade
Grade level planning with Instructional leadership team	Allows instructional leadership team to assist in planning and unpacking standards
Math specialist coach new and teachers with instructional deficits	Allows teachers to go through coaching cycle and become reflective with their teaching
Select schools are involved in peer coaching	Teachers learn from other teachers (see artifact 1 below)
Veteran Teacher Mentors	Provides teachers help with lesson planning, problem solving and new instructional strategies (see artifact 2 below)
Retired Teacher Mentors	Provides teacher with assistance in organizing classroom, behavior management and lesson planning
County-wide Professional Development sessions	Teachers get training in Science of Reading and strategies to improve student achievement
Administrative school-based Professional Development sessions	Allows administration and teachers to present what was learned during the monthly Professional Learning

Linked Artifacts: [88 Ongoing, Job-Embedded Professional Development A1](#)

[88 Ongoing, Job-Embedded Professional Development A2](#)



**89. Organizational Structures and Support:** How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for math instruction and intervention?

*Examples may include:*

- *Identifying the most effective math teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district math specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

The prioritization of professional development in Charles County Public Schools (CCPS) is evident through monthly county-wide Professional Learning Teams (PLT). PLT cohorts include classroom teachers, school administration, counselors and other school based instructional leaders (see artifact 1 below). Each school chose a powerful instructional practice based on the deficits identified through their School Improvement Plans (see artifact 2 below). The PLT attends full-day sessions to gain knowledge of a specific strategy that is then brought back and shared with the staff. The powerful instructional practice is consistent from month to month, and the level of understanding and depth of knowledge is increased during each session. Monthly, the PLT engages in the professional learning cycle which includes professional development, safe practice, guided visits, lesson planning, co-teaching, and peer coaching. The countywide professional development process is led and supported by “Targeted Leadership”, a 3rd party consultation organization.

**Talent:** CCPS leverages talent and resources by assigning each school a highly qualified math instructional specialist. Administrators, content specialists, and the math instructional specialist identify master teachers to support specific skills content understanding. Content specialists regularly visit schools to observe instruction, models lessons, and provide professional learning. The content specialist provides professional learning and collaboration sessions with the math instructional specialists located in each elementary school monthly. The math instructional specialists plan with grade level teams, co-teach lessons and offer coaching cycles.

**Time:** The master schedule prioritizes common planning time among grade levels so teachers can collaborate. Time is also built into the master schedule for intervention time (see artifact 3 below). Vertical team planning occurs as well during predetermined meetings throughout the school year. The master schedule is developed to support both grade level and vertical team planning. Central Office content specialists regularly visit schools to observe instruction, models lessons, and provide professional learning. The Central Office content specialists instruct and collaborate with reading specialists in monthly meetings.

**Resources:** CCPS has purchased Illustrative Math (IM), math manipulatives, Do the Math, and DreamBox. Each month, schools are provided professional articles that focus on powerful instructional practice. These professional articles help to build knowledge in instruction and intervention. Resources to support the implementation of learned strategies into the classroom are provided.

**Linked Artifacts:** [89 Organizational Structures and Support A1](#)

[89 Organizational Structures and Supports A2](#)

[89 Organizational Structures and Support A3](#)



## High-Quality, Content-Rich Instructional Materials for Mathematics

**90. Process for Selecting Materials:** Describe the process the school system uses to select instructional materials for mathematics, including who participates and the types of activities used.

*Examples may include:*

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

Specific steps	Responsible parties	Additional details
A committee is formed to review and select instructional programs or materials.	Mathematics content specialist	If there is a program need, CCPS identifies schools to pilot the selected program.
There is ongoing communication with the pilot schools to look at multiple factors including ease of use, matching of standards, and student achievement.	Content specialist and school-based instructional resource teachers	
As the pilot is occurring, stakeholders have access to review samples of the materials and provide feedback.	Stakeholders – parents, community members, teachers, students, other content specialists	
Through the analysis of data, if the pilot program does not result in the intended outcome, the system will pilot a different program or curriculum	Content specialists, Instructional resource teachers, administration, classroom teachers	CCPS then begins looking for another program to fit the needs of the system

As part of professional learning for math instruction, educators in the district receive training to support culturally responsive pedagogy, including focused and coherent courses of study, attention to the selection of real-world tasks and contexts, and the way lessons and activities are structured. CCPS is working with partner districts and the Department of Community Engagement and Equity to develop a rubric intended to analyze the quality of instructional materials. Included in this rubric would be measures to evaluate the accessibility for students (to include cultural relevance and suitability for diverse populations).

**Linked Artifacts:**

**91. High-Quality and Content-Rich:** Discuss how the school system determines if materials are high-quality and content-rich. The Blueprint for Maryland's Future requires that curriculum aligns to the CCR standard. The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing math skills through cross-curricular connections.



CCPS evaluates materials based on Ed Reports as a primary resource. All grade levels meet expectations based on this resource. Based on Ed Reports, data, and teacher input, CCPS adopted this program as the core program. The Ed Report provides data on focus and coherence, rigor and mathematical practices, and usability.

ESSA ratings are considered as well when determining alignment to math standards, readability, rigor, digital, and paper components, support for emerging multilingual students and students with disabilities. The curriculum aligns with the CCR standards. The vetting documents that are available from MSDE were utilized with the curriculum and evaluated with positive feedback. (See linked artifacts for IM Program results)

[Linked Artifacts: 91\\_High-Quality and Content-Rich\\_A1](#)

**92. Culturally Responsive:** During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

A high priority for CCPS is to ensure materials utilized are culturally responsive. As outlined in question 91, Ed Reports and ESSA rating scales are utilized to determine materials are high quality and culturally responsive. When high quality materials lack cultural responsiveness, we purchase materials to fill in these gaps (see response to #90 about the development of a rubric). Illustrative Mathematics is culturally responsive, with the use of ethnic names and situations that are relevant to all cultures. Illustrative Math includes routines that support deep learning, engaging and valuing identities, sharing authority, and applying mathematics. Illustrative Math incorporates Math Language Routines that support sense making, optimize output, cultivate conversations, and maximize linguistic and cognitive meta-awareness.

- Curriculum needs of the individual school, staff, and students based on State and National standards
- Recommendations from library media selection and evaluation tools; minimum two positive reviews
- Reading interests, abilities and developmental levels of students using the media center
- Global perspective and/or point of view
- Free from bias and stereotype
- Literary and artistic quality
- Timelines, currency and reliability of information
- Scholarship and competence of the author, producer and/or publisher
- Respect for intellectual freedom and diversity
- Readability
- Requests from administrators, teachers, parents, and students
- Attractiveness and durability

Cross Reference: Board Policy 6412.3 Procedure for Selecting Library Media Materials  
See artifact 2 for the full process.

The Department of Community Engagement and Equity (DCEE) is currently developing a framework of support resources for schools based on culture and climate goals. In addition, the DCEE also leads the Educational Equity Task Force (EETFC) which is currently developing committees to address diversity, equity, and inclusivity regarding curriculum materials.

[Linked Artifacts:](#)



**93. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction):** What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Deficits in student achievement and the access to instruction required for struggling students drive our materials selected and utilized at the Tier 2 and Tier 3 level. Research and evidence-based interventions have been selected to address the areas of deficit. Using company-based outcome data, consideration for deficit-specific impact of interventions is also a factor in the tier 2 and 3 intervention selection process. Interventions are monitored on a yearly basis to assess continued success, using a triangulation of state, county, and school-based performance measures. If new intervention materials are needed or required, steps are taken to research the programs available and pilot those determined to meet the criteria of what is needed.

**Linked Artifacts:**



94. HQIM – Mathematics: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for Math at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Illustrative Math	Illustrative Math/Kendall Hunt	K-5	Core	Adopted and implementing
Do the Math	Heinemann	2-5	Tiers 2/3	Adopted and implementing
Number Worlds	McGraw Hill	1-5	Tier 3	Adopted and implementing
Connect 4 Learning (C4L)	Kaplan Early Learning	PreK	Core	Adopted and implementing
DreamBox	DreamBox Learning	PreK-5	Tiers 2/3	Adopted and implementing

Linked Artifacts:

**95. Materials-Specific Professional Development and Support:** What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

Upon adoption of Illustrative Mathematics, teachers were trained on the components of the program and how to use it effectively to instruct students. Training continues at the school level



from the Math Resource teacher. Grade level needs are addressed at team level meetings to ensure that students are access the rigorous curriculum and becoming efficient and successful mathematical thinkers. Please reference question #86 for the full list of trainings provided; Please reference question #85 for information on how training needs are identified. As resource teachers, central office personnel, and central office administrators monitor the fidelity of implementation, additional support and professional learning is facilitated. Please see question #87 for information collected during observations.

[Linked Artifacts:](#)

## Pillar 3, Objective 2 (Math): Keep students on track to meet CCR

### 3.2.1 (Math): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

#### Progress Monitoring in Math

**96. Systems and Structures for Progress Monitoring:** Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in mathematics at each grade level.

*Examples may include:*

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student math data*
- *A specific model or framework for analyzing math data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

Systems and Structures	Expectations	Next Steps/Importance of/So What
<b>Instructional schedules</b>	When school administrators are creating the master schedule for their school, grade-level teachers are provided the same planning time during the school day. Additional planning time outside of the contractual obligation is also provided to teachers.	A shared planning time increases the opportunities for collaboration within a building. This allows teachers to not only discuss data collected (see lines below), but also create meaningful lessons to address the needs of individual students.
<b>Data meetings</b>	The math specialist meets with classroom teachers and an instructional plan is developed during assessment data dives for the students that did not meet benchmark. Plans are developed to create reteaching situations within a 30-minute intervention/reteaching/enrichment window, based on student need.	Summative data is used to identify areas of strength and improvement for students. Lesson plans, student-specific groups, and tasks are created for reteaching and enrichment opportunities based on the data that is analyzed.



<b>Schedules for ongoing assessment (see question #97)</b>	Assessment windows are scheduled to align to themes and/or units within the curricular framework.	Data meetings are scheduled based on the assessment calendar to ensure the data collected is used to drive instructional goals.
<b>Professional development for teachers</b>	Professional development is provided for teachers by the school's math specialist and central office content specialist. Please refer to question #86 for the full list of trainings and professional development opportunities.	While progress monitoring is incredibly important, professional development about action steps is even more important. Professional development
<b>Professional development for administrators</b>	Please refer to #86 for the full list of training and professional development opportunities. In addition, administrative teams attend the Administrative Institute yearly, which provides specific professional development for administrators. Monthly professional development sessions are scheduled to include ongoing learning around the rigor of the instructional standards, providing walkthroughs and feedback, and data driven instructional practices.	School administrators must build time into their own schedules to routinely and informally observe teachers. Administrators can monitor how student data is being used during the class and provide feedback to teachers about their practice to progress monitor.
<b>Professional development for special education teachers and instructional assistants</b>	Progress monitoring for tier 2 and tier 3 interventions are provided by special education teachers and instructional assistants on a weekly basis. Consultation with instructional specialists occurs on an individual basis to assist teams in analyzing progress and making instructional decisions for students in interventions.	Data collected is used to update IEP goals.

[Linked Artifacts:](#)

**97. Assessments:** List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
Pre-K	Math Checkpoint	Summative	3 times per year	Determine student mastery of content level standards
Kindergarten	KRA	Summative	1 time per year (fall only)	Determine kindergarten readiness
Grades 1 – 5	i-Ready Math	Diagnostic	3 times per year	Measure growth on mathematical standards
Grades 1 - 5	IM Unit Assessments	Summative	At end of each unit	Measure progress on unit standards
Grades 3 – 5	MCAP Mathematics	Summative	1 time per year	State and Federal Accountability
Grade K – 5	observation/artifacts	formative	daily	Determine next steps in instruction

[Linked Artifacts:](#)



**98. Measures of Success:** Describe the measures of success the school system utilizes to identify students in need of support and intervention in mathematics to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

*Examples may include:*

- *Kindergarten Readiness Assessment (KRA) and math proficiency on MCAP by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
KRA	Assessment is used to identify students that are ready for kindergarten ; students not meeting grade level standard are provided additional support	Beginning of Kindergarten
MCAP	Assessment measures end of grade level standards ; students not meeting grade level standard are provided additional support	End of 3-5
I- Ready	Assessment measures mastery of standards and shows mastery of content below, on, and above grade level; small group instruction, interventions, and supplemental summer programming is provided for students below grade level	1-5, 3 times a year
IM End of Unit Assessment	Assessment identifies mastery of grade levels taught for the unit; classroom instruction is differentiated and small group instruction is provided for students not meeting the standard	At the conclusion of each unit
Connect 4 Learning Monthly Observational Checklists	Measures student mastery of Pre-Kindergarten benchmarks and standards in mathematics	Pre-Kindergarten
Attendance Reports	Students with truancy issues need additional support to meet benchmarks and standards	Pre-Kindergarten-5 <sup>th</sup>

**Linked Artifacts:**

## Intervention in Mathematics

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

**99. Tier 2 and 3 Intervention:** Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in math. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention



- The method(s) for evaluating the effectiveness of interventions  
Responses should be organized by level (elementary, middle, high).

- Elementary (Pre-K-5)**

Level	Intervention	Implementation Guidelines	Skill Foci/Description	Staff Providing Interventions
K-5	Do the Math	30 minutes daily, small group setting	Do the Math focuses on Addition and Subtraction, Multiplication, Division, and Fractions.	IAs, Math Interventionists, Math Specialists, Teachers
PreK-5	DreamBox	1 hour weekly	When DreamBox is used as a Tier 2 intervention, it is focused by completing assigned focus for the student based on need. The instructor monitors daily, and provides feedback to clarify student understanding.	IAs, Teachers, Math Interventionists
1-5	Number Worlds	30 minutes daily, small group setting	Number Worlds is a research-based math intervention addressing skill for students 1-2 years behind their peers. It is a multisensory program that addresses math through number sense, reasoning, communication, etc. and intensively targets the most critical standards.	IAs, Teachers, Math Interventionists
<b>Determination that student no longer requires intervention</b>		The student's i-Ready scores show mastery of the standard(s) and the assessment provided by the intervention shows mastery. In order to review the data, time needs to be provided for teachers to progress monitor and analyze the data. In the LEADS grant, this was recognized as an ongoing issue, and sub money was allocated to allow teachers to have the time it takes to look at the progress of their students.		
<b>Method for evaluating effectiveness of interventions</b>		Schools compile data concerning student progress within the intervention. At the system level, it is evaluated to determine the effectiveness across all schools. Factors such as frequency and consistency play a key role also, so those are closely monitored.		

Linked Artifacts:

- Middle School (6-8)**

Will be addressed in next submission

Linked Artifacts:

- High School (9-12)**

Will be addressed in next submission

Linked Artifacts:

**100. Structures and Support for Intervention:** How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives math instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

The school system supports teachers in their implementation of interventions at Tiers 2 and Tiers 3 by providing training to teachers and employees who will be implementing the intervention. Every student is guaranteed a 30-minute block of time that provides opportunities for intervention, remediation of standards, and extension of the standards.

Structures and Supports	Description
Frameworks for Intervention	Please see a list of evidence-based interventions used in math in question 99.
Staffing	A math interventionist is assigned to every elementary school. Interventionalists received training on the implementation of interventions, including training on using data collected to determine next steps as well as dismissing students from tiered interventions. Tutors are also placed in schools with concentrations of low-performing students that are not receiving additional funding from other sources.
Funding	Funding for interventions and professional development is sourced through a variety of local grants, such as the special education Access, Equity, and Progress local flex grant. ARP and ESSR funds are used to hire qualified reading tutors.
Schedules	Administrators design schedules so every student has an opportunity for intervention, remediation of standards, and/or extension of the standards.

Linked Artifacts:

**101. High-Quality School Day Tutoring:** How does the school system leverage time, partnerships, and resources to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in mathematics? How does it evaluate the effectiveness of this intervention?



<b>Utilization of Time</b>	<ul style="list-style-type: none"> <li>• Please see scheduling details in #100</li> <li>• Weekly professional development and planning time is scheduled to include data analysis, modeling of lessons, and coaching cycles for teachers.</li> <li>• CCPS is planning to utilize the 60/40 time split for teachers to increase the ability to provide tutoring during the school day</li> <li>• Cyclic formative assessments are utilized within the reading blocks, which are formatted as small group instruction, to identify areas of need and embed individualized tutoring with the lesson</li> </ul>
<b>Utilization of Partnerships</b>	<ul style="list-style-type: none"> <li>• Title 1 schools have additional tutors through community partnerships and outside organizations that are embedded into the school day.</li> <li>• The school system is looking at ways to expand the Title 1 resources into all elementary schools.</li> <li>• CCPS hired FEV for each school, which provides online tutoring with a 4 to 1 ratio for conceptual skills in mathematics</li> <li>• Workforce shortage within the school day impacts the ability to fill vacancies for outside entities to provide tutoring during the school day</li> </ul>
<b>Utilization of Resources</b>	<ul style="list-style-type: none"> <li>• Please refer to #100 for specifics on staffing and funding</li> </ul>
<b>Evaluation of Effectiveness</b>	Monthly data analysis meetings are led by the reading specialist to measure student growth and adjust tutoring and intervention supports. Please see artifact 2 for a sample of data that was evaluated on the effectiveness of tutoring at Barnhart Elementary School.
The Department of Community Engagement and Equity (DCEE) has developed a district Community Partnership vetting process for community organizations interested in providing research-based tutoring services to supplement current tutoring supports in CCPS.	

Linked Artifacts: [101 High-Quality School Day Tutoring A1](#)

[101 High-Quality School Day Tutoring A2](#)

**102. Transitional Supplemental Instruction Aid:** Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in math, beginning with the 2019-2020 school year, and include how the impact of the funding has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
2019-2020	No funds were used for mathematics	N/A	N/A
2020-2021	No funds were used for mathematics	N/A	N/A
2021-2022	Hired Math Interventionists who worked with students in grades K – 3. Used “Do the Math” Intervention.	Decrease in the number of students scoring below benchmark in numbers and operations on iReady	iReady and end of module assessments from illustrative Math.
2022-2023	Continued to provide scientifically based intervention through Math	Decrease in the number of students scoring below benchmark	iReady and end of module assessments from illustrative



	Interventionists. Attempted to expand to more positions but could not due to lack of qualified applicants.	in numbers and operations on iReady	Math.
2023-2024	Provide high quality professional learning to math interventionists on the Ongoing Assessment Project (OGAP) and coaching of their intervention delivery	Decrease in the number of students scoring below benchmark in numbers and operations on iReady	iReady and end of module assessments from illustrative Math.

Linked Artifacts:

**103. Underserved Student Groups:** Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

Barriers	Solutions
<b>Access to Extended Learning Opportunities</b>	Provide various times and delivery models such as before, during and after school, Saturday school, virtually tutoring and contracted tutoring (FEV, Amplify and Huntington Learning Center) The Department of Community Engagement and Equity (DCEE) has developed a district Community Partnership vetting process for community organizations interested in providing research-based tutoring/mentoring services to supplement current school level supports in CCPS.
<b>Lack of home resources to support current learning</b>	Easily accessible on demand virtual homework help for all CCPS students
<b>Need for ongoing instruction during the summer months to address/prevent learning loss</b>	Free summer programs are offered to students most impacted by the pandemic. These programs include free transportation, lunch, and extended child-care.
<b>High population of historically underserved student groups</b>	Title I funds are utilized to: <ul style="list-style-type: none"> <li>• Provide additional staff for small group instruction during the school day as well as before and after school programs</li> <li>• Enhance and extend CCPS math skills instruction.</li> <li>• Math center kits and math fluency kits aligned to the Illustrative Math curriculum will be used for all classrooms across all Title I schools</li> </ul> Comprehensive School Improvement (CSI) and Additional Targeted School Improvement (TSI) School Improvement <ul style="list-style-type: none"> <li>• Schools have been identified as CSI or TSI receive universal, customized, and concentrated support based on identified needs and target areas (target areas must include the subgroup of why a school was placed in school improvement status).</li> <li>• Continued monitoring of impact evidence-based interventions and strategies is monitoring by both school teams and Central Office teams.</li> </ul>



	<ul style="list-style-type: none"> <li>For the 23-24 school year, CCPS received funds for TSI and CSI schools to use based on identified needs.</li> </ul> <p>Local flexibility for low-performing schools</p> <ul style="list-style-type: none"> <li>Beginning in the 2023-24 school year, CCPS has elected to use the local flexibility option to identify five schools as "Focus Schools" in order to incentive NBC teachers to teach at these schools. While CCPS was late to advertise this decision, the Office of Human Resources will advertise this opportunity earlier with the transfer timeline in the negotiated agreement.</li> <li>Strategically placed administrative teams have been placed at these schools</li> </ul>
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Linked Artifacts:

**104. Leveraging the Concentration of Poverty Grant in Intervention:** Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in math. Include how the school system evaluates the effectiveness of its efforts.

Please see response to question 80.

Linked Artifacts:

**105. Family Engagement in Learning:** What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in mathematics? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

Event/Activity	Description
<b>ParentVUE account</b>	Provides real-time student information on class performance and grades, attendance, discipline, course history, and quarterly report cards. ParentVue also provides direct communication between parents and school staff.
<b>Elementary Report Cards</b>	Communicate whether a student is above, on, or below grade-appropriate reading levels each quarter
<b>Parent Engagement Workshops</b>	The county holds parent engagement workshops to inform parents on developing early math skills. For example, "Building Math Number Sense" parent workshop was offered to all families of students in grades PreK through first grade.
<b>Meet and Greet Open House Parent Teacher conference day</b>	Establish partnerships with parents/guardians and build communication avenues for student success. Parents can request an observation of their student in the classroom as well.



<b>Literacy Parent Workshops</b>	Foundational Reading Skills workshop was offered to all families of students in PreK through second grade last school year and will be offered again.
<b>Kindergarten Orientation</b>	Held each August to prepare parents and students for their Kindergarten experience and to ease the first day jitters
<b>Kaplan Early Learning</b>	Provide grant-funded Early Childhood family engagement workshops at all schools with a Judy Center, a high needs elementary school, and the Infants and Toddlers program.
<b>iReady Parent night</b>	Teach families how to read and understand the reports that are sent home after each diagnostic assessment is given. Additionally, this information along with informational videos are available on the CCBOE website for parents/guardians to access at any time.
<b>Family Engagement Nights</b>	Title I workshops are designed to provide parents with literacy resources and information on how to support their child's literacy skills at home. The Department of Community Engagement and Equity (DCEE) provides professional learning to select schools that have identified a need for family engagement strategies related to the strategic plan culture and climate goal.
<b>Social Media</b>	Supplemental programs such as tutoring, enrichment opportunities, and other programs provided for student enrichment and extension are advertised on many social media platforms. Families also receive email blasts and phone calls about the opportunities.
<b>Student Support Team Meetings (SST) Academic/Behavior Plan Meetings 504 Meetings IEP Meetings</b>	Students, teachers, and family members meet to share academic and/or behavioral data. Plans of action are established with all stakeholders using evidence-based interventions with goals to monitor the effectiveness of the plan. Follow-up meetings are planned throughout the school year to adjust students' plans based on goals. The most important part of the process is that it is not the teachers working in isolation to establish these plans. Input from students and parents/guardians is used to help establish and monitor goals.

[Linked Artifacts:](#)

Pillar 3, Objective 2: Keep students on track to meet CCR



106. College and Career Readiness Projections

Use the following tables to indicate the number of current and projected students who will meet the interim standard for college and career readiness (CCR) in English, math, or both by the end of 10<sup>th</sup> grade, 11<sup>th</sup> grade, and 12<sup>th</sup> grade. To be considered ready for college and career, students must meet the interim standard for both English and math. Disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Table 1: 10<sup>th</sup> Grade Students Meeting the Interim Standard for College and Career Readiness  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group  
(Data compiled from end of year status and projections based on 3% growth)

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	20	11	*	101	91	78	147	139	128
All Students (Percentage)	1%	1%	*	4%	4%	3%	7%	7%	6%
% Female	1	*	*	4%	4%	3%	7%	7%	6%
% Male	1	*	*	4%	4%	3%	7%	7%	6%
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	*	*	*	*	*	*	*	*	*
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	*	*	*	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*	*	*	*
% White	*	*	*	*	*	*	*	*	*
% English Learner	*	*	*	*	*	*	*	*	*
% Special Education	*	*	*	*	*	*	*	*	*

Linked Artifacts:



## 106. College and Career Readiness Projections

**Table 2: 11<sup>th</sup> Grade Students Meeting the Interim Standard for College and Career Readiness**  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group  
(Data compiled from end of year status and projections based on 3% growth)

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	787	387	301	936	492	397	1183	656	544
All Students (Percentage)	42%	20%	16%	45%	23%	19%	48%	26%	22%
% Female	47%	22%	19%	50%	25%	22%	53%	28%	25%
% Male	36%	19%	13%	39%	22%	16%	42%	25%	19%
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	30%	10%	7%	33%	13%	10%	36%	16%	13%
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	58%	35%	31%	61%	38%	34%	65%	41%	37%
% Black/African American	36%	15%	10%	39%	18%	13%	42%	21%	16%
% Hispanic/Latino	33%	13%	11%	36%	16%	14%	39%	19%	11%
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	47%	24%	20%	50%	27%	23%	53%	30%	26%
% White	56%	35%	30%	59%	38%	33%	62%	41%	36%
% English Learner	*	*	*	3%	3%	3%	6%	6%	6%
% Special Education	11.45%	1.2%0	*	14.45%	4%	3%	18%	7%	6%

**Table 3: 12<sup>th</sup> Grade Students Meeting the Interim Standard for College and Career Readiness**  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group  
(Data compiled from end of year status and projections based on 3% growth)

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	63	610	19	117	607	79	185	696	144
All Students (Percentage)	3%	27%	1%	6%	30%	4%	9%	33%	7%
% Female	3%	30%	1%	6%	33%	4%	9%	36%	7%
% Male	2%	24%	1%	5%	28%	4%	8%	30%	7%
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	3%	16%	1%	6%	19%	4%	9%	22%	7%
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	2%	54%	2%	5%	57%	5%	8%	6%	8%
% Black/African American	2%	19%	1%	5%	22%	4%	8%	25%	7%
% Hispanic/Latino	5%	18%	1%	8%	21%	4%	11%	24%	7%
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	5%	31%	2%	8%	34%	5%	11%	37%	8%



### 3.2.3: LEAs shall create and implement a 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE



## 107. Freshmen on Track Projections

A freshman who is on track to graduate:

- Earns at least five credits at the end of the 9<sup>th</sup> grade year,
- Fails no more than one semester of a core course, and
- Attends school more than 90% of the time.<sup>1</sup>

Using these criteria, indicate in the table below the current and projected number of students who are on or off track to graduate. In tables two through four, provide current and projected numbers for each of the on-track criteria individually. All tables should disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Note: This data does not take the place of previous submissions related to 9<sup>th</sup> graders on track to graduate as individual LEAs may have used locally established criteria.

**Table 1: 9<sup>th</sup> Grade Students on Track to Graduate**  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group  
(Data compiled from end of year status and projections based on 3% growth)

	2021-2022		2022-2023		2023-2024	
On/Off Track to Graduate	On	Off	On	Off	On	Off
All Students (Number)	1541	1199	1530	1055	1328	807
All Students (Percentage)	56%	44%	59%	41%	62%	38%
% Female	58%	41%	62%	38%	65%	35%
% Male	54%	46%	57%	43%	60%	40%
% Nonbinary	*	*	*	*	*	*
% Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
% American Indian/Alaska Native	*	*	*	*	*	*
% Asian	76%	24%	79%	21%	82%	18%
% Black/African American	56%	44%	59%	41%	62%	38%
% Hispanic/Latino	48%	52%	50%	50%	54%	46%
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*
% Two or More	60%	40%	63%	37%	66%	34%
% White	59%	41%	62%	48%	65%	45%
% English Learner	41%	59%	44%	56%	49%	53%
% Special Education	42%	58%	45%	55%	48%	52%

<sup>1</sup>The On-Track Indicator as a Predictor of High School Graduation. Elaine M. Allensworth. Consortium on Chicago School Research at the



## 107. Freshmen on Track Projections

**Table 2: 9<sup>th</sup> Grade Student Credit Accumulation (Total Credits)**  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group  
(Data compiled from end of year status and projections based on 3% growth-Number of core class semester failures for English, Math, Science and Social Studies courses)

	2021-2022			2022-2023			2023-2024		
Number of Credits	0-4	5	6+	0-4	5	6+	0-4	5	6+
All Students (Number)	201	86	2453	111	119	2355	28	130	1977
All Students (Percentage)	7%	3%	90%	4%	5%	91%	1%	6%	93%
% Female	6%	202%	92%	4%	3%	92%	3%	4%	93%
% Male	9%	4%	87%	6%	6%	89%	3%	7%	90%
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	1%	1%	98%	0%	2%	98%	0%	2%	98%
% Black/African American	7%	3%	90%	4%	5%	91%	1%	6%	93%
% Hispanic/Latino	11%	5%	84%	8%	6%	86%	5%	8%	87%
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	4%	3%	94%	2%	4%	94%	1%	5%	95%
% White	8%	3%	90%	5%	4%	91%	2%	6%	93%
% English Learner	14%	9%	77%	11%	10%	79%	8%	12%	80%
% Special Education	17%	5%	79%	14%	6%	80%	11%	8%	82%

**Table 3: 9<sup>th</sup> Grade Student Semester Course Failure (Core Courses Only)**  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group  
(Data compiled from end of year status and projections based on 3% growth)

	2021-2022			2022-2023			2023-2024		
Number of Courses	2+	1	0	2+	1	0	2+	1	0
All Students (Number)	767	280	1693	646	302	1636	470	282	1383
All Students (Percentage)	28%	10%	62%	25%	12%	63%	22%	13%	65%
% Female	23%	9%	68%	20%	10%	69%	17%	12%	71%
% Male	32%	11%	56%	29%	13%	58%	26%	14%	59%
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	8%	7%	85%	5%	9%	86%	2%	10%	88%
% Black/African American	30%	11%	59%	27%	13%	61%	24%	14%	62%
% Hispanic/Latino	37%	11%	53%	34%	12%	54%	31%	14%	56%
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	23%	10%	67%	20%	12%	68%	17%	13%	70%



## 107. Freshmen on Track Projections

**Table 4: 9<sup>th</sup> Grade Student Attendance Rates**  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group  
(Data compiled from end of year status and projections based on 3% growth)

	2021-2022		2022-2023		2023-2024	
Attendance Rate	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)	860	1880	734	1851	543	1593
All Students (Percentage)	31%	69%	28%	72%	25%	75%
% Female	32%	68%	29%	71%	26%	74%
% Male	31%	69%	28%	72%	25%	75%
% Nonbinary	*	*	*	*	*	*
% Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
% American Indian/Alaska Native	*	*	*	*	*	*
% Asian	18%	82%	15%	85%	12%	88%
% Black/African American	32%	69%	29%	72%	26%	75%
% Hispanic/Latino	35%	65%	32%	68%	29%	71%
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*
% Two or More	29%	71%	26%	74%	23%	77%
% White	32%	69%	29%	72%	26%	75%
% English Learner	38%	62%	35%	65%	32%	68%
% Special Education	44%	56%	41%	59%	38%	62%

### Linked Artifacts:

**108. Freshmen on Track to Graduate:** Discuss the LEA's plans to ensure all freshmen are on track to graduate. Discuss related challenges and the strategies the LEA will leverage to increase the number of freshmen who are on track to graduate.

Charles County Public Schools updates the data report in the 9th Grade Tracker in the summer prior to each school year. This process started in school year 2022-2023. A team at each school will assemble to analyze the data and discuss appropriate actions for students. Students who are not on track will be enrolled in appropriate support such as grade recovery (see artifacts 1 and 2 below), attendance supports (see artifact 3 below), referred to the Student Support Team (see artifacts 4 and 5 below), PBIS, and/or tutoring. The largest challenge when ensuring all freshman are on track to graduate is the need for individualized plans. The development and implementation of individualized plans is outlined in question 109.

Linked Artifacts: [108 Freshman on Track to Graduate A1](#)

[108 Freshman on Track to Graduate A2](#)

[108 Freshman on Track to Graduate A3](#)

[108 Freshman on Track to Graduate A4](#)

[108 Freshman on Track to Graduate A5](#)

Pillar 3, Objective 3: Implement CCR pathways

3.3.1: LEAs provide a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR

(Blueprint Requirement (MD Code, Educ §7-205.1))

Intervention Programming and Support

109. **Services and Support:** Describe the individualized services, support, and instruction the school system will provide students who did not meet the CCR standard on time, including culturally responsive lessons, project-based and problem-based pedagogy, and/or varied instructional timing.
- Examples may include:
- Developing CCR support courses in English language arts and mathematics that students are concurrently enrolled in while taking grade level, credit-bearing courses
  - Instituting a CCR support tutoring program embedded in the school day or through an extended day model
  - Leveraging elective courses to reinforce CCR skills

Based on iReady data, formative assessment data, classroom summative assessment data, and MCAP reports, the following individualized supports and varied instructional timing have been provided to students who have not met the CCR standards on time in SY21-22 and SY22-23:

- Extended Day Learning Opportunities: individualized programs to address specific deficits after the school day; staff is trained and provided programming to implement and support specific gaps in learning that were identified; funded through ESSA
- School Day Tutoring Sessions: individual classroom support based on formative assessment data or specific interventions to support deficits identified through iReady data and MCAP reports; funded through ESSA
- Summer Extended Learning Opportunities: individualized programs to address specific deficits after the school day; staff is trained and provided programming to implement and support specific gaps in learning that were identified; funded through ESSA
- Intervention Courses: math and reading deficits addressed through concurrent, “elective” courses in addition to the grade level/ credit bearing courses

Timeline	Task Details	Responsible Parties
Spring 2023	CCR Services and Support committee will be developed <ul style="list-style-type: none"><li>CCPS staff (content specialists, teachers, administration, School Counselors)</li></ul>	Director of Secondary Education Director of Career and Technical Education



	<ul style="list-style-type: none"> <li>• CSM staff</li> <li>• Community Representation</li> <li>• Parent Representation</li> <li>• Student Representation</li> </ul>	
<b>Summer 2023</b>	CCR Services and Support committee will complete a data analysis of students not CCR, and complete research analysis on successful programs of support	CCR Services and Support Committee
<b>Fall 2023</b>	Development of supports needed based on data and research analysis (ie. Individualized flexible tutoring, English and Math support courses, extended learning opportunities); Supports must be culturally responsive lessons, project-based and problem-solving pedagogy; supports will vary in time based on student needs Supports must consider the needs of Special Education students, English Learners, and Economically Disadvantaged	CCR Services and Support Committee will identify responsible parties based on data and research analysis
<b>Fall 2023</b>	Identify logistical impacts and develop solutions for student schedules, teacher schedules and course selection due to individualized services, support, and instruction	CCR Services and Support Committee Office of Accountability School Counselors
<b>Winter 2024</b>	Develop the procedure used to identify specific supports needed for individual students Develop how the supports will be evaluated for success; Develop revision process that will occur based on evaluation	CCR Services and Support Committee
<b>Spring 2024</b>	Follow procedure to identify specific supports needed for individual students Schedule students who are not deemed CCR following the process outlined by the committee	School-based team Case Managers (a teacher) Family Engagement
<b>Spring 2024</b>	Train teachers, school leaders, and instructors on supports developed	Trainers (TBD) Teachers School leaders Instructional Assistants
<b>Fall 2024</b>	Implement individualized services, support, and instruction based on student needs	School-based teams
<b>Winter and Spring 2025</b>	Evaluation of implementation and revisions to programs Communication with student and family	School-based teams CCR Services and Support Committee

**Linked Artifacts:**

**110. Student Support Pathways:** Discuss how the school system will design student support pathways to ensure students meet the CCR standard prior to graduation while also meeting graduation requirements. Provide examples of support pathways that include required high school coursework as well as needed CCR support. In developing pathways, consider:

- Students who may not meet the CCR standard in one or more subject areas



- Opportunities for students to access support during the school day, after school, in the summer, and/or through a fifth year of high school
- Pathways to provide students with access to post-college and career readiness opportunities such as CTE and dual credit while still working to meet the CCR standard

Note: See MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a reference.

Please reference question #109 to see how the school system will design student support pathways and what has been in place the past two years. At this point, CCPS is utilizing the sample pathways provided in the College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a draft. The draft support pathways will be updated with the work of the CCR Support and Services Committee (see artifact 1 below).

Linked Artifacts: [110 Student Support Pathways A1](#)

**111. Reassessment Opportunities:** How will the school system ensure students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade?

The state testing windows are currently in the winter and the spring of each school year. Students who do not pass the assessment initially will retest in the winter of 11th grade. If they do not pass, then they will be retested in the spring of 11th grade. Students will retest in 12th grade if they do not pass in 11th, both winter and spring. If there is a change to the state testing windows, CCPS will reassess when students are able to retest to allow for multiple points throughout the year that a student can be deemed CCR.

Linked Artifacts:

**112. Partner Institutions:** The Blueprint requires school systems to collaborate with institutions of higher education, particularly community colleges, to develop and implement a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Identify the organizations the school system will partner with and describe how it will work with partners to accomplish this, including the evaluation of implementation and ongoing revision to ensure student success.

Students are given an opportunity to participate in a summer bootcamp to improve their skills and then retest for CCR, when the testing windows are expanded. In addition to the bootcamp, students can take one of CSM's remedial math (MTH 0994) or English (IRW 0900A) courses to improve their skills prior to the start of any post-CCR pathways. This can allow students to be deemed CCR. The supports will be evaluated by successful completion of various methods used to deem a student CCR in either English or Math.

CCPS and the College of Southern Maryland have a planning committee that meets monthly to discuss the continued partnership. Student support, additional programs, and the next steps are discussed. Professional development for CCPS teachers, and CSM instructors are developed to increase the partnership and cohesiveness between the programs.

Please reference question #109 for details on the development of individualized services and support, evaluation of implementation, and ongoing revision. The CCR Support and Service



committee will have representation from the College of Southern Maryland. The committee will also identify additional institutions of higher education and/or additional organizations that can develop support services.

How will the partnership be monitored and evaluated?	CCR results will be monitored to evaluate student success. Data will be evaluated to see success rate of students in college level coursework after completion of the remedial courses to see effectiveness.
How will revisions be made?	Results of data analysis will be discussed at the monthly planning meetings between CCPS and CSM to adjust, revise, and update student supports. The development of professional learning for CCPS staff and CSM staff will be based on student outcomes and the planning meetings.

Students are given an opportunity to participate in a summer bootcamp to improve their skills and then retest for CCR, when the testing windows are expanded. In addition to the bootcamp, students can take one of CSM's remedial math (MTH 0994) or English (IRW 0900A) courses to improve their skills prior to the start of any post-CCR pathways. This can allow students to be deemed CCR. The supports will be evaluated by successful completion of various methods used to deem a student CCR in either English or Math.

Please reference question #109 for details on the development of individualized services and support, evaluation of implementation, and ongoing revision. The CCR Support and Service committee will have representation from the College of Southern Maryland. The committee will also identify additional institutions of higher education and/or additional organizations that can develop support services.

[Linked Artifacts:](#)

## Individualized College and Career Readiness Plans

- 113. Individualized Plans:** Describe how the school system will develop an individualized College and Career Readiness Plan for each student who has not met the CCR standard by the end of 10th grade. What are the key components of the plan? When and how will it be customized for each student? Discuss inclusion and considerations for student service groups such as Special Education, English learners, and Economically Disadvantaged.

CCPS is currently in the process of adding a field to the student information screen in Synergy that will allow school staff to select a CCR plan for a student based on their individual status and needs. A manual is being created to outline all possible plans for students. Key components include testing data/results, current grade level, and "CCR plan". CCPS determines who will be on the collaborative team to develop and monitor the individual plans. Team members will include the student, parent/guardian, school administrator, school counselor, career advisor, teacher representative, and other partnering agencies when appropriate (ie. supports for Special Education, English learners, and Economically Disadvantaged students). Special considerations include staffing and the workload of staff members, which will impact who is the lead representative for the students, and the meeting schedule. Please reference question #109 for the full development plan. The plans will shadow the examples outlined in MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) to include options for summer courses, evening courses, school day tutoring, and after school tutoring.



Options for retesting will be available based on the designated testing windows. The team members will meet cyclically to reevaluate student success and individual support necessary to reach CCR. The specific schedule will be developed.

**Linked Artifacts:**

- 114. Teacher Support and Student Monitoring:** How will the school system monitor student progress using their individualized College and Career Readiness Plans? Identify the team of individuals responsible as well as the process they will use for monitoring, including:
- Identifying individual teachers to lead and facilitate teams,
  - Training and support provided to teachers, and
  - The process for revising the plan in response to a student's individual needs.

Please reference question #109 for the full development plan, which includes monitoring. CCPS determines who will be on the collaborative team to develop and monitor the individual plans. Team members will include supports for Special Education, English learners, and Economically Disadvantaged students, and will be utilized when applicable. Special considerations include staffing and the workload of staff members. Case managers, who are teachers, will be trained to analyze student growth toward CCR, utilizing the resources and tools identified by the committee. Synergy, the student information system, will be used to collect the data and information that is used to analyze student growth. The data analysis will result in revision of individual needs. Individuals monitoring progress will be trained in how individual plans can be revised as well.

**Linked Artifacts:**

- 115. Family Engagement in CCR Success:** What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are still struggling to meet the CCR standard in 11th and 12th grade? Discuss how parents are notified and included in the development and implementation of students' College and Career Readiness Plans. What resources will the school system share with families, including resources from public and private agencies?

The parent/guardian of the student is part of the team who will develop the individualized plan for the student. The team will meet initially to develop the plan, and will meet again to evaluate progress, and revise the plan if necessary. Each parent and/or guardian has access to the Graduation Tracker in the student information system. This tool allows parents to see credits earned, courses in progress, and additional credits needed for graduation. Testing information, and student service-learning information are available as well. CCR status will be added to this report in the future. CCPS is developing the procedures of how the parents are notified and included in the development and implementation of their student's College and Career Readiness Plan. Please reference question #109 for full details on family engagement.

The school system provides resources from public and private agencies that address the variety of learning deficits for students. The resources are provided through email correspondence and are linked on school and county websites. Additionally, the school system provides training for families in a variety of areas to help support student deficits at home.

**Linked Artifacts:**

3.3.2: Each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student's parents, including the cost of any fees

Blueprint Requirement (MD Code, Educ §7-205.1)

Exploring Post-CCR Pathways

- 116. Post-CCR Exploration Activities:** Describe the activities the school system will use to ensure all middle and high school students are aware of the post-CCR pathways, including career counseling. What experiences will students have to explore and engage in college and career activities that will help them choose the best post-CCR pathway for them? How will the school system ensure:
- Students have experiences that are individualized based on their interests,
  - Students have ample opportunities to explore their options firsthand before they must choose a post-CCR pathway,
  - Parents/guardians are included in the process, and
  - Students who have not met the CCR standard can access post-CCR pathways?
- Examples may include:*
- *Experiences designed to connect students with real-world opportunities such as college and career fairs, guest speakers, field trips to visit different types of institutions of higher education and workplaces across a multitude of industries*
  - *Programs to facilitate mentoring, college-bound advising, and career counseling*
  - *Specialized coursework in middle school to explore career clusters and practical life skills such as financial literacy, effective organization and study skills, communication and conflict resolution, etc.*

Charles County Public Schools utilizes Xello in K-12th grade to provide explicit career exploration connected with personal interest and strengths. Students can develop individual plans that will follow them throughout their career in CCPS. Lessons are identified at each grade level to make students aware of all post-CCR pathways, connected to their personal career aspirations and interests. Throughout the county, schools offer career days, college days, and job shadow days.

6th Grade	The school counselors will utilize Xello lesson “Interest” to identify their personal interests and strengths. All students will be introduced to the post-CCR pathway options to include the AP pathway, Early College and Dual Enrollment, and the CTE pathways. Parents are sent inquiry questions as a follow-up to identify and discuss their students’ interests.
7th Grade	The school counselors will utilize Xello lesson “Learning Pathways” to explore different educational and training paths based on personal interest and careers. Students will develop a draft high school plan to include a Post-CCR pathway. Parents will be sent inquiry questions, along with their students’ high school plan to promote discussion and feedback.
8th Grade	The school counselors will utilize Xello lesson “Exploring Career Matches” which allow students to take an aptitude test that provides career options that best match



	the results. Students explore those matches to identify if their high school plan needs to be edited or updated. Students also receive information sessions on the specific CTE pathways available, as some require an application to be submitted in the 8th grade year. Counselors have one-on-one sessions with students to complete the course selection process for high school, which will correlate with the high school plan in Xello. Parents will be sent inquiry questions, so they discuss the results of the aptitude test, and career options identified by their student.
<b>9th Grade</b>	The school counselors will utilize Xello lesson "Exploring Career Factors" to identify different elements and expectations within their desired career field. Counselors will have one-on-one sessions with each student to edit their high school plan, select courses for the following year, and monitor how students are currently doing on their chosen path. Updated high school plans will be available to parents for discussion and feedback.
<b>10th Grade</b>	The school counselors will utilize Xello lesson "Program Prospects" to identify what training or education program is needed for their desired career. The results of this lesson will be utilized to update their high school plan. One-on-one sessions with the school counselors will occur to edit their high school plan, select courses for the following year, and monitor how students are currently doing on their chosen path. Updated high school plans will be available to parents for discussion and feedback.

In SY 2023-2024, marketing will increase to include additional information sessions for students and parents in 5th, 6th, and 7th grade. The information sessions will teach about course selection in middle school and the impact course selection can have on the high school schedule. Students and parents will learn about Post-CCR pathway options, and ways to provide flexibility in their high school opportunities.

**Linked Artifacts:**

- 117. Career Counseling:** Discuss the key components of the career counseling program and how activities and support will be aligned to a student's educational and career goals. Identify the role(s) responsible for providing the career counseling and the type of training and support the LEA will provide. Describe how the LEA will collaborate with local workforce development boards and community colleges to develop the career counseling program.

Note: Include the Local Career Counseling Agreement established by the LEA, community college, local workforce development board, and, if appropriate, an American Jobs Center as a linked artifact.

As described in #116, CCPS utilizes Xello and has identified lessons at each grade level. The lessons are selected in a sequence to build on each other, directly connected to students' educational and career goals. In the earlier years, students spend time identifying their educational and career goals through self-exploration. Then, activities transition to goal-oriented sessions tied to Post-CCR pathways. The school counselors are responsible for providing the lessons to students each school year. School counselors are provided extensive training in Xello that occurs each summer, with specific targeted sessions throughout the year. At the high school level, College and Career Advisors assist school counselors with career counseling for students. At this time, Charles County Public Schools, Calvert County Public Schools, St. Mary's County Public Schools, the College of Southern Maryland, and Tri-County Council have met several times to develop the Local Career Counseling Agreement. Tri-County Council has purchased Virtual Reality Career Exploration resources that will be embedded into high schools to support development of high school plans.



Linked Artifacts:

## College Preparatory Programs

As indicated in the statutory reference at the top of this section, the Blueprint requires students to have access to at least one of the college preparatory programs listed below. Access refers to a student's ability to participate in college preparatory programs regardless of where they live and should be considered when planning for initial or expanded programming.

- International Baccalaureate (IB) Diploma Programme
- Cambridge AICE Diploma Program
- A comparable program consisting of Advanced Placement courses specified by the College Board

In this subsection, LEAs will have the opportunity to describe their current offerings as well as those planned for future implementation.

- 118. IB Diploma Programme:** Describe the LEA's current and anticipated IB Diploma Programme offerings. Describe the challenges associated with implementing an IB program or launching a new one. Discuss how the LEA will overcome the challenges identified.

CCPS does not currently have an IB Diploma Program and does not plan to add it.

Linked Artifacts:

- 119. Cambridge AICE Diploma Program:** Describe the LEA's current and anticipated Cambridge AICE Diploma Program offerings. Describe the challenges associated with implementing a Cambridge program or launching a new one. Discuss how the LEA will overcome the challenges identified.

CCPS does not currently have a Cambridge AICE Diploma Program and does not plan to add it.

Linked Artifacts:

- 120. Advanced Placement (AP) Program:** Describe the LEA's current and anticipated Advanced Placement offerings, including the AP Capstone Diploma Program. Describe the challenges associated with implementing an AP program or launching a new one. Discuss how the LEA will overcome the challenges identified.

CCPS offers all Advanced Placement courses available, except for AP Seminar and AP Research. The following courses are offered at all high schools:  
Comparative Government and Politics, English Language and Composition, English Literature and Composition, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, United States History, World History, Calculus AB, Calculus BC, Pre-Calculus, Statistics, Computer Science A, Computer Science Principles, Biology, Chemistry, Environmental Science, Physics 1, Physics 2, Physics C, Latin,



French Language and Culture, Spanish Language and Culture, Art History, Music Theory, Studio Art & Design: Drawing, Studio Art & Design: 2-D, Studio Art & Design: 3-D

CCPS has partnered with “Equal Opportunity Schools” and has created equity teams at each high school in the county to analyze access and enrollment in AP courses. CCPS will start identifying students who have met the requirements for the AP Capstone Diploma Program in SY22-23. The program will start to be marketed to the community during SY23-24.

Challenges	Overcoming Challenges Identified
Staffing all AP courses at every high school	Providing a virtual option for AP courses that are not staffed at every high school to allow students to access course not offered at home school; utilize Admentum
Scheduling difficulties for students	Graduation credits moved to the middle school level and additional offering in the summer and evenings through the school year (ie. Financial Literacy, Art, Health, Exploring Computer Science)
Training for staff	Provide professional learning during the summer and paying teachers to participate; additional teacher training funding to increase number of teachers available
Student success rate	Seminar course developed to support students taking an AP course for the first time to teach AP strategies; AP Bootcamps offered in the summer for all students taking an AP course

[Linked Artifacts:](#)

- 121. Recruitment for College Preparatory Programs:** Discuss how the school system ensures all students know about all college preparatory opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system’s demographics?

Currently, the AP courses are offered individually and are outlined in the Program of Studies. Course selection presentations are provided to all students by the school counselors during the school day. AP offerings are introduced to all students during the presentation. Teachers recommend and approve students to take AP courses through the course selection process. Students meet one-on-one with their school counselors to review the selections and make any changes. All parents are invited to an AP information night each year. Parents can request their child be placed in an AP course even if it is not recommended by the teacher. Each school sends newsletters to parents identifying the different AP opportunities. The marketing of the AP Program is being developed and will be implemented during SY23-24. “Equal Opportunity Schools” will provide data to analyze who is choosing to take AP courses, which will result in modifications to the current marketing techniques and impact how the AP Program is presented to the community.

[Linked Artifacts:](#)



**122. Enrollment and Support in College Preparatory Programs:** Describe how students access the above named college preparatory programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and diplomas?

Students select the courses during the course selection process, which is completed during one-on-one sessions with the school counselor and approved by parents or guardians. Teachers provide recommendations to students in their current classes based on the level of success in their current course. Some of the AP courses do require a pre-requisite. AP courses are open to all students, even those who have not met CCR, or who are in an individual support pathway. AP courses are available in each high school in Charles County so there are no challenges due to proximity. CCPS offers a seminar course to students taking an AP course for the first time. This course will support students who are struggling and provide additional support in the learning strategies outlined by the College Board. Additional tutoring sessions are available to students during the school day. The tutoring sessions can be requested by the student or recommended by the teacher. The level of support offered in the tutoring session differs based on individual needs. Additionally, prior to the school year, AP Bootcamps are offered for students to prepare for the upcoming coursework. Summer AP Bootcamps are free of charge to the students and allow students to frontload material that will be learned throughout the different AP courses.

**Linked Artifacts:**

## Middle/Early College and Dual Enrollment Programs

In this section, LEAs will have the opportunity to discuss the opportunities students have to earn college credit through dual enrollment. The section distinguishes between dual enrollment offerings that are available to students without participating in a middle or early college program and those that do.

**123. Dual Enrollment Program:** Describe the LEA's current and anticipated Dual Enrollment program, including the number of college credits available if students were to take every course offered and whether courses are completed in a coherent sequence to support a particular area of concentration. This should be exclusive of dual enrollment coursework in middle and early college high school programs. Describe the challenges associated with implementing a dual enrollment program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Currently, the Dual Enrollment program consists of eight courses offered at each of the high schools. Students can earn college credit by successfully completing an end of the year assessment. Juniors and seniors can also take courses on campus from a list of 76 preapproved courses. They are not offered in any sequence that would support a particular concentration. This year, those courses will not transfer back to the high school transcript.



Beginning in school year 2023-24, CCPS will offer approximately 30 courses through the Dual Enrollment program and these courses will allow students to earn both high school and college credit.

Current Challenges	Plan to Overcome Challenge
<b>Funding to pay 100% of dual enrollment costs</b>	Utilize CCR funding provided through the Blueprint; proposed updated budget to our local government to cover additional costs; local government officials have been kept up to date and are active members of the Blueprint Steering Committees which results in a better understanding of the demands
<b>Transportation for students taking dual enrollment courses</b>	Bus routes have been established to support the Early College program; CCPS will explore the capability of Dual Enrollment students utilizing the resource as well; CCPS is meeting with the local public transportation company (VanGo) to update times and routes to better support students without a license or vehicle
<b>College Courses meeting high school graduation requirements</b>	College of Southern Maryland staff and CCPS content specialists meet regularly to review and approve courses based on MSDE graduation requirements
<b>Reporting student outcomes for the high school transcript as well as the college transcript</b>	CCPS Office of Accountability and the College of Southern Maryland have developed a timeline and protocol for how student outcomes will be reported back to the LEA

[Linked Artifacts:](#)

- 124. Middle and Early College High School Programs:** Describe the LEA's current and anticipated middle and early college high school programs, including the degrees offered. Describe the challenges associated with implementing a middle or early college high school program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Currently, CCPS offers an Early College program for seniors in General Studies. This is a pilot program that was offered during SY 2022-2023 to 4 of the 7 high schools. In SY 2023-2024, the program will expand to all 7 high schools in Charles County. Students earn up to 34 credits in the one-year program. In SY23-24, CCPS is offering an associate degree program in Business Management. Students will earn up to 60 credits. The school system is researching additional AA programs to offer in the next few years to include Engineering, Computer Science, Electrical Wiring, HVAC, or Education degrees.

Current Challenges	Plan to Overcome Challenge
<b>Funding to pay 100% of dual enrollment costs</b>	Utilize CCR funding provided through the Blueprint; proposed updated budget to our local government to cover additional costs; local government officials have been kept up to date and are active members of the Blueprint Steering Committees which results in a better understanding of the demands
<b>Transportation for students taking dual enrollment courses</b>	Bus routes have been established to support the Early College program
<b>College Courses meeting high school graduation requirements</b>	College of Southern Maryland staff and CCPS content specialists meet regularly to review and approve courses based on MSDE graduation requirements



<b>Reporting student outcomes for the high school transcript as well as the college transcript</b>	CCPS Office of Accountability and the College of Southern Maryland have developed a timeline and protocol for how student outcomes will be reported back to the LEA
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Linked Artifacts:

- 125. Recruitment for Dual Enrollment and Middle/Early College Programs:** Discuss how the school system ensures all students know about dual enrollment and middle/early college opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics? Responses should address dual enrollment and middle and early college high school programs.

At each local high school in CCPS, school counselors conduct presentations to students and parents by grade level around course selection for the following school year. It is during these presentations that both dual enrollment and Early College programs are outlined for students and parents. In addition, school counselors meet with all high school students individually to discuss course selection and plans for their upcoming school year.

In addition, CCPS holds Parent Information Nights both in-person and virtually to ensure any parent who wants to know additional information or ask specific questions has an opportunity to do so.

Information about Dual Enrollment and Early College Programs are emailed out to both students and parents who are eligible to apply and information is posted on both the CCPS and the CSM website and social media platforms. See artifact 1 for links to the websites.

Linked Artifacts: [125 Recruitment for Dual Enrollment and Middle/Early Programs\\_A1](#)

- 126. Enrollment and Support in Dual Enrollment and Middle/Early College Programs:** Describe how students access the dual enrollment and middle/early college programs previously identified, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and degrees?

Responses should address dual enrollment and middle/early college high school programs.

**Early College:** The link to the application is emailed to all 10th grade students for the Business associate degree program, and the link to the application is emailed to all 11th grade students for the Early College program. The opportunity is also publicized on social media. The application consists of generic personal information, an essay, and their high school transcript must be uploaded. School counselor and principal approval are needed. Requirements for acceptance include 2.75 GPA (unweighted), and completion of Algebra II. State assessments and Student Service-Learning requirements must be met as well. These requirements are for the one year and the two-year AA program. If a student has not met CCR by the end of 10th grade, then individual supports will be identified. Those supports may need to occur during the 11th grade



year, which would impact the ability for a student to participate in the AA program. The student could still be eligible for the 1-year Early College program. The school system is identifying ways to get students CCR while attaining the AA degree if that is their area of interest. All students who are accepted are provided transportation, so access is not limited. To meet all graduation requirements, CCPS has worked to offer alternate courses in the evening and in the summer, so scheduling is flexible. Summer bootcamps are offered to prepare students for the Early College and AA programs. Embedded tutoring supports are pushed into courses when students need additional instruction. If a student is unsuccessful in a course, the college has developed a "Commit to Complete" plan that allows students to continue instruction and address their specific areas of struggle from previous semesters. The college professor of the course provides this support directly. See artifact 1 for a sample outline of the "Commit to Complete".

**Dual Enrollment:** The link to the application is emailed to all 10th and 11th grade students for the Dual Enrollment program. The opportunity is also publicized on social media. The application consists of generic personal information and their high school transcript must be uploaded. School counselor and principal approval are needed. Requirements for acceptance include 2.75 GPA (unweighted) or 2.5 with qualifying SAT/ACT scores. State assessments and Student Service-Learning requirements must be met as well. Students who have not yet met CCR standard will still have the flexibility to meet those goals while enrolled in the Dual Enrollment program. Based on their individual support plan, the high school schedule and the dual enrollment schedule can be developed.

The College of Southern Maryland offers a variety of resources for students who need assistance. Tutoring is available online and in person to all students. There are plans to expand the "Commit to Complete" to include all departments. Please see artifact 2 that shares the websites regarding early college and dual enrollment in CCPS.

**Linked Artifacts:** [126 Enrollment and Support in Dual Enrollment and Middle College Programs A1](#)

[126 Enrollment and Support in Dual Enrollment and Middle College Programs A2](#)

## Aligning State Aid Funding to CCR Pathway Costs

**127.** The Blueprint Formula is designed to provide approximately \$1,000 per post-CCR pathway-eligible student through a combination of the State Aid CCR formula weight (~\$500) and through the State Aid Target Foundation amount (~\$500). Describe the LEA's plan to ensure proper resource allocation to support eligible student access to an uncapped number of dual-enrollment courses at no cost to the student or the student's family. The LEA's plan should also ensure these funds provide for eligible student access to AP, IB, and other, post-CCR-related professional and instructional opportunities (e.g., apprenticeships, industry-recognized credentials, etc.).

To ensure that Charles County Public Schools are fully funded for the post-CCR pathways, and costs associated with those pathways, the Chief Financial Officer (CFO) communicates regularly with the county government about budget needs so there are no surprises. Officials from the county government are participants in the Blueprint Steering Committee workgroups, as well, to increase knowledge and understanding of the fiscal demands outlined in the plan. If CCPS is not fully funded, the organization compares the actual costs to the budgeted amount line by line to look for potential savings. The largest expense in CCPS is staffing so if the funding shortage is large, staffing levels would need to be evaluated to make cuts.

**Linked Artifacts:**

Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs

3.4.4: LEAs offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, or complete the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor

128. **CTE Programs:** Describe the LEA’s current and anticipated CTE programs, including the factors the LEA considers when making programmatic additions and changes. Describe the challenges associated with implementing CTE programs or launching new ones and how the LEA will overcome the challenges identified and ensure:
- Alignment of CTE programming to industry needs and
  - Strategic use of resources to support programs at all sites, whether that’s at all campuses, one centralized site for the school system, or a regional site implemented in collaboration with other LEAs.

Charles County Public Schools currently has CTE programs representing all 10 career clusters, as identified under the Maryland State Department of Education. A Local Needs Assessment is conducted every two years to identify if programs result in high wages, are “in demand” in the local workforce, and are high quality programs aligned with industry needs. Projected industry growth and local employment data are analyzed to identify programmatic additions and changes. In addition to the data, student interest in desired career fields is used when developing and growing CTE pathways. Student interest is determined through exploration activities that begin in 5th grade. Information is gathered through student surveys, the number of students who apply to certain CTE pathways, and feedback forms after CTE presentations and the CTE Exploration Camps offered to rising 7th and 8th grade students. When a new CTE program is developed, based on industry need and student interest, a Program Advisory Committee (PAC) is formed. The PAC is made up of industry professionals, post-secondary representatives, and other interested parties. The PAC works to identify the desired outcomes of the program, based on industry needs, such as earning of industry credentials, earning of college credits, or internships and apprenticeships. The PAC also develops the curriculum that will be taught or approves curriculum that has already been developed. The PAC identifies necessary equipment and facility needs so the students enrolled in the program experience an education that directly correlates with industry requirements. Based on the needed facility, a CTE program will either be placed in all high schools or in a specific school that has the space or lab requirements. For instance, Food and Beverage Management (ProStart) was expanded to all high schools because the kitchen spaces were able to be updated with the necessary equipment needs, and all high schools already had kitchen spaces. On other hand, the Barbering Program was placed at one school because the lab space required very specific equipment that was able to be funded for one location. If a program is offered at only one location in the county, then students can apply to the program and transportation is provided for anyone in the county. The application process is a lottery once students meet the minimum requirements.

Challenges	Overcoming Challenges Identified
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Staffing CTE Courses: need industry experience and teaching pedagogy	<p>Partnership with local workforce development (Tri-County Council), unions, and other organizations to find interested individuals</p> <p>Support certification process through mentorship and additional certification options available through MSDE</p> <p>Hire new teachers in March so they can shadow retiring teacher, and plan for the upcoming school year</p>
Industry specific classroom and equipment	<p>Utilize grant funding to outfit industry specific equipment needs</p> <p>Work with Building Management to fund capital improvements necessary for program success; implement a 5-year plan</p>

**Linked Artifacts:**

- 129. CTE Programs by Career Cluster:** Use the tables below to identify the LEA's current and anticipated CTE programs by career cluster. Indicate the number of sites where each program is offered and which programs provide students with the opportunity to complete a coherent sequence of courses, earn college credit, participate in an apprenticeship, and earn an industry-recognized credential.

		Current				
Career Cluster	Program Name	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Arts, Media, Communication	Graphic Communications	1	Y	8	Y	Y
Arts, Media, Communication	Interactive Media Productions	1	Y	3	Y	Y
Business Management and Finance	Business Management and Finance	7	Y	3	Y	Y
Construction and Development	Construction Design and Management (CDM)	1	Y	3	Y	Y
Construction and Development	Electrical Construction	1	Y	9	Y	Y
Construction and Development	HVAC	1	Y	0	Y	Y
Construction and Development	Welding	1	Y	6	Y	Y
Consumer Services, Hospitality, and Tourism	Careers in Cosmetology	1	Y	0	Y	Y
Consumer Services, Hospitality, and Tourism	Barbering	1	Y	0	Y	Y
Consumer Services,	Culinary Arts (ACF)	1	Y	6	Y	Y



Hospitality, and Tourism						
Consumer Services, Hospitality, and Tourism	Food and Beverage Management (ProStart)	7	Y	0	Y	Y
Environmental, Agricultural, and Natural Resource Systems	CASE: Natural Resources	1	Y	41	Y	Y
Health and Biosciences	Academy of Health Professions: Certified Nursing Assistant	1	Y	9	Y	Y
Health and Biosciences	Academy of Health Professions: Pharmacy Technician	1	Y	9	Y	Y
Health and Biosciences	Academy of Health Professions: Physical Rehabilitation	1	Y	9	Y	Y
Health and Biosciences	Biotechnology	1	Y	6	Y	Y
Health and Biosciences	Project Lead the Way: Biomedical Sciences	6	Y	7	Y	Y
Human Resource Services	Maryland Fire and Rescue Institute (MFRI)	1	Y	95	Y	Y
Human Resource Services	Criminal Justice	1	Y	9	Y	Y
Human Resource Services	Early Childhood	1	Y	6	Y	Y
Human Resource Services	Army JROTC	2	Y	0	Y	Y
Human Resource Services	Air Force JROTC	2	Y	0	Y	Y
Human Resource Services	Marines JROTC	1	Y	0	Y	Y
Human Resource Services	Navy JROTC	2	Y	0	Y	Y
Human Resource Services	Teacher Academy of Maryland	7	Y	39	Y	Y
Information Technology	Cisco IT Networking	1	Y	28	Y	Y
Information Technology	Cisco Cyber Security	1	Y	28	Y	Y
Information Technology	Computer and Information Sciences	7	Y	6	Y	Y
Manufacturing, Engineering, and Technology	Project Lead the Way: Pathway to Engineering	6	Y	6	Y	Y
Manufacturing, Engineering, and Technology	Drafting and Design	1	Y	3	Y	Y
Manufacturing, Engineering, and Technology	Manufacturing Technologies	1	Y	3	Y	Y
Transportation Technologies	Automotive Technician	2	Y	18	Y	Y
Transportation Technologies	Collision Repair	1	Y	32	Y	Y
Career Research and Development	Career Research and Development	7	Y	0	Y	N



Apprenticeship Maryland	Apprenticeship Maryland	7	Y	0	Y	Y
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Linked Artifacts:

#### Planned

Career Cluster	Program Name	Year of Implementation	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Transportation Technologies	Aeronautics, Aviation, Aerospace Science and Technology	2024-25	1	Y	TBD	Y	Y
Transportation Technologies	Airframe Mechanics and Aircraft Maintenance Technology	2025-26	1	Y	TBD	Y	Y

Linked Artifacts:

### Blueprint Requirement (MD Code, Educ §21-204)

- 130. Work-Based Learning and Apprenticeships:** Describe how the LEA recruits industry partners and collaborates with them to create a continuum of work-based learning opportunities for students, including apprenticeships that result in students earning industry credentials. What challenges are involved in this process, and how does the LEA overcome them?

Charles County Public Schools is an active member of the Chamber of Commerce, which has a Business and Education Committee focusing on the growth of internship and apprenticeship opportunities in the area. Through this partnership, the local workforce is educated on work-based learning and apprenticeship, provided information from DLLR of how to become an approved youth apprenticeship or apprenticeship site, and connected with Tri-County Council, our Local Workforce Development, for additional support. As organizations are approved as apprenticeship sites, intended student outcomes, to include earning industry certifications, are outlined. Additional ways CCPS is increasing community awareness of internship and apprenticeship opportunities is through the Employer Recognition Breakfast that will acknowledge all employers that hold internships and apprenticeships for students. Student and parent awareness of the opportunities is increasing through virtual information sessions held a few times a year, and an Apprenticeship Summit for interested students that is held yearly. Information sessions are provided to school counselors and teachers as well. In Charles County, almost 75% of businesses are made up of 3-4 employees. Because businesses are small, apprenticeship is a costly decision. Charles County Public Schools has signed on to partner with FourPoint and The Patuxent Partnership (TPP) through the Maryland Works Grant to increase apprenticeship opportunities to all students. If the grant is approved, funding will be available to employers for apprenticeship sites. CCPS continues to research grant opportunities to support small businesses as they grow apprenticeship opportunities.

Linked Artifacts:

- 131. Industry-Recognized Credentials:** Discuss the LEA's plans for increasing the number of students earning in-demand industry-recognized credentials that align to industry needs other than those discussed in the previous question. What challenges are involved in this process, and how does the LEA overcome them?

Starting in SY23-24, students will be able to have the testing fee for industry-recognized credentials paid for. In the past, the challenge was the cost of the exam. A student would pay for the exam and would be reimbursed if they passed the test. By paying for the test up front, more students will attempt the exam.

Another challenge is aligning the curriculum to reflect industry standards that are continually being updated. In SY23-24 and SY24-25, teachers will work with their Program Advisory Council (PAC) members to realign curriculum with the industry credentials, identify additional credentials that are pertinent in their industry, and identify additional resources to increase success on the credentials. Each CTE program outlines the expectation for students to take the industry-recognized credentials within the course syllabus. This expectation is also stated at school-based open house programs, and through communication that is sent home to parents and guardians. Additionally, tutoring sessions are provided for students to address the standards addressed on the different exams. The tutoring sessions occur during the school day, and after school. It is a challenge for students to see the value in credentials. Because all students will have the exam paid for them in the future, the result of the exam can count as a grade in the course. This will positively impact student outcomes.

Prioritized programs due to highest need and low success rate:  
Cisco IT Networking- CCNA  
Cyber Security- Cyber Ops  
Teacher Academy of Maryland- Praxis will be prioritized over ParaPro  
Early Childhood- Child Development Associate (CDA)

Linked Artifacts:

**132. Recruitment for CTE Programs:** Discuss how the school system ensures all students know about CTE opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system’s demographics?

Grade Level	Marketing and Recruitment Strategy
5 <sup>th</sup> Grade/ Elementary	“What is Career and Technical Education?” Parent Information Sessions (virtual and in-person) “What is Career and Technical Education?” Information sheet sent home with all 5 <sup>th</sup> grade students
6 <sup>th</sup> Grade	The school counselors will utilize Xello lesson “Interest” to identify their personal interests and strengths. All students will be introduced to the post-CCR pathway options to include the AP pathway, Early College and Dual Enrollment, and the CTE pathways. Parents are sent inquiry questions as a follow-up to identify and discuss their students’ interests.
7 <sup>th</sup> Grade	The school counselors will utilize Xello lesson” Learning Pathways” to explore different educational and training paths based on personal interest and careers. Students will develop a draft high school plan to include a Post-CCR pathway. Parents will be sent inquiry questions, along with their students’ high school plan to promote discussion and feedback.
8 <sup>th</sup> Grade	The school counselors will utilize Xello lesson “Exploring Career Matches” which allow students to take an aptitude test that provides career options that best match the results. Students explore those matches to identify if their high school plan needs to be edited or updated. Students also receive information sessions during



	the school day on the specific CTE pathways available, as some require an application to be submitted in the 8 <sup>th</sup> grade year. Counselors have one-on-one sessions with students to complete the course selection process for high school, which will correlate with the high school plan in Xello. Parents will be sent inquiry questions, so they discuss the results of the aptitude test, and career options identified by their student. If a student does not get accepted to a CTE program for which they applied, they are provided a one-pager with other CTE pathways that are available in their zoned school or they can apply to in 10 <sup>th</sup> grade.
<b>9<sup>th</sup> Grade</b>	The school counselors will utilize Xello lesson "Exploring Career Factors" to identify different elements and expectations within their desired career field. Counselors will have one-on-one sessions with each student to edit their high school plan, select courses for the following year, and monitor how students are currently doing on their chosen path. Updated high school plans will be available to parents for discussion and feedback. A one-pager is sent to all parents and to all students identifying CTE pathways that can be started in 10 <sup>th</sup> grade through course selection.
<b>10<sup>th</sup> Grade</b>	The school counselors will utilize Xello lesson "Program Prospects" to identify what training or education program is needed for their desired career. The results of this lesson will be utilized to update their high school plan. One-on-one sessions with the school counselors will occur to edit their high school plan, select courses for the following year, and monitor how students are currently doing on their chosen path. Updated high school plans will be available to parents for discussion and feedback. The CTE Department holds a presentation for all 10 <sup>th</sup> grade students outlining the programs available through the application process during the 10 <sup>th</sup> grade year. The presentation also covers CTE programs that can be started in 11 <sup>th</sup> grade through course selection.
In SY 2023-2024, marketing will increase to include additional information sessions for students and parents in 5 <sup>th</sup> , 6 <sup>th</sup> , and 7 <sup>th</sup> grade. The information sessions will teach about course selection in middle school and the impact course selection can have on the high school schedule. Students and parents will learn about Post-CCR pathway options, and ways to provide flexibility in their high school opportunities.	

[Linked Artifacts:](#)

- 133. Enrollment and Support in CTE Programs:** Describe how students access the above named CTE programs, including the process for entry. How does the school system ensure:
- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
  - Students are not limited from participating based on proximity to programs or scheduling challenges, and
  - Students have the necessary support to participate in apprenticeships and successfully earn industry-recognized credentials?

<b>8<sup>th</sup> Grade Fall/Winter Online Application Required</b>	<b>8<sup>th</sup> Grade Course Selection with Counselor</b>	<b>10<sup>th</sup> Grade Fall/Winter Online Application Required</b>	<b>10<sup>th</sup> Grade Course Selection with Counselor</b>
<ul style="list-style-type: none"> <li>• Academy of Health Professions:</li> </ul>	<ul style="list-style-type: none"> <li>• Business Management</li> <li>• Computer Science</li> </ul>	<ul style="list-style-type: none"> <li>• Academy of Health Professions:</li> </ul>	<ul style="list-style-type: none"> <li>• Business Management</li> <li>• Career Research and</li> </ul>



<p>Certified Nursing Assistant</p> <ul style="list-style-type: none"> <li>Automotive Technician</li> <li>Biotechnology</li> <li>CASE: Natural Resources</li> <li>Cisco: IT Networking</li> <li>Child Development Professions</li> <li>Collision Repair</li> <li>Construction Design and Management</li> <li>Cosmetology</li> <li>Criminal Justice</li> <li>Culinary Arts (ACF)</li> <li>Cyber Security</li> <li>Drafting and Design</li> <li>Electrical Construction</li> <li>Engineering</li> <li>Graphic Communications</li> <li>Welding Technology</li> </ul>	<ul style="list-style-type: none"> <li>Food and Beverage Management (ProStart)</li> <li>PLTW: Biomedical Science</li> <li>PLTW: Pathway to Engineering</li> <li>Teacher Academy of Maryland (TAM)</li> <li>JROTC (branch varies based on school)</li> </ul>	<p>Pharmacy Technician</p> <ul style="list-style-type: none"> <li>Academy of Health Professions: Physical Rehabilitation</li> <li>Automotive Technician</li> <li>Barbering</li> <li>Heating, Ventilating, and Air Conditioning (HVAC)</li> <li>Interactive Media Productions</li> <li>Maryland Fire and Rescue Institute (MFRI)</li> </ul>	<p>Development (CRD)</p> <ul style="list-style-type: none"> <li>Computer Science</li> <li>Food and Beverage Management (ProStart)</li> <li>Teacher Academy of Maryland (TAM)</li> </ul>
<p><b>Admission Decisions are made based on the following criteria:</b></p> <ul style="list-style-type: none"> <li>40% Student interest expressed on Interest Survey</li> <li>28% Academic performance: specific courses grades are used based on recommendations from the Program Advisory Committees of the specific program</li> <li>25% Application questions</li> <li>7% Attendance **Due to the Covid-19 Pandemic, all student applicants will be credited the full 7% for attendance.</li> </ul> <p><b>Selection Process</b></p> <p>Qualifying scores have been determined based on advisement from the Program Advisory Committees for each program, and what score equates to a students' ability to reach success in the program. All students who meet the qualifying score will be considered a candidate for their first CTE program choice. Qualifying scores are only utilized if a program is oversubscribed. If they are randomly selected for their 1st choice, they will not be placed in the lottery for their second choice. If they are not randomly selected for their second choice, they will be waitlisted in random order for both programs. Waitlisted students will be randomly ranked and offered a seat if it becomes available.</p> <p><b>Acceptance Requirements</b></p> <p>In February, letters of acceptance/denial/waitlist are sent. The letter of acceptance contains an acceptance/decline agreement. Within two weeks of receipt, the acceptance/decline agreement must be signed and returned to secure a spot in the program.</p> <p>The programs that do not require an application can be chosen through the course selection process.</p> <p>Students who have not met CCR will be provided individual support plans. Additional services and supports can be offered in the evenings, during the summer, after school, or during tutoring</p>			



sessions in the school day. These options allow a student to complete the CTE pathway and receive additional services and supports. CTE programs are available to all students in Charles County. If a student is accepted to a program that is not at their zoned school, transportation is provided.

Charles County Public Schools has an Apprenticeship Coordinator who is developing opportunities for all students. Apprenticeship opportunities are advertised in every high school to students entering 11<sup>th</sup> and 12<sup>th</sup> grade. As more placements are created in Charles County for Apprenticeship, staffing will be aligned to address the additional workload so more students can be placed successfully.

All CTE pathways in Charles County have the opportunity for either industry certifications and/or college credits to be earned. Starting in SY23-24, CCPS will fully fund students attempting to earn industry recognized credentials and dual enrollment agreements for the CTE pathways.

Linked Artifacts: [133 Enrollment and Support in CTE Programs A1](#)

## Pillar 3: Equitable Access and Tracking

**134.** Progress-monitoring student performance and assigning students to groups, classes, and programs based on their achievement levels can result in tracking, a practice which can further limit educational access and opportunities for historically underserved groups and widen achievement gaps. Tracking occurs at all grade levels (Pre-K-12) and the Blueprint aims to eliminate that practice. What safeguards does the school system implement to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels?

At the elementary school level, an articulation team meets to discuss each student and review student data and determine the appropriate placement for the following year. Students are grouped by reading level during their guided reading block. The structure of the math block allows for instruction in the core content and then 30 minutes of workshop time where students who require re-teaching, intervention, or enrichment are pulled into small groups and provided that opportunity. Workshop groups change regularly depending on the content.

Starting at the middle school level, CCPS has re-worked the middle school curriculum to expand access and opportunities to students. The Office of Teaching and Learning has de-coupled interventions from core content and have titled those courses reading and math “Labs”. Some labs are designed to provide interventions to students who are performing below grade level while other lab courses are designed to support students who are being accelerated into honors courses (Artifact 1 and 2). In addition to the versatility the schedule allows, additional math courses were developed to condense curriculum standards and allow students to more quickly advance. While there are placement guidelines based on student data, the lab courses are meant to function as a support to students and can be replaced by an enrichment opportunity such as a World Language course or technology education course that will satisfy high school credit. Students have the ability to move into different levels of coursework yearly, based on summative and formative assessment data. The “lab” structure of intervention, support, and enrichment at the middle school level increases the ability for students to diversify their experience and meet their individual learning goals. Teachers recommend courses for students; however, parents and students have a choice in the student’s final

course selections. Student data is reviewed by a central office team at the end of each school year to ensure students are appropriately placed for the following school year. Students must take one of the reading and math courses. The reading and math labs are optional based on student needs, interests, and course selection. If a student is recommended for an intervention lab, that course is made a priority. CCPS, specifically content specialists, continually monitors supports in place for students, and the level of success a student attains to increase opportunity and equity for all students.			
Reading Courses	Math Courses	Math Labs	Reading Labs
On grade level	On grade level	Intervention	Intervention
Honors	Advanced	Enrichment	Enrichment
Linked Artifacts: <a href="#">134 Equitable Access and Tracking A1</a> <a href="#">134 Equitable Access and Tracking A2</a>			

### Pillar 3: (OPTIONAL) Proposed Regulatory Revisions and Waivers

**135.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...

Linked Artifacts:

### Pillar 3: Stakeholder Engagement

**136.** Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the College and Career Readiness Pillar. LEAs must include industry partners and institutions of higher education to increase dual credit and apprenticeship opportunities for students. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Pillar 3 Steering Committee	Stakeholder collaboration focused on developing and supporting its implementation plans for CCR including representation from the LEA, College of Southern Maryland (CSM), workforce community, and Board members	Ongoing- monthly



Career Counseling Workgroup	Stakeholder collaboration focused on developing MOU between CCPS, CSM, and LWDP (included in group are CTE directors and BP coordinators from Calvert, Charles, and St. Mary’s counties, reps from CSM and the LWDB)	Ongoing
Dual Enrollment and Early College Workgroup	Stakeholder collaboration from CCPS and CSM focused on establishing CCR pathways for students who have met CCR	Ongoing- monthly
Program Advisory Committees (PAC) for each CTE Career Cluster	Collaboration to review curriculum and provide professional learning for teachers	Ongoing- minimum twice a year
Charles County Career and Technical Education Local Advisory Council	Advocate programs needed within the community and establish programs for CTE programs to support needs	Ongoing- quarterly
Charles County Chamber of Commerce Business and Education Committee	Establish additional partnerships between CCPS and the local workforce committee to expand apprenticeships and work opportunities for students	Ongoing- monthly

Linked Artifacts:



## **Pillar 4: More Resources to Ensure All Students Are Successful**

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**Pillar 4 Steering Committee Lead: Kevin Lowndes, Chief of Teaching and Learning**



In each of the three previous Pillars, LEAs are asked to describe how they meet the needs of unique learners, including English learners and students with disabilities. In this section, LEAs will discuss the differentiated support and specific investments being made to support individual service groups. LEAs may reference prior responses as needed.

## Pillar 4, Objective 2: Improve the education of English Learners (EL)

### 4.2.2: Implementing the English learner workgroup recommendations

**137. Engagement and Communication with Multilingual Families:** How will the school system share important information and engage English learner families in increasing activities to support students? Explain which strategies, including the use of family coordinators, are used and how they are employed at both the school system and school levels.

Commonly utilized methods of parent communication and involvement include:

- Telephonic and in-person interpretation
- Translation
- Bilingual facilitators
- English learner parent leadership academies
- Digital communication applications
- English learner parent outreach engagement activities

The CCPS Interpreter and Multilingual Communications program is managed by the Office of Communications and includes in-person (CCPS Interpreter Program) and telephonic interpretation (Language Line) opportunities and both automatic (Talking Points) and human translation (ASTA) programs available to all schools to support all students and families. Talking Points is available at most schools currently; a budget increase has been requested to provide this program to all schools for the 2023-24 school year. Documents provided to all parents/guardians or documents of a legal nature are translated into Spanish. CCPS policy is to consistently translate documents and presentations into Spanish because the population of Spanish-speakers in CCPS continues to rise and is at approximately 6% of total enrollment. No other language represented in CCPS is higher than 1% of total enrollment. Families who speak other languages are able to communicate with the school using all of the other multilingual support programs. As those populations continue to increase, CCPS will make additional translation services available to those families. Interpreting services are available to all staff to use as needed with parents/families who do not speak English. Title I schools document interpreter and translation requests and provide interpreters for parents at school events and translations of school documents.

Recently, CCPS requested that staff in all roles complete an employee language survey in order to identify all the language assets available across the district. With this information, CCPS will be able to provide interpreter training on ethics, confidentiality, and other topics so more staff in the schools are able to professionally assist students/parents.

Schools with a high ESOL population are encouraged to hire bilingual staff when possible, including bilingual family liaisons and bilingual IAs. CCPS has had some success in increasing the number of bilingual staff being hired by using the following methods: creating roles for schools that require a bilingual candidate (bilingual instructional assistants, bilingual elementary teacher) and creating a plan with Human Resources to prioritize bilingual candidates when hiring and placing new employees. In the future, CCPS plans to increase outreach and job advertisements to bilingual communities, place bilingual employees at schools with high needs



for bilingual staff and build the instructional capacity of current bilingual employees in non-instructional roles.

To increase support for EL families in SY 2022-2023, CCPS increased the Bilingual Family and Community Outreach Facilitator position from .5 FTE to 1.0 FTE. Increased outreach includes parent support events (ESOL Community Night, Parent Leadership Night in Spanish, ESOL Literacy Night, other engagement activities) and additional opportunities to collaborate with other CCPS programs and external community agencies (Early Learners Bilingual Story and Math Time at the local library). The ESOL Program offers quarterly, Spanish-language Parent Leadership Nights to develop leadership skills and build ESOL parent capacity for advocacy. CCPS will continue to identify the needs of the ESOL community and develop a plan to support multilingual families with events and services that will engage them further in the education of their children. At the end of each ESOL event, the ESOL program solicits feedback from participants regarding the needs of their community and how well the event in question supported their needs. Additional support is developed based on these responses. Annually, the ESOL program sends out a Needs Assessment survey to all families of ELs to ensure that the programs available are meeting the needs of the community. This also provides all ESOL community parents/guardians an opportunity to give feedback, not just those who have previously attended events.

**Linked Artifacts:** [137 Engagement and Communication with Multilingual Families A1](#)

[137 Engagement and Communication with Multilingual Families A2](#)

[137 Engagement and Communication with Multilingual Families A3](#)

- 138. Language Acquisition and Reclassification:** Describe the individual strategies and support the LEA provides to increase the number of students eligible for reclassification and ensure the level of language acquisition necessary for academic success. Include specific strategies for long-term English learners, particularly at the secondary level.

In SY 2022-2023, CCPS has added 1 FTE ESOL teacher and 1 FTE ESOL Instructional Specialist at the secondary level. CCPS has requested 2 additional FTE ESOL positions to lower the caseload of ESOL teachers across levels. CCPS has created scheduling recommendations for general classrooms with ELs (English Learner) based on EL growth towards the English Language Proficiency (ELP) Indicators that will be implemented in 2023-2024. CCPS selected two high schools to add a co-teaching ESOL instructional model to support ELs in both ELP growth and progress towards graduation and CCR. To support Long-Term ELs (LTELs), CCPS continues to work with secondary classroom teachers in monthly professional learning sessions to embed additional learning strategies such as embedding visuals into lessons, using audio clips and media to support background knowledge growth, using native language supports to develop cross-language skills, and opportunities in the general classroom for LTELs. At all levels, CCPS has seen an increase in general content staff providing more appropriate leveled support in their lessons and expects to see additional growth towards reclassification when the 2023 ACCESS results are available. Additionally, CCPS is piloting an individualized ELP learning platform (off2Class) for secondary ELs to support their consistent growth towards reclassification.

In the next two years, CCPS will continue to incorporate additional elements of the Ellevation case management and staff training platform. Currently, ESOL teachers are receiving ongoing training on how to use the program and how to support other staff in their building when using the program. In summer 2023, general content teachers will have the opportunity to receive training from Ellevation on a variety of topics (including Supporting Newcomers, Developing Academic Language, and Deepening Comprehension in ELs). Future implementation includes using the



platform to provide student-specific EL data to content teachers with more individualized support recommendations for content and language growth.

Linked Artifacts: [138 Language and Reclassification A1](#)

### 4.2.3: Increase per pupil funding for English learners

**139. Alignment and Investment of Resources:** The Blueprint provides additional aid to LEAs specifically to support English learners. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

*Examples may include:*

- *Increasing the number of district or school staff to support English learners, including ESOL certified teachers*
- *Increasing training and professional development for all teachers related to the assets of multilingualism and improving academic outcomes for English learners*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*
- *Launching dual language immersion programs where enrollment allows*

CCPS has consistently increased the number of ESOL teachers in correlation with the growth of enrolled ELs. CCPS plans to lower ESOL caseloads by hiring additional ESOL teachers which will increase the time ESOL teachers spend on direct instruction with ELs and supporting content teachers which will in turn increase the ELP growth rate. CCPS hired an additional ESOL Instructional specialist (total of 2.5 ESOL Instructional Specialists) in SY 2022-2023 to support ESOL and general classroom teachers at the secondary level and to support the Co-Teaching ESOL instructional model at two high schools with plans to add additional high schools as staffing allows. The Co-Teaching model is research-based and proven to be more effective than Pull-Out Sheltered ELP Instruction and will lead to an increased rate of ELP growth. CCPS plans to identify a tutoring/ELO program that will support ELs in academic content growth. CCPS is in the planning phase of its first Dual Language Two-Way Immersion program, which will open for grades PreK – K in SY 2024-2025. CCPS will braid Title III and Blueprint funding to implement this program. CCPS also converted a .5 FTE Bilingual Family and Community Outreach Liaison (funding through Title III) to a 1.0 FTE funded .5 by Title III and .5 by Blueprint funding. This additional staffing has allowed CCPS to develop a more comprehensive family outreach program with monthly events and long-term planning development. CCPS has implemented a training on the assets of multilingualism and improving academic outcomes of ELs: Using Native Supports in the Classroom. This training guides classroom teachers of all levels on how to use native language as a support that will increase student capacity in their home language, while also increasing academic knowledge and access to education for all ELs. This training has been implemented 7 times in school year 2022-2023 and will continue to be implemented in both summer training and training during future school years. CCPS plans to continue aligning its use of talent, time, and resources now and in the future by increasing collaboration in program planning between CCPS leadership and the ESOL Program.

Linked Artifacts: [139 Alignment and Investment of Resources A1](#)



## Pillar 4, Objective 3: Improve education for students with disabilities

### 4.3.1: Improve education for students with disabilities using the increased per pupil funding

**140. Alignment and Investment of Resources:** The Blueprint provides additional aid to LEAs specifically to support students with disabilities. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

*Examples may include:*

- *Increasing the number of district or school staff serving special education students*
- *Increasing training and professional development for all teachers related to inclusion and improving academic outcomes*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*

The CCPS Special Education Department has utilized the increased funding per pupil, Medicaid funds, local flex priorities, ARP, ESSR II and III, and other funding sources to meet the needs of special education students by expanding staff and increasing training opportunities.

#### **Expanding Staff**

There has been an expansion of central office support staff for schools to include an Instructional Specialist for Secondary Transition, an Instructional Specialist for Autistic Programs, an Instructional Specialist for Pre-K Special Education, two additional Instructional Specialist positions for K-12 special education, and an Instructional Assistant Coach. The positions were added with a primary focus on building school-based capacity of special educators for enriched service delivery and compliance.

There has also been an expansion of school-based special education staff to include the allotment of three additional IEP Facilitators (nonteaching position with focus on facilitating IEP meetings), three Compliance Facilitators (nonteaching position that case manages 30+ students), at the secondary level, several Instructional Assistants for early intervention in pre-K and kindergarten, and six pre-K special education teachers.

Special Education teacher caseload sizes are utilized to ensure appropriate allocation of staffing resources. Allocations are determined in late Spring for the following school year. In September, data is collected to determine if any staffing deficiencies exist due to unanticipated enrollment changes. Ongoing and collaborative conversations occur with central office support staff and building administrators to assess staffing needs in real time. Additional staffing is allocated throughout the school year based on student enrollment and special education services being provided to the students.

#### **Increasing Training Opportunities**

There has been an expansion of training opportunities for teachers of special education students during the school day, in the evening, and over the summer (see artifact 1). Funds have been utilized for sub coverage during the day to provide co-teachers time for facilitated collaborative planning, and time for mentor teachers to meet with mentees following informal observations in



regionalized programs. An Instructional Assistant Academy (see artifact 2) was developed this 2022-2023 SY, in which Instructional Assistants attend during early dismissal days and/or in the evening. Training opportunities were also expanded in the evening to accommodate teachers' schedules and there was a lack of sub availability throughout the day. The special education department doubled evening offerings for new special education teachers and collaborated with varied content specialists to offer content-based instructional planning sessions for general education and special education teachers. The special education department also expanded training opportunities in the summer to support teachers providing services in summer programs, as well as to prepare teachers to deliver services during the next school year. Training was provided on various math and reading interventions, as well as case management preparation for the upcoming school year.

During county-wide professional development in-service days, sessions are provided to teachers of special education students, to include general educators, on various topics designed to ensure access and equitable opportunities for diverse learners. Topics have included scaffolding instruction, Universal Design for Learning, collaborative structures, behavior management, and many others. Ongoing school-based professional development is provided throughout the school year during department meetings and after school opportunities.

Professional development for teachers of special education students in CCPS is also provided through monthly county-wide Professional Learning Teams (PLT). PLT cohorts, which include classroom teachers, administration, counselors and other school based instructional leaders, attend full day sessions to gain inclusive content that is brought back to their staff based on the deficits identified through their School Improvement Plans. Monthly, the PLT engages in the Professional Learning Cycle which includes professional development, safe practice, guided visits, lesson planning, co-teaching, and peer coaching (see artifact 3 below).

**Linked Artifacts:** [140 Alignment and Investment of Resources A1](#) [140 Alignment and Investment of Resources A2](#) [140 Alignment and Investment of Resources A3](#)

- 141. Identification of Students:** Discuss the systems and structures the LEA uses or will use to mitigate the opportunities for under- or over-identification of special education students, particularly as it relates to individual demographic groups.

The district-wide Multi-tiered System of Supports (MTSS) mitigates opportunities for over identification of special education students. CCPS has integrated specially designed instruction within the district -wide Multi-tiered System of Supports (MTSS) for academic and behavioral supports. CCPS engages in collaborative content –specific professional development within the Office of Instruction and Office of Student Services, tiered interventions, databased decision making to examine the effectiveness of the system, and problem solving to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.

As part of the district wide MTSS, each school has a Student Support Team (SST), which is a multidisciplinary school-based group that meets regularly to identify students who need academic and/or behavioral support. The SST identifies, implements, and evaluates strategies and/or interventions that are designed to address the needs of individual students.

Based on data collected and analyzed, the SST determines appropriate next steps for students. Once next steps (interventions, strategies, etc.) have been implemented for a reasonable and specified amount of time, the SST re-convenes to review and evaluate progress. Throughout the ongoing SST process, thoughtful consideration is utilized to determine if a lack of intervention response may be impacted by a suspected educational disability. A referral to the 504 or IEP team may occur under those circumstances.



As part of the Special Education IEP eligibility process, documentation of the implementation of research or evidence-based interventions is required to demonstrate lack of response to intervention as part of the eligibility discussion. CCPS continuously strives to provide school teams with support and resources to provide high quality instruction using evidence-based practices and interventions with fidelity. The process from SST to the IEP eligibility decision, as part of the broader MTSS, mitigates the over-identification of special education students.

Specific to overidentification of individual demographic groups, CCPS utilizes reports within Synergy -our system-wide database, reports within MD Online IEP, and annual PART B MSDE Indicator 9 data to proactively monitor any disproportionality in the identification of special education students. CCPS has consistently met state targets in all demographic areas. Inspecting trend data and the fidelity of using the guidelines MSDE has provided for eligibility has played a key role in understanding school-based processes.

Given MSDE Part B indicator data from SFY 2020, 2019, and 2018, disproportionality in the identification of students with disabilities overall (indicator 9) / category (indicator 10) by race or ethnicity was not identified.

Professional learning continues to be provided for IEP teams in the areas of eligibility decision making, as well as the overall RTI process within the multi-tiered system of supports (MTSS).

**Linked Artifacts:** [141 Identification of Students A1](#) [141 Identification of Students A2](#) [141 Identification of Students A3](#)

**142. Effective Classroom Instruction:** Discuss the strategies the LEA uses to ensure all teachers of special education students (general education and special education) can provide instruction effectively for this service group. Include references to Pillar 3: College and Career Readiness as needed.

*Examples may include:*

- *Strategic staffing to implement a co-teaching model that allows for two teachers to share all responsibilities for a single classroom*
- *Professional development to support all teachers in differentiating instruction effectively*
- *Scheduling models to support collaboration and co-planning between general and special education teachers*

The CCPS Special Education Department ensures all teachers of special education students can provide instruction effectively through strategic staffing and professional development. At the district level, special education teacher staffing has been equitably allotted to each school based on the size of the general education population with a process for the review of additional special educator allotments. Strategic use of various funding sources expanded the number of Instructional Specialists allocated to schools to support the inclusive classroom model. The Compliance Facilitator position at the secondary level was expanded to allow for more consistency with special education teachers in inclusive settings by greatly reducing caseload sizes and case management responsibilities.

During county-wide professional development in-service days, sessions are provided to teachers of special education students on various topics designed to ensure access and equitable opportunities for a diversity of learners. Topics have included scaffolding instruction, Universal Design for Learning, collaborative structures, and many others. Ongoing school-based



professional development is provided throughout the school year during department meetings and after school opportunities (see artifacts 1 and 2).

Professional development for teachers of special education students in CCPS is also provided through monthly county-wide Professional Learning Teams (PLT). PLT cohorts, which include classroom teachers, administration, counselors and other school based instructional leaders, attend full day sessions to gain inclusive content that is brought back to their staff based on the deficits identified through their School Improvement Plans. Monthly, the PLT engages in the Professional Learning Cycle which includes professional development, safe practice, guided visits, lesson planning, co-teaching, and peer coaching.

District-wide professional development for co-teaching and differentiated instruction has been ongoing and consistently funded through the special education local flex grant for substitute coverage. Substitutes were utilized to allow for professional development and facilitated collaborative planning sessions during the school day, as well as in the evening. Co-teaching teams were prioritized based on data from informal and formal observations, as well as newly hired general or special education staff. Collaborative content –specific sessions on the curriculum and differentiation are also offered in the evenings for all staff.

Beginning in the 2022-2023 SY, district-wide professional development for differentiated instruction has been expanded to include teachers within the Career and Technology Education (CTE) programs. Specific programs were selected based on total enrollment status of special education students, with the largest prioritized. Baseline observations will be utilized to identify areas of needed professional development to ensure access and equitable opportunities for special education students.

Linked Artifacts: [142 Effective Classroom Instruction A1](#) [142 Effective Classroom Instruction A2](#)

**143. Disciplinary Data and Practices:** What policies, procedures, or systems will the school system utilize to mitigate discriminatory discipline practices for special education students? What data will the school system use to monitor and evaluate disciplinary practices?

CCPS monitors and evaluates disciplinary practices using a variety of sources. Each school has access to a Disproportionality Dashboard which is generated from the CCPS Synergy Data Management System. The dashboard provides building administrators with the ability to monitor disproportionality of suspensions for various subgroups.

The CCPS Multi-tiered System of Supports (MTSS) for academic and behavioral supports serves to mitigate discriminatory discipline practices for special education students. Our district engages in collaborative professional development in tiered behavioral interventions, data-based decision making to examine the effectiveness of the system, and problem solving to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.

To promote system-wide building level implementation of restorative approaches and positive behavioral intervention and supports, CCPS has placed an emphasis on tier 1 preventative/proactive practices for student behavior. Professional Learning Teams (PLT) cohorts, which include classroom teachers, administration, counselors and other school based instructional leaders, attend full day sessions to gain inclusive content that is brought back to their staff based on the deficits identified through their School Improvement Plans. A mandatory area of focus for all schools is Culture and Climate, which includes community engagement, PBIS, restorative practices, and Social Emotional Learning (SEL). Monthly, the PLT engages in



the Professional Learning Cycle which includes professional development, safe practice, guided visits, lesson planning, co-teaching, and peer coaching.

The Office of Student Services has added three Behavior Support Teachers to support general education students within the K-2 setting. The Special Education Department also has six certified Behavior Specialists within the Special Education Department.

In addition, the ASPIRE program has been placed in several elementary schools, which is a therapeutic program for K-2 general education students. The program provides psychological, educational, and behavioral support in a small group setting for part of the school day.

Specific to monitoring and evaluating disciplinary practices, CCPS utilizes reports within Synergy -our system-wide database, reports within MD Online IEP, annual PART B MSDE Indicator 4 data to proactively monitor the disproportionality in the suspension of special education students. CCPS has consistently met state targets in all demographic areas.

Using MTSS and Synergy data, special education leadership can identify where in the process there are weaknesses and address them. Currently we are closely investigating the MTSS process for evidence of intervention at the tier one and tier two levels. Early returns show that this may be an opportunity for growth in CCPS.

Given MSDE Part B indicator data from SFY 2020, 2019, and 2018, disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. Proactive professional learning for administrators continues to be delivered on best practices for alternatives to suspension, as well as specialized support available through the individualized education plan.

The Special Education Department (for special education students) and the Office of Student Services (for general education students) reviews documentation of the use of exclusion and restraint at least twice annually. Databases are maintained by special education (for special education students) and student services (for general education students) on the use of restraint and seclusion. Policies regarding the use of restraint should be reviewed regularly and updated as appropriate.

Linked Artifacts: [143 Disciplinary Data and Practices A1](#) [143 Disciplinary Data and Practices A2](#)

## **Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households**

### **4.4.1: Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)**

Note: Only LEAs that are current recipients or anticipated recipients of the Concentration of Poverty Grant must complete section 4.4.1 and 4.4.2 regarding community schools.

**Blueprint Requirement (MD Code, Educ §9.9–101)**



- 144. Current Community Schools:** Community schools are funded via Concentration of Poverty Grants, which provide funding for both personnel and additional per pupil funding and are required to have a full-time Community Schools Coordinator and access to a health care practitioner. Use the table below to list the schools that currently meet the definition of community school and provide the requested information.

School Site Code	School Name	Staffed with a Community Schools Coordinator (Y/N)	Provides Access to Health Care Practitioner (Y/N)
0604	Dr. Samuel A. Mudd Elementary School	Y	Y
0710	Indian Head Elementary School	Y	Y

- 145. Staffing the Community School Coordinator Role:** For those schools without a full-time Community School Coordinator, describe the LEA's plans for ensuring that the role of Community School Coordinator is filled for each of its community schools. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

MSDE notifies the school district's Community Schools Program Liaison regarding the eligibility of Community Schools and Concentration of Poverty grant funding for the upcoming school year. The district liaison contacts Human Resources personnel to coordinate the advertisement of the position(s) on our school system website under Careers and Open Positions (see artifact 1 below). The applications are then provided to the district liaison after the closing date, and the liaison begins scheduling the interviews with all eligible candidates with an interview panel of four to six school system personnel to hire the coordinator(s). The liaison has developed an annual evaluation for the coordinator position so that coordinators have clear guidelines to lead their work. The liaison also holds monthly meetings with the coordinators to provide any needed support and assistance to retain our coordinators in this meaningful position. Information related to community schools, specifically those in CCPS, can be found at <https://www.ccboe.com/departments/student-services/community-schools-program>

Linked Artifacts: [145 Staffing the Community School Coordinator Role A1](#)

#### Blueprint Requirement (MD Code, Educ §5-203)

- 146. Providing Access to a Health Care Practitioner:** For those schools without access to a health care practitioner, discuss how the LEA ensures continuous access to a health care practitioner in all its community schools as described above during school days as well as extended learning time.

When MSDE notifies the school district's Community Schools Program Liaison regarding the eligibility of Community Schools and Concentration of Poverty grant funding for the upcoming school year, the district liaison contacts the CCPS Supervising School Nurse to coordinate the hiring process of the health care practitioner(s) needed to fill the available position(s) (see artifact



1 below). The health care practitioners for our two community schools are registered nurses that work in the school's health room with the school nurse during school hours. If there are extended learning times sponsored by Community Schools programming, the community school nurse is present to support the needs of the students attending the extended learning time program. The district liaison and the Supervising School Nurse jointly provide supervision, training, and regular meetings with the Community School nurses to provide any needed support and assistance to retain our nurses in their Community School positions.

Linked Artifacts: [146 Providing Access to a Health Care Practitioner A1](#)

**[Blueprint Requirement \(MD Code, Educ §9.9–102\)](#)**



## 4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local



### 147. Community Partnership Projections

Identify the strategic partnerships between schools, the school system, and community organizations in the areas of academics, health and social services, youth and community development, and family and community engagement. Use the table below to list existing partnerships and those the school system intends to develop with anticipated implementation dates. Partnerships should align to the needs identified through the community school needs assessments.

*Examples may include:*

- *Providing educational opportunities for adults and family members of students*
- *Extending or expanding learning time*
- *Providing enrichment opportunities for students*
- *Training and facilitation of Academic Parent-Teacher Teams*
- *Collaborative leadership strategies to build collective trust and shared responsibility*

Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
Children's Aid	Providing resources for students & families	Dr. Mudd Indian Head	All	Families and students	Existing	2018-current
Charles County Department of Health	Medical, dental, and mental health services for students & families	Dr. Mudd Indian Head	All	Families and students	Existing	2021-current
Charles County Dept of Social Services	Local child and adult welfare agency	Dr. Mudd Indian Head	All	Families and students	Existing	2021-current
Charles County Government Local Management Board	Manages an array of human services for children and families	Dr. Mudd Indian Head	All	Families and students	Existing	2021-current
Maryland Coalition of Families	Mental health referrals for families	Dr. Mudd Indian Head	All	Families and students	Existing	2021-current
CSM Velocity Center	STEM camps and classes	Indian Head	All	Students	Existing	2022-current
Blackbox Theater	Sponsorships, movie nights, grant partner	Indian Head	All	Families and Students	Existing	2022-current
CSM Teens and Kids College	Partner for STEM Academy	Indian Head	All	Students	Existing	2022-current

**Linked Artifacts:**



Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
SNAP Education	food education partner	Indian Head	All	Families and Students	Existing	2020-current
Judy Center	On site partnership for ages 0-5	Indian Head	Ages 0-5	Families and Students	Existing	2022-current
Metropolitan United Methodist Church	Weekend Snack Bags	Indian Head	All	Students	Existing	2018-current
Bridge Church	Support for school through supplies, food, and staff partnership	Indian Head	All	Families and Students	Existing	2021-current
AKA Sorority	Community Day Sponsor, food pantry, breakfast basket, clothing	Indian Head	All	Students	Existing	2022-current
Pure Play Everyday	Provide SEL activities for students	Indian Head	All	Families and Students	Planned	2023
Clarity Coffeehouse	Provide food/coffee for events	Indian Head	All	Staff	Existing	2022-current
Oasis Grocery	New grocery store, community garden, cooking/shopping classes	Indian Head	All	Families	Planned	2023
Mayor Paulin - Town of Indian Head	Use of Pavillion and Village Green, BGC, community events	Indian Head	All	Families, Staff, and Students	Existing	2015-current
Boys and Girls Club of Southern Maryland	Provide after-school and summer camp programs	Indian Head	Grades 3-5	Students	Existing	2023



Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
AAA District Managers	School Supplies and Food Pantry	Indian Head	All	Families and Students	Existing	2022-current
NETS	Food baskets and school supplies	Indian Head	All	Students	Existing	2018-current
Keith Elkins	Boy's mentoring Program	Indian Head	Grades 3-5	Students	Existing	2018-current
Lolita Gunter- IH Base Liaison	Partner for events and base support	Indian Head	All	Families and Students	Existing	2022-current
CCPS- OCEE	Community Engagement Facilitation	Indian Head	All	Staff	Existing	2022-current
Bj Bowling Produce Truck	Providing fresh produce to families	Indian Head	All	Families and Students	Existing	2022-current
MD Diaper Bank	Providing diapers to families in need	Indian Head	Pre-k and below	Families	Existing	2022-current
WIC	Providing WIC resources and tools	Indian Head	All	Families	Existing	2022-current
Indian Head Fire Department	Fire safety	Indian Head	All	Families and Students	Existing	2018-current
Commissioner Coates	Provides funding and community assistance	Indian Head	All	Families, Staff, and Students	Existing	2022-current
CCSO Teen Court	Provides peer to peer judicial protocols	Indian Head	High School	Students	Existing	2022-current
Charles County Public Library	Literature access and activities	Indian Head	All	Families and Students	Existing	2022-current
CGI- Victor Foulk	Providing STEM events and monetary sponsorships	Indian Head	All	Families and Students	Existing	2022-current
Dream Queen Foundation	Adolescent female mentoring	Indian Head	High School	Students	Planned	2023
CCPS: Early Childhood Registration	Public School Enrollment for Early Childhood	Dr. Mudd	Pre-k and below	Families and Students	Existing	2021-current



Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
Indian Head Axillary	Food pantry and breakfast baskets	Indian Head	All	Families and Students	Existing	2022-current
Michelle's Cakes	Provide food/gift cards for events	Indian Head	All	Families, Staff, and Students	Existing	2022-current
CCPS: Youth and Transition	Public School Enrollment for homeless students	Dr. Mudd	All	Students	Existing	2021-current
Charles County Community Mediation Center-CSM	Mediation services for children, youth, and families	Dr. Mudd	All	Families and Students	Existing	2021-current
Charles County Parks, Recreation, and Tourism	Recreation services for children and families	Dr. Mudd	All	Families and Students	Existing	2021-current
Charles County Public Schools Mental Health Coordinator	Provides interventions and resources to support mental health	Dr. Mudd	All	Families and Students	Existing	2021-current
Charles County Sheriff's Office	Full-service law enforcement agency	Dr. Mudd	All	Families, Staff, and Students	Existing	2021-current
CJ Fitness	Physical fitness services	Dr. Mudd	All	Families, Staff, and Students	Existing	2021-current
College of Southern MD	Public Community College with Adult Ed, College and Recreation Courses	Dr. Mudd	All	Families, Staff, and Students	Existing	2021-current
Dj B-Breez & Roundtable Production	DJ music services	Dr. Mudd	All	Families, Staff, and Students	New	2022-current
MD Extension	Agriculture, nutrition, and science resources	Dr. Mudd	All	Families, Staff, and Students	Existing	2021-current
Paint Me Silly	Face painting services for events	Dr. Mudd	All	Families, Staff, and Students	New	2022-current
Phi Beta Sigma Fraternity, Inc.	Volunteer services, donations of supplies and resources	Dr. Mudd	All	Families and Students	Existing	2021-current



Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
Rita's of La Plata	Frozen custard food services	Dr. Mudd	All	Families, Staff, and Students	Existing	2021-current
Shabach Yoga Studio	Yoga services	Dr. Mudd	All	Families, Staff, and Students	New	2022-current
SHARE Food Network	Food supplies and donations of food	Dr. Mudd	All	Families and Students	Existing	2021-current
Southern Maryland Food Bank	Food supplies and donations of food	Dr. Mudd	All	Families and Students	Existing	2021-current
Southern Maryland JobSource	Employment assistance	Dr. Mudd	Grades 9-12 and adults	Families and Students	Existing	2021-current
Southern Maryland Tri-County Community Action Committee	Provides Head Start, housing services, rent and utilities assistance	Dr. Mudd	All	Families and Students	Existing	2021-current
Teen Court Program	Provides peer to peer judicial protocols	Dr. Mudd	Grades 7-12	Students	Existing	2021-current
The Judy Center	On site partnership for ages 0-5	Dr. Mudd	Ages 0-5	Families and Students	Existing	2021-current
Title I: Charles County Public Schools	Title I programming for schools with 50% or more FARMS student population	Dr. Mudd	All	Families, Staff, and Students	Existing	2021-current
Tri County Youth Services Bureau	Mental health and counseling services	Dr. Mudd	All	Families and Students	Existing	2021-current
Roper Victim Assistance Academy-UMD-Baltimore City	Professional Development - Trauma Informed	Dr. Mudd	All	Families, Staff, and Students	New	2022-current
CCPS Food and Nutrition Services	Provides Fresh Fruit	Dr. Mudd	All	Students	New	2022-current
New Hope AME Church	Providing resources for students and families	Dr. Mudd	All	Families and Students	Existing	2018-current
Avert Church	Providing resources for students and families -Snack Pantry	Dr. Mudd	All	Families, Staff, and Students	New	2022-current



Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
The River Church	Providing resources for students and families	Dr. Mudd	All	Families and Students	New	2022-current
Toiletry & Co.	Provides Toiletries	Dr. Mudd	All	Families and Students	New	2022-current
Harmony Sweet Treats	Provides food and gifts	Dr. Mudd	All	Families, Staff, and Students	New- Pending	2023
Chick-fil-a	Provide food/coffee for events	Dr. Mudd	All	Families, Staff, and Students	Existing	2021-current
Famous Daves	Provide food/coffee for events	Dr. Mudd	All	Families, Staff, and Students	Existing	2018-current
Wal-Mart	Providing resources for students and families	Dr. Mudd	All	Families, Staff, and Students	Existing	2016-current
Andrews Airforce Base Exchange Store	Provides food and gifts	Dr. Mudd	All	Families, Staff, and Students	Existing	2021-current
Marine Toys for Tots	Provides gifts	Dr. Mudd	All	Families, Staff, and Students	Existing	2021-current
Kappa Alpha Psi Fraternity	Provides food, gifts and school supplies	Dr. Mudd	All	Families and Students	Existing	2016-current
Delta Sigma Theta Sorority	Provides food, gifts and school supplies	Dr. Mudd	All	Families and Students	Existing	2016-current
Charles County Retired Teachers' Association	Provides school supplies	Dr. Mudd	All	Students	New	2022-current



**Blueprint Requirement (MD Code, Educ§5–223)**

**148. Consolidated Funding Plans (Required question for LEAs with 40 or more community schools):** LEAs with 40 or more community schools may develop a plan in consultation with eligible schools describing how they may expend no more than 50% of the funds received from the state on behalf of the schools. Discuss whether the LEA has such a plan or intends to develop one. If available, link the plan as an artifact.

CCPS currently does not have more than 40 community schools.

**Linked Artifacts:**

## Pillar 4, Objective 5: Enhance student health services

### 4.5.1: LEAs shall employ behavioral health coordinators

**Blueprint Requirement (MD Code, Educ §7–447)**

**149. Behavioral Health Services Coordinator:** Identify the name and contact information of the individual(s) serving as the school system's Behavioral Health Services Coordinator.

Name	Position	Responsibilities
Beila Lugo <a href="mailto:blugo@ccboe.com">blugo@ccboe.com</a> 301-934-7507	Mental Health/ Behavioral Health Coordinator	<ul style="list-style-type: none"> <li>• Provide training and resources to school system behavioral health providers</li> <li>• Track implementation of behavioral health initiatives</li> <li>• Coordinate services with outside providers and other LEAs</li> </ul>

**150. Appointing a Behavioral Health Services Coordinator:** Describe the LEA's plans for ensuring that the role of Behavioral Health Services Coordinator is fulfilled for the school system. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

Currently, the Behavioral Health Coordinator salary and benefits have been absorbed from Kirwan funds to the general budget, ensuring consistent funding of the position. The position remains part of Student Services and reports to the Supervising School Psychologist to ensure continuity of service and link to mental health services in CCPS. The Behavioral Health Coordinator was a position created using Kirwan funding approximately 6 years ago. The current Behavioral Health Coordinator position required school psychologist with school psychologist credentials. Thus, if openings occur in the future, candidates with school psychologist/school counselor, PPW credentials will be able to apply for the position (see artifact 1).

**Linked Artifacts:** [150 Appointing a Behavioral Health Services Coordinator A1](#)



## 4.5.2: Each local school system develops a plan to enhance and expand school behavioral health supports

- 151. Supporting Students' Behavioral Health:** Discuss the challenges that exist in meeting students' behavioral health needs and how the LEA overcomes these challenges. Include strategies related to funding, specialized staff, community partnerships, etc.

Post pandemic, CCPS, like many of our other Maryland systems, is struggling to meet the myriad social-emotional needs of our returning to in-person learning students. CCPS has seen an increase in severe behavioral incidents, threat assessments, and referrals for mental health services. We are currently using multiple funding sources to increase mental health staffing and put programs in place to address these needs.

Staff strategies include the following:

- SY22-23 Grant from Charles County Department of Health to fund two Mental Health Clinician positions (see artifact 1)
- SY22-23 Three Behavioral Support Teacher positions created to assist with rising behavioral concerns with K-2 students (see artifact 2)
- SY 22-23 regionalized sites staffed with a teacher and IA to work with referred K-2 students presenting with significant behavioral challenges
- SY21-22 Four and a half school counselor positions added to general budget (see artifact 3)
- On-going agreement with community mental health agency to provide mental health services in all schools. Between 12-16 contractor mental clinicians receive referrals from schools to provide intensive mental health services to students in K-12 grade.

Additional Programs (ESSER funding)

- Mental Health First Aid training 2x month over 10 months (SY22-24) available to all CCPS employees
- Restorative Practices Train the Trainer (SY March 2023) to ensure trainings occur across CCPS schools
- Behavior Specialist consultant to assist with developing behavior plans to support K-2 students
- HERO Program – 8 CCPS elementary schools receive support for identified students with mentorship and leadership activities

[Linked Artifacts: 151 Supporting Students' Behavioral Health A1](#)  
[Health A2](#) [151 Supporting Students' Behavioral Health A3](#)

[151 Supporting Students' Behavioral](#)

- 152. Behavioral Health Screening:** Describe how the school system screens students to identify and provide services to meet their behavioral health needs, including how it ensures services have been provided and if additional services are needed.

CCPS is currently completing a universal screening of students in 6-12th grade using a model outlined in a current on-line platform entitled BASE. BASE is a program available to all CCPS students where students log in and answer questions regarding their current mental health status. The screening is taking place at 3 points during the year, including October 2022, February 2023, and April-May 2023. October 2022 data has been tabulated. A sample size of 11,365 students completed the BASEline screening. Four domain areas were analyzed; Behavior (student perceptions of their rule breaking behavior); Engagement (student connection to classroom instruction); Academic Self-Confidence (perception of self as a good decision maker



and school achiever), and Social Connectivity to School (perception of connection to peers and adults at school). Each domain area generated an overall percentile. Percentiles over 50% indicated a negative response trend, while percentiles below 50% indicated a positive trend. In other words, the lower the percentile, the more negative the student's perception of themselves. The Engagement score was 46%, indicating an overall positive perception of student connection to classroom instruction. The other 3 domains fell above 50%, this indicating that students had overall slightly negative views of themselves regarding their behavior, academic self-confidence, and social connection at school. All CCPS secondary schools were provided their individual data to help them align supports to their student's self-perceptions. Additional data will be available after mid-year and end of the year data collection.

In addition, CCPS is in its second year of conducting suicide screenings using the Signs of Suicide (SOS) model, where students are shown a brief video and asked to provide responses both verbally as well as an exit ticket regarding possible need for services. SOS was piloted in 3 CCPS high schools during SY21-22. A total of 917 students participated, with 61 students requesting further assistance from a school counselor and/or school psychologist. No students were referred for more intensive services, such as referrals to the local emergency room. During SY22-23, all 7 CCPS high schools are participating.

In addition to BASE, CCPS also uses Move This World in all 22 elementary schools. Move This World is an interactive platform that provides social-emotional supports and introduces basic socialization concepts to elementary age students. It is shown at the beginning and end of each day in student's classrooms. Both BASE and Move This World are Tier 1 programs that allow staff to track student responses and provide additional support as needed. In addition, student Microsoft accounts are tracked using BARK, which identifies specific response patterns of students to ensure that students in need are identified.

**Linked Artifacts:** [152 Behavioral Health Screening A1](#) [152 Behavioral Health Screening A2](#) [152 Behavioral Health Screening A3](#)

- 153. Behavioral Health Services:** Discuss the behavioral health services available to students and indicate services provided directly through the school system and those that are provided through community partners and wraparound services.

CCPS has over 85 school counselor positions, 45 school psychologist positions, 23 PPW's, 3 Behavior Support Teachers, 5 Behavior Specialists, and currently 1 Behavioral Health Clinician. Services include individual and/or group counseling, staff and parent consultation, behavioral planning, crisis response, and assessment services. In addition, various community partners are working to provide support to students, including a large community mental health agency staffing clinicians in our buildings and a mentorship program in 8 of our elementary schools focused on providing mentorship and leadership skills for students entitled the HERO program. We also work with several IT firms to provide SEL platforms for use across our schools. As outlined previously, these include BASE (see artifact 1 below), Move This World and BARK (see artifacts from question 152).

**Linked Artifacts:** [153 Behavioral Health Services A1](#)

- 154. Family Engagement in Supporting Student's Behavioral Health:** How does the LEA engage families in identifying and providing behavioral health supports for students?



Over the past 1.5 years, CCPS has provided evening workshops for parents on assorted topics, to include assisting children with nighttime routines to help them function better at school, positive communication with your child, and other relevant topics. Interpreters have been available at all events. Each evening workshop had between 10-30 attendees. Specific attendance was not recorded in order to protect the privacy of parents. All workshops were recorded and uploaded in order for non attendees to watch at a later time. In addition, PPW's provide outreach to families in need, including those requiring additional mental health services. CCPS's Bilingual Family and Community Outreach Facilitator connects families with second language concerns with community programs, some of which may include mental health services (see artifact 1).

Linked Artifacts: [154 Family Engagement in Supporting Student's Behavioral Health A1](#)

### 4.5.3: As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students

#### Blueprint Requirement (MD Code, Educ §6–122)

**155. Behavioral Health Training:** How does the LEA ensure that all certificated school personnel who have direct contact with students receives behavioral health training annually? Discuss how the training is provided and the systems used to monitor completion by individual employees.

CCPS partners with Vector Training to provide structured, on-line training for all CCPS personnel on topics to include Child Abuse reporting, Trauma Informed Practices, and Suicide Awareness and Identification. Each of the three referenced trainings outline identification of behavioral symptoms, reporting procedures, and additional approaches to support students in the classroom who may be experiencing any of these 3 areas. All CCPS personnel are required to participate in these trainings yearly by mid-October. Each training produces a certificate of completion, and the Department of Risk Management electronically tracks each participant's completion through their log in using their employee ID number.

Linked Artifacts: [155 Behavioral Health Training A1](#)

## Pillar 4: (OPTIONAL) Proposed Regulatory Revisions and Waivers

**156.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

*Response here...*

Linked Artifacts:



## Pillar 4: Stakeholder Engagement

**157.** Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the More Resources to Ensure that All Students are Successful Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Pillar 4 Steering Committee (see artifact 1 below)	<ul style="list-style-type: none"> <li>Provides feedback on all aspects of Pillar 4</li> <li>Researched best practices from around the United States</li> <li>Provided feedback to plan and initiatives within CCPS</li> </ul>	Monthly beginning in November 2021 for the duration of the 2021-2022 school year Quarterly for the 2022-2023 school year
Charles County Department of Health	Joint grant writing and staffing	1 time per month
Tri-County Youth Services Bureau	Mental health staffing in schools	Minimum 8 times per month
Parent Advisory Group in Spanish (see artifact 2)	Advocate for resources and learn about opportunities available within the district and community	Quarterly
Ready, Set, School (see artifact 3)	Bilingual reading and math group that provides a jumpstart for school readiness and creates partnership between CCPS and Charles County Public Library	Ongoing- Every other month
The Charles County Special Education Citizens Advisory Council	Advocate at the county, state, and national level to make recommendations and assist the Charles County Public Schools about issues including the education budget, inclusion assessments, support services, and other issues concerning children and special education and related services.	Ongoing- monthly

[Linked Artifacts:157 Stakeholder Engagement A1](#)  
[157 Stakeholder Engagement A2](#)  
[157 Stakeholder Engagement A3](#)



## Pillar 5: Governance and Accountability

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**Pillar 5 Steering Committee Lead: Steve Roberts, Director of Accountability**



## Pillar 5, Objective 1: Support Blueprint implementation planning

### 5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates)

- 158. Authors of the Blueprint Implementation Plan:** Describe how the LEA identified and selected the individuals responsible for developing and writing its Blueprint Implementation Plan, including consideration for an individual's position, experience, expertise, or membership in a particular stakeholder group.

Authors of the Blueprint were selected based on their expertise in their roles within CCPS, as well as their role as leaders of the five Blueprint steering committees. Five steering committees focused on the five pillars of the Blueprint were formed in November of 2021 and represent various stakeholders within the community. These leaders were selected to head these groups because of the expertise they bring to their assigned area and were selected for these roles by the Superintendent's Senior Leadership Team. The members of these steering committees include teachers, administrators, Central Office staff, parents, local government employees, Charles County chapter of the NAACP, local business groups, College of Southern Maryland employees, elected Board Members of Charles County Public Schools, and the Education Association of Charles County (which represents CCPS teachers). The Blueprint steering committee membership is reflective of the diverse student and family demographics of CCPS. The purpose of each steering committee is to build capacity on each pillar and make recommendations for implementation of the Blueprint. With a variety of representation within our community on each steering committee, CCPS was very intentional in the creation of the plan that is being submitted (see artifact 1 below). The steering committee leads included recommendations from the steering committees. Attached is an artifact that includes steering committee membership.

The leaders of the steering committees, as well as the Blueprint Implementation Coordinator, the two Executive Directors of School Administration and Leadership, the Chief of School Administration and Leadership, and the Staff Attorney are members of the Blueprint Advisory Committee that meets monthly to discuss updates and feedback from steering committees and make necessary recommendations for the Superintendent from steering committees.

**Linked Artifacts:** [158 Authors of the Blueprint Implementation Plan A1](#)

Use the table below to list the individuals responsible for developing and writing the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Beth Sorsby	CCPS Early Childhood Specialist	CCPS Pillar 1 Steering Group Lead
Nikial Majors	CCPS Chief Human Resource Officer	CCPS Pillar 2 Steering Group Lead
Becky Pearson	CCPS Director of Career and Technical Education	CCPS Pillar 3 Steering Group Lead
Kevin Lowndes	CCPS Chief of Teaching and Learning	CCPS Pillar 4 Steering Group Lead



Steve Roberts	CCPS Director of Accountability	CCPS Pillar 5 Steering Group Lead
Christina Mulhollan Miller	CCPS Coordinator of District Innovation	Blueprint Implementation Coordinator

**159. Teacher and Principal Voice:** Discuss how the LEA ensured that its Implementation Plan included teacher and principal voice throughout the development of the Plan.

Each steering committee included representation from school-based administrators, including both principals and assistant principals. Monthly updates for each steering committee are included in the CCPS communication with school-based administrators via The Leader, the CCPS twice weekly school administrator newsletter (see artifact 1). Information at principal and assistant principal meetings has been presented aimed at building capacity and seeking feedback. Feedback and information collected from administrators helped determine additional future training needs and inclusion.

Meeting Month and Year	Topic	Feedback/Information Gained from Meetings Specifically Targeted for Admin.
August 2021	Introduction and overview of the five pillars of the Blueprint	Questions from administrators and suggestions on how to include them in upcoming steering committee work; determined representation of administrators on steering committees after this training
January 2022	Deep dive into the pillars with specific information and priority of work based on timelines	Administrative representatives from steering committees met with colleagues to discuss progress and priorities of work in committees; Collected comments, questions, and concerns from administrators after discussion and used feedback to help design system webpage aimed at building capacity for CCPS stakeholders (see link to website in artifact below)
March 2022	Training for use of 9 <sup>th</sup> grade tracker	Follow-up press release and training created for parents to use the 9 <sup>th</sup> grade tracker system created for students based on the comments from administrators
October 2022	Guiding outcomes and potential questions LEAs will be asked for plan	Collected information from administrators about what schools were already doing to meet Blueprint outcomes, what supports they needed to be able to implement outcomes that weren't being met, and suggestions for implementation (including partnerships needed, training needed, etc.); Used information collected to help with plan development
February 2023	Review of CCPS plan and responses	Collected feedback from CCPS responses and made clarifications to some responses in plan

Since steering committees met during the school day, it was decided that we could not pull teachers out of the classroom to participate on a regular basis. Some teachers were able to participate in steering committees because of their assignment at an early-starting and ending school. We purposefully included the Education Association of Charles County (EACC) so they could provide



input and keep their members updated on the progress of the work. EACC leadership is included on monthly updates sent via email for each of the five steering committees. Town hall meetings were scheduled that targeted teachers throughout the past two school years and process. Included as artifact 2 is the first presentation shared with the EACC in December of 2021.

Meeting Date	Topic	Feedback/Information Gained from Meetings Specifically Targeted for Teachers
December 8, 2021	Understanding the Blueprint for EACC leadership	Based on the feedback from the meeting, a standard PowerPoint was shared with leadership to share with members
December 15, 2021	Understanding the Blueprint for all CCPS employees	Collected comments, questions, and concerns from educators after discussion and used feedback to help design system webpage aimed at building capacity for CCPS stakeholders (see link to website in artifact below)
November 1, 2022	Outcomes and objectives of the Blueprint	Most questions focused on pillar 2, specifically the career ladder. It was determined CCPS needed to create a separate working group in conjunction with teachers to address (see question 46- Career Ladder Working Group)

Linked Artifacts: [159 Teacher and Principal Voice\\_A1](#) [159 Teacher and Principal Voice\\_A2](#)

<https://www.ccboe.com/quick-links/blue-print-for-marylands-future>

- 160. Quality Control and Project Management:** What guidance, support, or structures (working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.) did the LEA provide to the individuals responsible for developing and writing the Plan to ensure the Plan was well developed, clearly articulated, and representative of the LEA's community and its needs?

Pillar steering committees were developed to make recommendations to the Blueprint Advisory Committee (individuals who lead the steering committees and are responsible for developing and writing the Plan) and Superintendent regarding implementation of the Blueprint of Maryland's Future in Charles County. These recommendations have had implications around policy, finances, and operations. Beginning in September of 2021, the Blueprint Advisory Committee met monthly to build capacity, debrief on meetings, and provide necessary feedback. Artifact 1 includes a sign-in sheet and handouts from the Blueprint Advisory Committee from a meeting that was held February 18, 2022, and included updates from the AIB, January internal updates, as well as requested feedback from members on the CCPS Blueprint website. The Blueprint Implementation Coordinator led the Blueprint Advisory Committee and provided training based on the trainings received by the Accountability Implementation Board (AIB), the Maryland State Department of Education (MSDE), and the Public-School Superintendents' Association of Maryland (PSSAM). These training courses include (but are not limited to) the 2022 summer sessions from the AIB, the draft working sessions from MSDE, and additional training provided regarding the development of the Plan. Once the Initial Implementation Plan Template and Guidance Plan were released on December 1, 2022, several meetings with the advisory committee were scheduled to include a deep dive of the requirements of the questions, the criteria for success for each question, and what supports were needed to write the Plan. CCPS participated in several technical assistance workshops with colleagues from around the State



facilitated by MSDE and the AIB. Internal changes were made to the draft document based on the technical assistance workshops. An internal feedback process was established, based on the tuning protocol from MSDE (see artifact 2). Based on these feedback sessions, additional changes were made to the Plan.

Linked Artifacts: [160 Quality Control and Project Management A1](#) [160 Quality Control and Project Management A2](#)

**161. Stakeholder Engagement:** At the end of each Pillar, LEAs list the stakeholders engaged to develop plans for a specific Pillar.

In response to this question, discuss how and when the individuals responsible for writing the LEA's Blueprint Implementation Plan engaged community members at large, including the local school board, and any other key groups across all pillars in the development of its Blueprint Implementation Plan. Describe the strategies the LEA employed to increase participation by members of historically underrepresented groups, especially groups representative of the LEA's student demographics. Discuss the evidence the LEA collected that reflects its engagement efforts.

Charles County recognized early in the process the need for stakeholder engagement in order to implement the Blueprint. The Blueprint Advisory Committee also recognized that this stakeholder engagement had to take place outside of the five steering committees. While the steering committees represent a wide range of diverse groups from within our community, it was decided that additional outreach was necessary to target specific groups in order to meet the goals of the plan. Outside of the steering committee meetings, CCPS participated in over forty additional meetings between November 2021 and February 2023 to engage community stakeholders and collect input about for the system's Plan. (See the attached artifact 1 that describes additional meetings outside of the steering committee meetings.) Many of the meetings were held virtually and after day- time work hours to ensure expanded participation of targeted groups. CCPS recognized from the beginning the need to ensure the information being presented to stakeholders was understandable. Sessions were held to inform community members about the overall goals of the Blueprint. Based on feedback and comments from the large sessions and the steering committees, specific outreach was created.

Specific outreach was based on the needs of the students within the district. The Charles County Chapter of the NAACP was invited to name members to the five steering committees because of the percentage of non-white students in CCPS as well as other pertinent organizations that needed to be included in the voice of the Blueprint. Quarterly meetings to discuss updates are organized. These include the Blueprint Implementation Coordinator as well as other members of steering committees that represent the Blueprint (See the attached artifact 2 for a copy of an agenda for the meeting held on 1/18/2023.) A similar quarterly meeting is held for Community Schools where approximately students 1,100 attend. These stakeholder engagement opportunities are examples of how CCPS is targeting members that represent historically underrepresented groups. Meetings were held virtually, per the request of stakeholders to increase the participation of more individuals.

A regular monthly update is presented by the CCPS Blueprint Implementation Coordinator to the Board of Education of Charles County to update the status of the process, as well as answer questions from the public. Regular steering committee updates are written and on the CCPS Blueprint website found at <https://www.ccboe.com/quick-links/blue-print-for-marylands-future>



**Linked Artifacts:**

- 162. Monitoring Implementation:** Discuss who will be responsible for monitoring the implementation of the Blueprint Implementation Plan, including annual progress monitoring, and revisions or amendments as needed. What systems and structures will the LEA leverage to support the individuals responsible for monitoring implementation (e.g., working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.)?

The Blueprint Implementation Coordinator will continue to lead the Blueprint Advisory Committee to meet monthly with the members (see response to question 158). The five steering committees will continue to work together to monitor and reflect on the progress of the CCPS Blueprint plan, as well as plan for future work surrounding the Blueprint. The following dates have been established with the Blueprint Advisory Committee to monitor and reflect progress as well as create a Plan for the March 2024 submission (see artifact 2 for a more detailed monitoring chart).

<b>Purpose of Steering Committee Meeting</b>	<b>Deadline</b>
Review responses to pillar specific questions	March 1, 2023
Review feedback provided by MSDE/AIB for March submission	(TBD- based on when feedback is received)
Review final submission of Blueprint and discuss tools for sharing information with stakeholders represented	June 30, 2023
Monitor, report, and reflect on pillar implementation	October 30, 2023
Review updated plan template for March 2024 submission	December 15, 2023
Monitor, report, and reflect on pillar implementation	February 15, 2024
Refine March 2024 submission	
Review feedback provided by MSDE/AIB for March submission	(TBD- based on when feedback is received)
Review final submission of Blueprint and discuss tools for sharing information with stakeholders represented	June 30, 2024

The CCPS Blueprint Coordinator will supervise and monitor implementation of the Blueprint. The Blueprint Coordinator will hold continue to hold monthly meetings with Steering Committee Leads to continually review progress towards Blueprint goals and milestones. The Blueprint Implementation Coordinator will work with the Office of Accountability to develop a tracking system will be developed to monitor its goals and progress toward the completion of its goals. The Steering Committee of policy area 5 will help develop this tool.

Support will include targeted work sessions that include updates from each of the five steering committees on its progress. Data related to each question will be shared and discussed to show growth or determine areas of further improvement. Updates will continue to be shared on the CCPS Blueprint website, as well as at the monthly update to the Board of Education of Charles County.

**Linked Artifacts:** [162 Monitoring Implementation A1](#)

Use the table below to list the individuals responsible for monitoring the implementation of the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.



Name	Position	Stakeholder Group
Beth Sorsby	CCPS Early Childhood Specialist	CCPS Pillar 1 Steering Group Lead
Nikial Majors	CCPS Chief Human Resource Officer	CCPS Pillar 2 Steering Group Lead
Becky Pearson	CCPS Director of Career and Technical Education	CCPS Pillar 3 Steering Group Lead
Kevin Lowndes	CCPS Chief of Teaching and Learning	CCPS Pillar 4 Steering Group Lead
Steve Roberts	CCPS Director of Accountability	CCPS Pillar 5 Steering Group Lead
Christina Mulhollan Miller	CCPS Coordinator of District Innovation	Blueprint Implementation Coordinator

**163. Local Board Approval of Implementation Plans:** Discuss the role of the local school board in the approval and/or oversight for the LEA's Blueprint Implementation Plan if applicable. If the local board is required to approve the Plan under local board policies or procedures, include the date it was approved. If the board will consider approval after the date by which the Plan must be submitted to the state, describe any activities (that have occurred or are planned) to recommend the plan to the board for approval and the anticipated date.

Note: If an LEA's Implementation Plan needs to be revised as a result of the Board approval process after the March 2023 submission, the LEA must submit the new plan as soon as possible.

The Board of Education of Charles County plays a very important role in the implementation of the CCPS local plan. The Blueprint Implementation Coordinator has updated the Board of Education on a regular basis regarding the progress of the CCPS Implementation Plan. Updates started in October of 2021 to help build capacity with members before decisions were made. The Board of Education has hosted several work sessions based on building capacity around the Blueprint (see artifact 1). Based on questions received from the community and input from the Board of Education of Charles County, content for monthly updates at the Board of Education of Charles County meeting are created. Monthly steering committee updates are shared with board members (see artifact 2). The Board of Education of Charles County has representation on all five of the CCPS steering committees.

Linked Artifacts: [163 Local Board Approval of Implementation Plans A1](#)

[163 Local Board Approval of Implementation Plans A2](#)

## Pillar 5, Objective 4: Monitor Blueprint outcomes

### 5.4.2: AIB monitors and analyzes availability and use of Blueprint funding

**164.** The Blueprint requires MSDE to implement a new Statewide Finance and Data System to be interoperable with local Enterprise Resource Planning (ERPs) Systems and Student Information Systems (SISs). This system will allow districts to submit school level State Aid calculation data,



budgetary data, and expense data directly to MSDE in one system. MSDE will work with all LEAs to implement the State side of the system, including support related to system access and training. LEAs will need to ensure their systems are able to interface with MSDE's new system to submit and meet Blueprint reporting requirements.

On or before July 1, 2024, for fiscal year 2025, and each July 1 thereafter each county board shall report on the county board's compliance with this Md. Education Article, §5-234. This Subtitle establishes the Major Aid programs that are subject to school level per pupil budget and spending requirements.

What is your district's initial plan to budget Blueprint formula funds at the school level by category and demonstrate that the budgeted funding amount at the school level meets the minimum school funding requirements in Md. Education Article, §5-234? LEAs should consider which costs are currently budgeted and/or recorded centrally but may need to be allocated to the school level.

Note: Local Education Agencies need not implement site-based management or site-based budgeting to comply with the requirements of Md. Education Article, §5-234. Local Education Agencies can meet the requirements of §5-234 through proper demonstration of budget allocation and expense allocation at the school level, by Aid category.

CCPS' chart of accounts aligns with the MSDE financial reporting requirements. For the 21-22 and 22-23 school years, most expenditures within the operating budget were budgeted at the school level. This is inclusive of salaries and most materials of instruction (MOI). For the 23-24 school year, fixed charges (FICA, health insurance, life insurance, etc.) will be budgeted at the school level to ensure compliance of Md. Education article §5-234.

CCPS is currently implementing a new ERP system with Oracle that will be live July 1, 2023 for financials and January 1, 2024 for budgeting and payroll. This will allow more flexibility with budgeting. For decades CCPS has budgeted most expenditures at the school level and will complete the process by FY25. In FY 25, CCPS will be budgeting 75% of our funding to each school based on enrollment and needs within each school. CCPS has started identifying Central Office spending such as dual enrollment, college and career readiness, and curriculum materials that will need to be allocated to the schools. CCPS has attended the weekly MSDE meetings in order to be informed and prepared for the new reporting requirements. CCPS is confident that we will be able to report the budget and actual expenditures and demonstrate that a minimum of 75% of state and local funding is at the school level.

[Linked Artifacts:](#)

### Document History

Version	Date	Summary of Changes
1	December 1, 2022	Document Creation
2	December 28, 2022	Minor technical updates

## Version 2 Revisions

Page	Question	Revision
P. 6	1	Changed FY 25 to FY 26 to align with the final Kirwan Commission report (p. 13)
P. 43	59 Table 1	Changed third column header to 2023-24
P. 46	59 Table 6	Changed column headers to 2021-22, 2022-23, 2023-24
P. 52	72	Added table for narrative response
P. 57	84 Table 1	Changed third column header to 2023-24
P. 59	84 Table 6	Changed column headers to 2021-22, 2022-23, 2023-24
P. 72	107 Table 1	Expanded the blue color block to reveal the hidden footer
P. 74	107 Table 2	Added third column to each year with headers 0-4, 5, and 6+
P. 74	107 Table 3	Added third column to each year with headers 2+, 1, and 0
P. 89	Task Title	Updated task title 4.4.1 to clarify the phase-in period - "Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)" (Requires an update to the table of contents as well)