



CONSOLIDATED PLAN TEMPLATE

Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

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

Web Accessibility Message

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Instructions

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

For questions or additional information, please contact:

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Cover Page (1 page)

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Dr. Andraé Townsel

Superintendent of Schools Printed Name

Date

Superintendent of Schools Signature

Date

Executive Summary (2 pages)

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

Calvert County Public Schools (CCPS) benefits from a strong teaching force and support staff, motivated students, and a supportive community. CCPS offers a variety of courses that provides well-rounded educational opportunities and a comprehensive assessment program that allows staff to understand how students are performing in connection to rigorous curricular standards and within regular school improvement cycles. Overall, our students have consistently performed well on state assessments due to access to a high-quality curriculum and resources aligned to Maryland State Standards. However, CCPS is not immune to the impacts of the COVID-19 Pandemic. Data show that gaps within the areas of academic, behavior, and social-emotional learning are exacerbated, especially for students who have been historically marginalized.

In order to address the needs of each student, CCPS has developed the following Theory of Action: “If we promote a culture of equity and responsibility for all students, empower schools with the support and autonomy to meet the unique needs of all their students, support innovative approaches for instruction through personalized and differentiated professional learning for staff, and ensure accountability for high expectations for student growth and performance, then we will enable each and every student to be prepared for either college and/or career and to be a productive citizen in the 21st century.” This theory of action is supported by two documents. First, the CCPS Strategic Plan that anchors our system’s work in the following priority areas: 1) Equity, 2) Student Outcomes, 3) Culture and Climate, 4) Work Force, and 5) Community Engagement. Second, *MSDE’s Equity and Excellence: A Guide to Educational Equity in Maryland* provides strategies for using an equity lens in the following focus areas:

1. Academic Achievement and Growth: Building a more equitable academic program
2. Leadership and Human Capital: Recruiting and retaining effective and diverse educators and staff
3. School Climate and Culture: Building a climate that supports student success
4. Educator and Staff Capacity: Improving learning experiences for every child in every classroom

Through the application of both documents, as a guide for our work, we utilize an equity lens to analyze and better understand the gaps apparent in student data to address the pandemic’s impact, instructional practices, and decisions and actions for all students with a strategic focus on historically marginalized student groups. The two ESSA Consolidated Plan focus areas are a result of this work.

The following data was used to identify Focus Area 1: national, state, and local assessment results, grades, graduation rates, Advanced Placement enrollment and test results, Dual Enrollment student counts, CTE technical certifications, and access to well-rounded curriculum. The data review also included disaggregated data. These data points were chosen because they reflect students' achievement. Disaggregated trend data show that on average, when looking at student groups,

students with disabilities, students who are economically disadvantaged, students identified as African American, and students who are English Learners do not achieve at the same level as their peers.

The following data was used to identify Focus Area 2: assessment results, grades, graduation rates, discipline, attendance, school climate surveys, and access to well-rounded curriculum. The data review also included disaggregated data. Assessment results, grades, and graduation rates demonstrate academic performance. Discipline, attendance, and access to well-rounded curriculum demonstrate which students are present to benefit from instruction. Climate survey results show student, staff, and family perception of the school community. Disaggregated trend data show that students with disabilities and African American students are removed from the Tier I environment more often than their peers.

CCPS has engaged in equity work ensuring that we understand how to remove bias and honor the identities of all students. Additionally, CCPS has provided tier 2 and 3 supports that occur outside of general education through interventions, advisory, flex time, and before or after school programs. This plan focuses on strengthening Tier 1 Universal Instruction and Inclusive and Equitable Environments in order to increase the proficiency rate on state assessments, reduce the number of student removals from class, and decrease the number of students who receive Tier 2 and 3 supports outside the classroom.

Focus Area 1 – Creating Strong Tier I Universal Instruction

Strong Tier I universal instruction includes a rigorous curriculum aligned to grade-level standards and delivered through engaging, evidence-based instructional practices that guide the design of learning environments that are accessible and effective for all. Additional supports are provided to students who need them, based on the results of screenings and other data-based decision-making processes.

Strong Tier I universal instruction aligns with Calvert County Public Schools Policy #1015 Regarding Equity in the areas of equitable learning opportunities and the elimination of achievement and opportunity gaps. When schools and classrooms provide curricula with high-quality rigorous outcomes and instructional approaches, students, regardless of race, social-economic status, language, or ability, develop the skills to become motivated, independent, and successful learners.

Our rationale for selecting this area is because in order for students to become college and career ready, they must have access to high-quality curriculum and instruction. Students have the best opportunity for success when their academic experience is strong Tier I instruction.

Focus Area 2 – Creating Strong Tier I Inclusive and Equitable Learning Environments

Strong Tier 1 universal environments provide all students with the best opportunities for success behaviorally, which leads to academic success in school. Inclusive and equitable learning environments include proactive teaching and reinforcement of school-and class-wide expectations for engagement and interactions in the learning community. Additional behavioral and social-emotional supports are provided to students who need them, based on the results of screenings and other data-based decision-making processes.

Strong Tier I universal environment aligns with Calvert County Public Schools Policy #1015 Regarding Equity in the areas of equitable learning opportunities and the elimination of disparities in

discipline. When schools and classrooms include universal social emotional and behavioral practices, students, regardless of race, social-economic status, language, or ability, develop the skills and relationships to engage and interact effectively with all members of the school community, practicing empathy, perspective taking, and active listening to build deeper connections with one another.

Our rationale for selecting this focus area is because students cannot experience academic success without knowing they are socially safe and intellectually supported. By incorporating a strong Tier I environment that is inclusive and equitable, CCPS can better meet the needs of each student.

Needs Assessment

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

Calvert County Public Schools analyzes school system and school data continuously to inform instruction. Administrators, Supervisors and Teachers have become adept at using data to make instructional decisions. While CCPS continues to have several support programs during and after school, it is classroom instruction that will make a difference for each student.

According to Academic Achievement data reported on the 2019 ESSA Report Card for Math and English, we continue to experience achievement and access gaps for several of our students: those with disabilities (SWD), African American (AA), economically disadvantaged (ED) and English learners (EL). These gaps have continued through the pandemic, as the 2021 MCAP scores demonstrated that students suffered learning loss during the pandemic and the gaps in learning increased. CCPS reviews available assessment data which includes our local NWEA MAP assessment, local benchmarks, and state assessment scores that have been returned to us. Gaps persist.

Five years ago, the CCPS school community underwent strategic planning where stakeholders identified the following priority areas: 1) Equity 2) Student Outcomes 3) Culture and Climate 4) Work Force and 5) Community Engagement. This plan has been a living document that has guided the academic and operational direction of the district. Each year, CCPS staff reports on the progress of the goals and activities in each of these priority areas.

The following data sources were disaggregated and examined to identify areas of focus:

1. 2018, 2019, 2021 MCAP scores
2. 2019, 2020, 2021, 2022 NWEA MAP Assessments
3. 2020, 2021, 2022 Graduation Rates
4. 2020, 2021, 2022 Grades
5. 2019, 2021, 2022 Calvert County Climate Survey
6. 2021, 2022 9th Grade on track for graduation
7. 2021 Grade 5, 8, HS Access to Well-Rounded Curriculum
8. AP Enrollment and Scores and Dual Enrollment
9. 2020, 2021, 2022 CTE technical certifications
10. 2020, 2021, 2022 Attendance Data

11. 2020, 2021, 2022 Discipline Data
12. 2021, 2022 Gifted and Talented Enrollment
13. 2018, 2019, 2020, 2021, 2022 ACCESS Data

As a result of analyzing the above data, CCPS continues to demonstrate gaps in performance between all students and African American students (AA), students with disabilities (SWD), economically disadvantaged (ED), and English learners (EL). CCPS reaffirms its commitment to educating each student in our district and educating our students in the general education environment. Professional learning will be provided in the following areas: Ready for Rigor Framework, Academic Mindsets, and research-based strategies and evidence-based practices. Through this work, CCPS will strengthen Tier 1 instruction and environments by equipping school staff with the supports and resources needed to ensure that each learner is able to meet rigorous content standards as demonstrated on state assessments.

Evidence of Impact

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

Calvert County has been a high performing system in Maryland for many years. Curricula and assessments are aligned to state and national standards. Teachers are clear on the content to be taught and ensure that students have access to the content. During the years of Maryland State Assessment (MSA) and the High School Assessments (HSA), the district and schools disaggregated data and determined which students needed support to earn proficiency on the state assessments. Through data analyses, school leaders and staff became proficient in understanding the assessment limits of the state test, used internal data to guide next steps, provided supports inside/outside the classroom, and celebrated students meeting the standards.

Just as CCPS was becoming proficient using data to guide instructional decisions, the Maryland State Department of Education (MSDE) adopted Common Core and implemented PARCC assessments. CCPS had little alignment to the curriculum and few assessments that measured the new assessment limits. This misalignment impacted CCPS's ability to have assessments ready to measure student progress. The central office staff, school leaders, and teachers began to unpack standards and understand assessment limits. Calvert County staff engaged in professional learning provided by the state, contracted national consultants and utilized programs to support staff in planning lessons that aligned to the standards, provided higher level thinking, and used acceleration strategies to move students forward in meeting standards on assessments. Each school was making progress in increasing student proficiency even though CCPS continued to have gaps for students in various demographic groups.

As the state makes adjustments to the assessments and as the nation emerges from the pandemic, Calvert County embraced data to understand where students are and how to move them to proficiency. CCPS will foster curriculum and assessments that are culturally responsive and aligned to standards, will support teachers in working with students who have a variety of needs in the classrooms, and will provide additional resources to be used during the school day to support

Students with Disabilities, English Learners, Advanced Learners, Economically Disadvantaged Learners, and African American Students.

In past success, students were identified and provided additional supports outside of the classroom. However, regardless of the state assessment, Calvert County has consistently increased proficiency in the aggregate but has never closed achievement gaps for all student groups. Through our years of equity work, CCPS understands that being culturally responsive and inclusive is critically important to the success of each student in all student groups. In order to do this, CCPS must develop a Multi-Tiered System of Support (MTSS), and within MTSS, CCPS must collectively strengthen Tier I Universal Instruction and Tier I Equitable and Inclusive Environments by deepening each staff member's capacity to meet the needs of each learner in the general education classroom. Tier I provides a framework for instruction and behavior for the system, school and classroom. Expectations are taught, reinforced, and celebrated in both the academic and the social settings.

The focus of this collective work will provide each student with the academic mindset, elevated student voice, and learning activities rooted in research and evidence necessary to demonstrate proficiency on grade level standards. When students are in the general education environment universal supports such as high quality, culturally responsive, and evidence-based core curriculum and instructional practices increase engagement allowing each student to attend and access rigorous learning. The goal of CCPS is to have each student meet proficiency in ELA, math, science, and social studies every year and to eliminate gaps for AA students, ED students, EL students, and SWD.

Prioritizing Educational Equity

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

Focus Areas, Goals, and Outcomes

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

Focus Area #1: Universal Instruction
Goal #1: Administer a universal screener to identify student needs
Measurable Outcome: By June 2023, 95% of students in grades K – 8, Algebra I and English 9- 10 will take a universal screener three times a year.
Measurable Outcome: 100% of K-3 students identified for reading needs will receive supplemental instruction as outlined in the Ready to Read Act during 2022 -23.
Goal #2: Ensure that curriculum outlines grade-level standards, learning goals, and lesson essential questions and research-based instructional strategies.
Measurable Outcome: By August of 2023, two -thirds of the core content curriculum will be aligned to support strong Tier I instruction and outlined on the Calvert County Unit of Study and Scope and Sequence Planner.
Goal #3 - Provide professional learning on the Ready for Rigor Framework and Academic Mindsets
Measurable Outcome: By May 2023, 90-95%5% of staff will attend the system equity professional learning.
Measurable Outcome: By May 2023, 80-85% of participants surveyed will report an increase in understanding of the Ready for Rigor Framework and Academic Mindsets and how to use these in planning instruction.

**Add more rows if necessary*

Focus Area #2: Inclusive and Equitable Learning Environments
Goal #1: Ensure schools implement the components of Positive Behavior Interventions and Supports (PBIS) to support Tier I inclusive and equitable learning environments
Measurable Outcome: By June 2023, all schools will score a 70% or higher on the Tiered Fidelity Inventory Checklist for Tier 1.
Goal #2: Train staff in restorative practices.
Measurable Outcome: By June 2023, 75% of school-based staff will be trained in restorative practices.
Goal #2: Use of restorative practices in classrooms and in schools to help students solve conflicts, demonstrate empathy, and restore relationships.
Measurable Outcome: By June 2023, 100% of schools will report on implementation of restorative practices
Goal #3: Determine a social emotional behavior screener.
Measurable Outcome: By June 2023, CCPS will identify and purchase a social-emotional behavior screener for use in the 23-24 school year.
Goal #4: Provide schools with the resources to create calming spaces and mindfulness activities
Measurable Outcome: By June 2023, 100% of schools will have one or more calming spaces available for students.

**Add more rows if necessary*

Title Programs, Equitable Services, and State Fine Arts

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

Title Program	Date Submitted to the MSDE
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	August 31, 2022
Title I, Part C: Education of Migratory Children	N/A
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	N/A
Title II, Part A: Supporting Effective Instruction	October 8, 2022
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	September 23, 2022
Title IV, Part A: Student Support and Academic Enrichment Grants	September 23, 2022
Title IV, Part B: 21st Century Community Learning Centers	N/A
Title V, Part B, Subpart 2: Rural and Low-Income School Program	N/A
Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)	N/A
Equitable Services Report	October 28, 2022
State Fine Arts Grant	October 30, 2022

ADDITIONAL STATE PROGRAMS

LEAs must complete the charts below for additional state requirements.

Gifted and Talented Education

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

1. The process for identifying gifted and talented students.

In alignment with COMAR, we identify students in every school and at least 10 percent within our school system. We identify students as early as second grade and provide services beginning in third grade to our students. In addition, we identify students within the 6-9 grade band (7th grade) for participation in Gifted and Talented Education. Students are identified for services by utilizing approved MSDE cognitive and aptitude/achievement assessments. We currently utilize the Cognitive Abilities Test. (CogAT), Northwest Evaluation Association Measures of Academic Progress NWEA MAP) Reading and Mathematics, ACCESS for ELLs and Maryland Comprehensive Achievement Program (MCAP) and NWEA serves as our universal screener.

I. Gifted and Talented Ability in Specific Academic Field: Mathematics or Reading/Language Arts		
There are two pathways (A or B) “Gifted and Talented Ability in a Specific Academic Field.”		
<u>Mathematics:</u>	<u>Reading/Language Arts:</u>	
A	<p>CogAT Quantitative (Q) with a stanine of 9 or 8 (see chart below). The quantitative section measures a child’s understanding of basic quantitative concepts and relationships.</p>	<p>CogAT or Verbal (V) with a stanine of 9 or 8 (see chart below). The verbal section measures a child’s ability to remember and transform sequences of English words, to understand them and to make inferences and judgments about them.</p>
B	<p>CogAT Quantitative (Q) with a stanine of 7 (see chart below). and At least one additional quantitative measure (MAP Assessment) in Mathematics that demonstrates achievement at the 95th percentile or above or equal to two years above grade level.</p>	<p>CogAT Verbal (V) with a stanine of 7 (see chart below). and At least one additional quantitative measure (MAP Assessments) in Reading that demonstrates achievement at the 95th percentile or above or equal to two years above grade level.</p>

The CogAT Test measures the level and pattern of cognitive development of a student compared to age mates and grade mates. These general reasoning abilities, which start developing at birth and continue through early adulthood, are influenced by experiences gained both in and out of school.

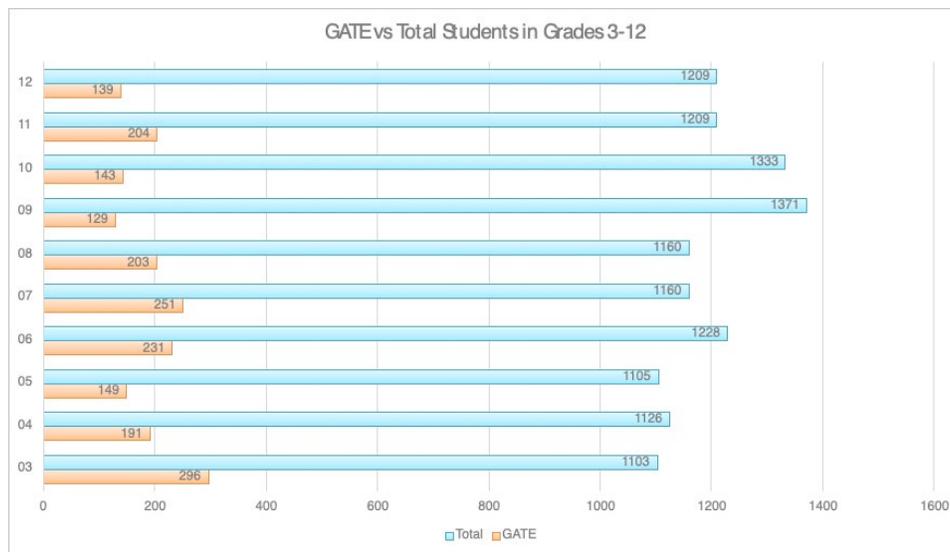
The identification process uses multiple indicators of potential, ability, and achievement in alignment with COMAR. As part of our revision process, we welcome self-nomination, student nomination and parent nomination.

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

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

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

Gifted and Talented Programming



Grade Level	GATE	Total	Percentage of Students
3	296	1103	26%
4	191	1126	16%
5	149	1105	13%
6	231	1228	18%
7	251	1160	21%
8	203	1160	17%
9	129	1371	9%
10	143	1333	10%
11	204	1209	16%

We calculate our percentages by dividing the number of identified students by the number of students in our district for the grade level (3rd – 12th grade).

Note: 1797 students are served in grades 3rd through 12th

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

N/A

5. The continuum of programs and services.

We request each elementary school to cluster group students in fourth and fifth grade. As of date, CCPS has two Gifted and Talented Resource teachers that provide fulltime Gifted and Talented Services to students in grades K-5. In addition, we provide district wide professional development for educators and administrators that focuses on how to provide appropriately differentiated curriculum and evidence-based academic programs and services in grades PreK–12 during the regular school day for identified gifted and talented students. In addition, the Coordinator of Advanced Learning and Gifted and Talented STEAM Specialist offer professional development to families as a means to inform parents/guardians of gifted and talented students.

Students that qualify for gifted and talented services have access to Renzulli Learning, Junior Great Books (ELA) and Awesome Math (2 Pilot Schools) which are researched based curriculum items that support gifted learners. In addition, students have access to Thinklaw curriculum (Colin Seale) that is standards aligned curriculum that helps to unleash the critical thinking potential of all students (Tier I). Calvert County Public Schools (CCPS) provides virtual and face to face afterschool enrichment opportunities to all students that qualify for gifted education services. These enrichment programs include but are not limited to Destination Imagination, Book Clubs, Artificial Intelligence, Calvert Shark Tank, Stock Market Game and academic bowl. These enrichment sessions are facilitated by the Gifted and Talented Liaisons assigned to each school.

The continuum of programs also includes:

Academic Enrichment for All Students: These are school based enrichment experiences providing learning opportunities for students at all ranges of ability.

Co-Curricular Opportunities for Students to Cultivate Their Talents and Interests. CCPS offers students the opportunity to participate in co-curricular learning activities. CCPS provides students additional experiences in fine arts and STEM (science, technology, engineering, and mathematics) that extend beyond the standard curriculum.

Fourth and Fifth Grade Student

Students that qualify for services have access to a Gifted & Talented Liaison at each school (afterschool enrichment sessions). In addition, students that qualify for services are grouped in their classrooms and receive enrichment through supplementary programs such as:

- Junior Great Books (4th and 5th)
- Project A3: Awesome Advanced Activities for Mentoring Mathematic Minds (Mount Harmony Elementary, Plum Point Elementary School, Patuxent Appeal Campus, and Mount Harmony Elementary School)

<https://k12.kendallhunt.com/product/project-a3-awesome-advanced-activities-mentoring-mathematical-minds-level-5-6- game-cards>

<p>Grades 6-8</p> <p>In the middle school, honors math and English classes are available to challenge all students. Gifted and advanced learners taking these classes should expect to experience above-grade-level curricula in honors English and compacted/telescoped curricula in honors math. Students also have the opportunity to take an accelerated Math course in sixth grade as well as engage in Math extensions in every unit. In addition, students have access to a Gifted & Talented Liaison at each school that solely provides enrichment opportunities after school.</p> <p>Grades 9-12</p> <p>In high school, gifted and advanced learners can take Advanced Placement courses at all schools, and can pursue dual enrollment to earn college credits and mentorships. In addition, students have access to Gifted & Talented Liaison at each school that solely provides enrichment opportunities after school.</p>

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

<p>Goal: Utilize a universal screening process to identify a significant number of students in every school while focusing specifically on bands 6-9 for participating in the programs and services within the district.</p>		
<p>Target(s):</p> <p>Increase the representation and GT services for twice exceptional students</p>	<p>Strategy(ies)</p> <p>Utilize a universal screener (NWEA MAP)</p> <p>Continue to collaborate and provide professional development to ensure that individuals know the characteristics of gifted learners as well as how to identify culturally and linguistically diverse learners.</p>	<p>Timeline(s)</p> <p>November 2022 – May 2023</p>
<p>Target(s):</p> <p>Increase the number of students from all cultural groups, across all economic strata, and in all areas of human endeavor</p>	<p>Strategy(ies)</p> <p>Utilize a universal screener (NWEA MAP)</p> <p>Continue to collaborate and provide professional development to ensure that individuals know the characteristics of gifted learners as well as how to identify culturally and linguistically diverse learners.</p>	<p>Timeline(s)</p> <p>November 2022 – May 2023</p>

<p>Goal: Provide ongoing professional learning for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of gifted and talented students that are aligned in COMAR.</p>		
<p>Target(s):</p> <p>Build the capacity of teachers and other personnel that are assigned specifically to work with students who have been identified as gifted and talented</p>	<p>Strategy(ies)</p> <p>Continue to collaborate with non-profits (Dramatic Results), Bowie State University, Calvert Libraries, and other entities to provide extensive professional development opportunities for educators</p>	<p>Timeline(s)</p> <p>November 2022 – May 2023</p>
<p>Target(s)</p>	<p>Strategy(ides)</p>	<p>Timeline(s)</p>
<p>Goal: Provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student’s potential.</p>		
<p>Target(s):</p> <p>Increase the opportunities/services in order to accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning.</p>	<p>Strategy(ices)</p> <p>Appropriately differentiate, evidence-based programs and services during the school day by a trained professional</p> <p>Provide programs and services to support the social and emotional growth of gifted and talented students (educators and parents/guardians).</p>	<p>Timeline(s)</p> <p>November 2022 – May 2023</p>
<p>Target(s)</p>	<p>Strategy(ides)</p>	<p>Timeline(s)</p>

Comprehensive Teacher Induction & Mentoring

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

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

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

Brittni Sammons, Supervisor of Instructional Performance

2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	3
Part Time Mentors	0
Full Time Teachers	71
<i>Total Number of Mentors</i>	<i>74 (2022 – 2023)</i>
<i>Probationary Teachers</i>	<i>251</i>
<i>Probationary Teachers served by CTIP</i>	<i>251</i>
<i>Average Mentee to Mentor Ratio</i>	4 mentees: 1 mentor (full time teachers) 14 mentees: 1 mentor (full time mentors)

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

251

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

4 mentees: 1 mentor (full time teachers)
14 mentees: 1 mentor (full time mentors)

Section B- Comprehensive Teacher Induction Program Training and Supervision

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

Outcomes:

- To support mentors in responding to each new teacher’s developmental and contextual needs and promote the ongoing examination of instructional practice.
- Employ the roles, language, and stances of effective instructional mentoring
- Build collaborative, trusting relationships with and among beginning teachers

Content:

- Defining Induction
- Reviewing the guiding principles, beliefs, practices, and values
- The Role of the Instructional Mentor
- Mentoring Expectations
- Phases of First-Year Teacher
- Formative Assessment Cycle

Timeline:

- This training occurs yearly in August before New Teacher Orientation. All returning and new mentors are required to attend training once per school year.

Additional Professional Learning for Mentors

Outcomes:

- To support mentors in responding to each new teacher’s developmental and contextual needs and promote the ongoing examination of instructional practice.
- Employ the roles, language, and stances of effective instructional mentoring
- Build collaborative, trusting relationships with and among beginning teachers
- Use the Collaborative Assessment Log to assess and advance teaching practice
- Use standards and criteria to anchor assessments about teaching and learning

Content

- Mentor Logs – how to access and complete logs
- Mentoring Language and Mentoring Conversations
- Differentiated Mentoring
- Knowing Students
- Giving Feedback
- Mentoring for Equity

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

In August school-based administrators and central office, supervisors are provided information regarding Teacher Induction. In July and August of each school year, school-based and central office administrators receive the following, Mentoring Handbook, New Teacher Handbook, Orientation Agenda, and information for hiring new mentors.

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

Mentors are supervised by the building administrator to which they are assigned. Each year the building administrator completes a mentor evaluation providing the mentor feedback on their work. Mentor evaluations are completed in our evaluation system, Perform. The criterion for the evaluation is based on the following:

- Administration: organization of activities and meetings, adherence to district and school philosophy and policies, preparing required reports and records
- Skills: knowledge and presentation of information
- Relationships: enthusiasm for working with staff and the mentoring program and communication with mentees
- Performance: Appearance and execution of activities, the attitude of the participants, cooperation with the administration
- Self-Improvement: attends district meetings and goals for the program

Mentors are required to complete and submit a mentor log after each meeting within our Professional Learning platform.

Section C- Comprehensive Teacher Induction Program Overview

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

Orientation program

Orientation marks the beginning of the Calvert County Public Schools Induction process for new certificated staff. It provides an opportunity for new hires to become familiar with the school system's goals and commitment to excellence in teaching and learning. Orientation is over two days for general education teachers and three days for special education teachers.

Participants in Teacher Orientation:

- Begin to establish positive relationships with CCPS staff who provide support and resources.
- Deepen understanding of effective strategies for creating a positive classroom environment and establishing positive relationships with students.
- Develop an equity lens by introducing CCPS's approach to providing an equitable learning and working environment. All new hires participate in two professional learning opportunities. The first is during intake where they complete the SafeSchools module on Cultural Competence and Racial Bias. The second is a session during orientation that introduces the new hires to CCPS's strategy for addressing inequity, implicit bias, and using an equity lens in all aspects of their work.
- Identify and engage in essential instructional practices for their curriculum areas.
- Receive information about:
 - Access to resources for curriculum and instruction.
 - Policies and procedures relevant to their professional responsibilities.

Our special education new hires are invited to attend a full-day session on getting to know special education in Calvert County Public Schools.

Ongoing professional learning

Professional learning opportunities are provided during the first half of the school year. All new teachers in their first year are required to participate in a minimum of ten (10) hours of professional learning outside of the instructional day. The learning series provides all new teachers to Calvert County Public Schools the opportunity to network with other new teachers, reflect on practice and continue to build effectiveness in the classroom. Participants complete one of the following Learning Areas based on their assignment to fulfill the 10-hour professional learning requirement.

Learning-Focused

Calvert County Public Schools utilizes the High-Performance Learning-Focused Lesson framework as part of the lesson planning process. This framework provides a structure for lesson planning that is standards-driven, incorporates research-based strategies, and includes evidence-based practices. These researched-based strategies and evidence-based practices when implemented create a learning environment that helps students to achieve at high levels. During the Professional Learning Series, new hires will participate in either a distributed professional development model completing five 2 hour asynchronous learning and participate in four 2 hour face-to-face learning sessions or independently complete a 10-hour fully online course over the first semester. This continuous learning model allows for new hires to implement new learning in their classrooms while deepening knowledge as they continue to learn new content and close the Knowing-Doing Gap. All asynchronous sessions will be completed through Schoology and online learning through the Learning-Focused website.

Non-Classroom Teacher Positions

(Limited to School Psychologists, Pupil Personnel Workers, School Counselors, Social Workers, and Speech-Language Providers) Student Services professionals and Speech-Language Providers play a pivotal role in student success both inside and outside of the classroom. To meet the needs of these five groups of educators the Department of Student Services and the Department of Special Education will deliver personalized professional learning opportunities that will be used to fulfill the 10-hour professional learning requirement.

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

Learning from Master Teachers provides all new teachers up to two opportunities to build their understanding of effective instructional practice through peer observations. One opportunity will occur in the fall and one in the winter. Master Teachers will be identified by either the content area supervisor or the building administrator. The new teacher will be provided at a minimum a half-day substitute so that they can observe designated master teachers. After the observation, the new teacher will debrief their experience with the mentor, administrator, content area supervisor, and/or the master teacher.

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

The mentor plays a key role in assessing and addressing the needs of our non-tenured teachers. During monthly meetings, the mentor assesses the teacher's needs through conversations and addresses those needs by taking on either an instructive, facilitative, or collaborative stance. The mentor log is a valuable tool that focuses the mentor/mentee conversations on what is working, the current focus/challenge, the teacher's next steps, and the mentor's next steps.

Growth areas for non-tenured staff are also supported by the development, implementation, and monitoring of the Non-Tenured Staff Development plan. Non-tenured teachers meet at least three times during the school year with their building-based administrator and their content area supervisor to review and adjust the Non-Tenured Staff Development Plan based on identified needs during the observation process.

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

Action Plans

Non-Tenured Staff Development Plans are developed in collaboration with the building administrator, content area supervisor, and non-tenured teacher. Once two non-rated observations have occurred and the non-tenured teacher receives feedback from their building administrator and their content area supervisor the group will meet to begin to develop the Non-Tenured Staff Development Plan. The plan

should include mentor support, identified skills to be developed, strategies and resources to be used, and projected dates for carrying out each activity. The plan is reviewed twice during the school year and is edited as needed.

Use of relevant and appropriate data

Non-Tenured Staff Development Plans are developed, monitored, and adjusted based on observation data that is collected. Observation data includes at a minimum two non-rated observations and four rated observations conducted throughout the school year.

Local assessment data is used by the content area supervisors to provide individual support for non-tenured teachers in areas where students are identified in the data as not meeting the standard.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

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

The following measures will be used to evaluate the efficacy of the Induction Program:

- New Teacher Retention – working with Human Resources to use exit survey data to identify the number of teachers that leave CCPS within their first 3 years by choice and report the reason for leaving is not receiving the appropriate amount of support. This data will help us to identify the reason why a teacher within their first 3 years elects to leave CCPS and to identify possible adjustments to the Induction Program.
- Teacher Evaluation data – pulling reports from our evaluation platform will provide data on the components of the Danielson Framework that non-tenured teachers excel and where non-tenured teachers need additional support. Based on this data the Induction Program can determine needs for additional professional learning experiences that will support non-tenured teachers.
- Teacher perception data – at the end of the professional learning series a survey is administered to all first-year non-tenured teachers. This survey provides data on the teacher's perception of the importance of the content and how the content was delivered. This data is used to make adjustments to how the content can be delivered during the following year and possible adjustments to the content.
- Teacher perception data – twice a year the non-tenured teachers will participate in a survey regarding the support they receive from their mentor, content area supervisor, and school-based administrator. The data from this survey will be used to make adjustments to the training of mentors and administrators on how to support our non-tenured teachers.
- Mentor survey data – at the end of the school year a survey will be provided to mentors. This survey provides data on the mentor's perception of the support they provided to non-tenured teachers and the support they received from the Induction Coordinator.

PLANNING TEAM MEMBERS

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

Name	Title	Responsibilities
Dr. Susan Johnson	Chief Academic Officer	Oversees Instruction, Information Technology, Special Education, Student Services
Mrs. Jackie Jacobs	Director	System Performance and Instructional Performance
Dr. Kendy Anderson	Director	Special Education
Dr. Marcy Gruver	Supervisor	Elementary Reading and Language Arts
Mrs. Loren Grimes	Supervisor	Secondary Reading and Language Arts
Ms. Jen Ontko	Supervisor	Elementary Mathematics
Mr. Joe Sutton	Supervisor	Secondary Mathematics
Mrs. Beth Doster	Coordinator	Instructional Data
Mrs. Brittini Sammons	Supervisor	Instructional Performance
Mr. Sandy Walker	Supervisor	Equity and School Improvement

Mrs. Joyce King	Supervisor	Grant Programs
Dr. Crystal Ricks	Coordinator	Advanced Learning
Dr. Melissa Morris	Supervisor	School Psychologists
Mrs. Britta Sparks	Supervisor	World Language/PE/ESOL/NJROTC
Mr. Scott Johnson	Chief Finance Officer	Oversees Finance, Procurement, Child Nutrition

**Add more rows if necessary*