



## **APPLICATION FOR PARTICIPATION**

# **Supporting Effective Instruction Every Student Succeeds Act (ESSA)**

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### **Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

### **Deadline**

September 30, 2022  
No later than 5:00 p.m. EST

**MARYLAND STATE DEPARTMENT OF EDUCATION****Mohammed Choudhury**

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Secretary-Treasurer, Maryland State Board of  
Education

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Deputy Superintendent, Teaching and  
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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:

Cecilia J. Roe, Director and Program Manager  
 Division of Curriculum, Instructional Improvement & Professional Learning  
 Maryland State Department of Education  
 Phone: 410-767-0574  
 Email: [cecilia.roe@maryland.gov](mailto:cecilia.roe@maryland.gov)





## Title II, Part A Cover Page

Local School System: Cecil County Public Schools

Fiscal Year: 2023

Title II-A Coordinator: Megan Frunzi

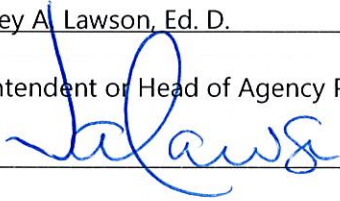
Phone number: 410-996-5401 x39016

Email address: mfrunzi@ccps.org

Signatures:

Jeffrey A. Lawson, Ed. D.

Superintendent or Head of Agency Printed Name



Date

11.28.22

Superintendent or Head of Agency Signature

Date



11/28/2022

Title II, Part A Program Director/Manager

Date

Title II, Part A Program Director/Manager

Date

## Needs Assessment

Please provide a description of how the local school system developed the application using data from a district-wide needs assessment and alignment to the LEA strategic plan. Include identified needs and priorities for the Title II, Part A funding. Your response should be approximately 500 words or less. Charts and/or graphs may be included.

Decisions regarding priorities for use of Title II funds were made using the following data:

The following demographics represent Cecil County Public Schools and were used for comparison purposes with additional data points below:

### Demographics

African American	11.3%
Caucasian	73.4%
Hispanic	6.4%
Multi-Race	7.5%
Other	1.4%
Male	51.7%
Female	48.2%
EL	2.3%
SWD	16.7%
FARMS	41.7%

### Academic Data

#### AP Enrollment

African American	10.0%
Caucasian	77.0%
Hispanic	6.0%
Multi-Race	4.4%
Other	2.6%
Male	37.5%
Female	62.5%
EL	0.6%
SWD	1.2%
FARMS	19.6%

AP and Honors Enrollment: discrepancies in enrollment by race, gender, Students with

Disabilities, English Learners and FARMS eligibility are evident, though gaps have lessened in enrollment by race.

<b>Honors Middle</b>		1394	<b>Gifted/Talented</b>		296
African American		7.8%	African American		6.1%
Caucasian		80.2%	Caucasian		88.2%
Hispanic		4.0%	Hispanic		2.7%
Multi-Race		6.6%	Multi-Race		0.0%
Other		1.4%	Other		3.0%
Male		48.5%	Male		54.7%
Female		51.5%	Female		45.3%
EL		0.6%	EL		0.3%
SWD		2.2%	SWD		1.7%
FARMS		20.0%	FARMS		16.9%

Middle Honors/Elementary Gifted & Talented Identification:

Significant disproportionality is evident across most demographics

Fall 2021 Abbreviated MCAP Raw Score Snapshots, Grades 4, 7 and 9:

**Grade 4 MCAP October 2021**

	Average RAW Score Math	Average RAW Score Reading
ALL	6	15
African American	5	12
Caucasian	6	15
Hispanic	5	14
Multi-Race	6	12
Other	7	20
Male	6	14
Female	6	15
EL	4	10
SWD	4	9
FARMS	5	13

**Grade 7 MCAP October 2021**

	Average RAW Score Math	Average RAW Score Reading
ALL	6	17
African American	6	14
Caucasian	7	17
Hispanic	4	13
Multi-Race	6	16
Other	9	22
Male	6	16
Female	6	17
EL	3	10
SWD	5	10
FARMS	5	15

**Grade 9 MCAP October 2021**

	Average RAW Score Math	Average RAW Score Reading
ALL	5	13
African American	4	11
Caucasian	5	14
Hispanic	4	13
Multi-Race	5	13
Other	7	17
Male	5	13
Female	5	14
EL	4	7
SWD	4	8
FARMS	4	12

Data indicates disproportionality in academic performance in reading and math, particularly regarding SWD, EL performance in math and African American reading scores.

**Discipline Data**



**ODR**

<b>African American</b>	<b>23.3%</b>
<b>Caucasian</b>	<b>60.2%</b>
<b>Hispanic</b>	<b>5.6%</b>
<b>Multi-Race</b>	<b>10.3%</b>
<b>Other</b>	<b>0.5%</b>
<b>Male</b>	<b>72.9%</b>
<b>Female</b>	<b>27.1%</b>
<b>EL</b>	<b>0.8%</b>
<b>SWD</b>	<b>33.6%</b>
<b>FARMS</b>	<b>63.8%</b>

**Suspension**

<b>African American</b>	<b>24.8%</b>
<b>Caucasian</b>	<b>57.7%</b>
<b>Hispanic</b>	<b>6.9%</b>
<b>Multi-Race</b>	<b>9.9%</b>
<b>Other</b>	<b>0.7%</b>
<b>Male</b>	<b>75.3%</b>
<b>Female</b>	<b>24.7%</b>
<b>EL</b>	<b>0.5%</b>
<b>SWD</b>	<b>32.2%</b>
<b>FARMS</b>	<b>65.9%</b>

Significant disproportionality is evident across race (particularly African American), gender, SWD and FARMS eligible students.

A district-wide matrix for each school was also utilized to make decisions regarding use of Title II funds. Below is a matrix with statistics that include the Maryland Report Card Star rating, % FARMS, % minority, teacher retention rate, % nontenured, % conditional certification and a total score. Schools were sorted by total score. The box indicates the schools identified with the greatest need.



Index Rating	MD Star Rating	FARMs %	Minority %	Teacher Retention Rate	% Nontenured	% Conditional	Total Points
Elkton Middle	1	4	3	3	3	2	16
Cecil Manor Elem	1	4	3	2	3	2	15
Holly Hall Elem	0	4	3	3	3	2	15
Thomson Estates Elem	1	3	3	3	3	2	15
Gilpin Manor Elem	1	4	3	2	3	1	14
Cherry Hill Middle	1	2	2	2	3	2	12
Elkton High	1	2	3	1	3	1	11
Bainbridge Elem	0	3	1	3	3	0	10
North East Middle	1	2	1	1	3	2	10
Bay View Elem	0	3	2	0	2	2	9
Cecilton Elem	0	3	2	0	2	2	9
North East Elem	1	3	2	1	2	0	9
Bohemia Manor Middle	0	1	1	1	3	1	7
Perryville Middle	1	2	1	1	2	0	7
North East High	1	1	1	0	3	1	7
Perryville Elem	0	3	1	0	2	0	6
Leeds Elem	0	3	1	0	1	0	5
Perryville High	1	1	1	0	1	1	5
Calvert Elem	0	1	1	1	0	1	4
Charlestown Elem	0	1	2	0	0	0	3
Conowingo Elem	0	1	0	0	2	0	3
Elk Neck Elem	0	1	1	0	1	0	3
Kenmore Elem	0	1	1	1	0	0	3
Rising Sun Elem	0	1	0	0	2	0	3
Rising Sun Middle	0	1	0	0	0	1	2
Bohemia Manor High	0	0	1	0	0	1	2
Chesapeake City Elem.	0	0	1	0	0	0	1
Rising Sun High	0	0	1	0	0	0	1

While New Teacher Coaches and Restorative Practices Practitioners will work with staff in all schools, priority will be given to those working in the identified schools in the first two marking periods. Additional New Teacher Coaches and Restorative Practices Practitioners are funded through other sources (MD LEADS and NIJ Grants).

## Goals and Outcomes

Applicants are required to set overall goals for projects receiving Title II, Part A funding. The goals should address the results of a needs assessment and align to the overarching outcome of increasing student achievement consistent with the state standards by preparing, training, and recruiting high-quality teachers, principals, and other school leaders as prescribed in ESSA. Outcomes measure progress towards meeting the overall goal of the program. Determining the program goal(s) and outcomes is an important part of the next step of evaluating your program. Please use the chart below to identify your Title IIA Goals and Outcomes. Add additional lines, as needed.

Goal 1: The teacher to New Teacher Mentor ratio will decrease from 45:1 in the 2021-22 school year to 28:1 in the 2022-2023 school year.
Outcome: The retention rate of teachers in their first three years of service will increase from 64.4% to 75%.
Goal 2: Throughout the 2022-2023 school year, the Restorative Practices Practitioner will provide system-wide support to 100% of schools in Restorative Practices, Life Space Crisis Intervention, Positive Behavior Interventions and Supports through professional development, data analysis and action plan implementation to decrease exclusionary discipline practices.
Outcome: Student access to Tier I instruction will increase as Office Disciplinary Referrals (ODR) decrease from 11,669 in the 2021-2022 school year to 11,086 or fewer in the 2022-2023 school year, representing a 5% or more decrease.
Goal 3: 100% of new administrators will participate in all Teachscape modules and pass the Teachscape Assessment by June 30, 2023.
Outcome: Next-in-Line supervisors will use a checklist to conduct reviews of observations of all new administrators to ensure application with fidelity to the training. 100% of new administrators will demonstrate growth on the checklist when comparing observations reviewed in MP1 with observations reviewed in MP4 of the 2022-2023 school year.

## Plan of Operation

### Targeted Supports and Consultation

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities. Include specific activities, measures, and outcomes. Your response should be approximately 300 words or less.

Cecil County has prioritized funds from our Special Education Department to work closely with each of the TSI schools who were identified due to low performance by their Special Education students. Each school has created an "Action Plan" that was developed in collaboration with the Special Education Department. These Action Plans will be carried out in conjunction with the Special Education Department and will include additional staff development for these schools. Cecil Manor Elementary, Gilpin Manor Elementary and Thomson Estates Elementary use Title I resources to provide additional supports to their students and professional development designed to address achievement gaps with their teachers.

Elkton High, North East High and Perryville High are also engaged with the Equal Opportunity School program to address the need to increase access for low-income and minority students to higher level honors and AP courses. CCPS is using Title IV-A funds and ESSER II Supplemental Advanced Placement grant funds to address this area of need.

Elkton High School was included in the Title IV grant again this year to help address the achievement gaps by their FARMs and ELL students. Cecil Manor Elementary is utilizing LEAP grant funds to support and enrich the educational opportunities of their students.

While Title IIA funds are not specifically dedicated to support these identified schools, our New Teacher Mentors work strategically with new teachers in these schools on strategies and supports



that are designed to meet the needs of the students for whom they serve. The Restorative Practices Practitioner will also provide a focus on professional development in these schools, recognizing that students who feel safe and supported are more likely to attend school and access instruction than those who do not.

Please provide a description of how the local school system meaningfully consults with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, the LEA Equity Point of Contact/Office, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title IIA. Your response should be approximately 300 words or less.

Each year prior to budget time the Cecil County Public Schools administer a comprehensive survey to all of its stakeholders, teachers, administrators, support staff, parents, and community members. At the conclusion of last school year Cecil County also administered a survey to all parents. The results of these surveys indicated that trauma and mental health was a top priority. Teachers also indicated the need for continued support as they gain tenure in the profession.

Please provide a description of how the local school system will use data and ongoing consultation to continually update and improve activities supported by Title IIA. Your response should be approximately 300 words or less.

In addition to surveys completed by new teachers regarding the provided professional development, new teacher mid-year and end-of-year evaluation data will be reviewed and analyzed. Trend data will help inform future professional development needs for new teachers.

An online training tool based on the Charlotte Danielson model, *Teachscape*, will be utilized for all new administrators to help them strengthen their classroom observational skills and provide meaningful feedback to classroom teachers. Next-in-Line supervisors of new administrators will provide feedback using a developed checklist at least quarterly throughout the 2022-2023 school year.

Since a portion of these funds are shared with the non-public schools in Cecil County, we will meet with them regularly to review their proposals and assess their progress. The first meeting was held on September 21, 2022.

Please provide a description of how the local school system ensures that the application was developed in alignment with the requirements of the Educational Equity regulation ([COMAR 13A.01.06](#)). and provides low-income and minority students greater access to effective teachers, principals, and other school leaders. Your response should be approximately 300 words or less.

The matrix developed and displayed again below helped inform our decision to prioritize resources to schools with the highest FARMs, minority, nontenured and conditionally certified

rates. In addition, only one new administrator was assigned to any of the identified schools with the greatest need.

Index Rating	MD Star Rating	FARMS %	Minority %	Teacher Retention Rate	% Nontenured	% Conditional	Total Points
Elkton Middle	1	4	3	3	3	2	16
Cecil Manor Elem	1	4	3	2	3	2	15
Holly Hall Elem	0	4	3	3	3	2	15
Thomson Estates Elem	1	3	3	3	3	2	15
Gilpin Manor Elem	1	4	3	2	3	1	14
Cherry Hill Middle	1	2	2	2	3	2	12
Elkton High	1	2	3	1	3	1	11
Bainbridge Elem	0	3	1	3	3	0	10
North East Middle	1	2	1	1	3	2	10
Bay View Elem	0	3	2	0	2	2	9
Cecilton Elem	0	3	2	0	2	2	9
North East Elem	1	3	2	1	2	0	9
Bohemia Manor Middle	0	1	1	1	3	1	7
Perryville Middle	1	2	1	1	2	0	7
North East High	1	1	1	0	3	1	7
Perryville Elem	0	3	1	0	2	0	6
Leeds Elem	0	3	1	0	1	0	5
Perryville High	1	1	1	0	1	1	5
Calvert Elem	0	1	1	1	0	1	4
Charlestown Elem	0	1	2	0	0	0	3
Conowingo Elem	0	1	0	0	2	0	3
Elk Neck Elem	0	1	1	0	1	0	3
Kenmore Elem	0	1	1	1	0	0	3
Rising Sun Elem	0	1	0	0	2	0	3
Rising Sun Middle	0	1	0	0	0	1	2
Bohemia Manor High	0	0	1	0	0	1	2
Chesapeake City Elem.	0	0	1	0	0	0	1
Rising Sun High	0	0	1	0	0	0	1



## Ensuring Equitable Access to Excellent Educators

To ensure that every student has access to excellent educators, LEAs must work to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students' greater access to effective teachers, principals, and other school leaders.

Based on the review of equitable access data, which equity gaps are current priorities for your LEA? Cite specific data points and how you intend to address each priority area in 300 words or less. Charts and/or graphs may be included. Add or delete rows, as needed.

### Priority Area 1:

Retain high quality teachers in high needs schools.

	Star Rating	% FARMS	% Minority	Teacher Retention	% Nontenured	% Conditional
Elkton Middle	3	65%	62.4%	77.4%	37.7%	5.7%
Cecil Manor Elem	3	57%	58.4%	86.0%	27.9%	7.0%
Holly Hall Elem	4	57%	45.0%	74.4%	27.9%	9.3%
Thomson Estates Elem	3	54%	49.5%	81.0%	38.1%	9.5%
Gilpin Manor Elem	3	69%	57.0%	89.1%	23.9%	2.2%
Cherry Hill Middle	3	37%	35.2%	89.2%	18.9%	8.1%
Elkton High	3	46%	54.6%	91.0%	17.9%	3.8%
Bainbridge Elem	4	53%	17.0%	84.0%	24.0%	0.0%
North East Middle	3	42%	23.5%	90.0%	21.7%	11.7%

The schools above have been identified as our priority schools for teacher support and retention. New Teacher Coaches funded by Title II and MD LEADS will focus on nontenured teachers in these buildings, though support will be provided to all nontenured teachers across the system. Additional New Teacher Coaches will allow a much smaller coach to teacher ratio so a higher level of support can be provided.

Restorative Practices Practitioners will prioritize working with the staff of these schools, and will use marking period 1 and 2 data to determine priorities for the second half of the school year.

Content Coordinators and their coaches will also be providing more intensive instructional support in these schools as we begin the 2022-2023 school year.

### Priority Area 2:

Increase enrollment of FARMS eligible and/or minority students in Advanced Placement courses.



**AP Enrollment**

<b>African American</b>	<b>10.0%</b>
<b>Caucasian</b>	<b>77.0%</b>
<b>Hispanic</b>	<b>6.0%</b>
<b>Multi-Race</b>	<b>4.4%</b>
<b>Other</b>	<b>2.6%</b>
<b>Male</b>	<b>37.5%</b>
<b>Female</b>	<b>62.5%</b>
<b>EL</b>	<b>0.6%</b>
<b>SWD</b>	<b>1.2%</b>
<b>FARMS</b>	<b>19.6%</b>

Cecil County Public Schools has partnered with the Equal Opportunity Schools initiative for this purpose. The mission of this organization is to ensure students of all backgrounds have equal access to academically intense high school programs – and particularly that students of color and those of low income families have opportunities to succeed at the highest levels. Teams from this organization will work with the staff at Elkton High School, North East High School and Perryville High School to analyze data, create a set of strategies for engagement and ultimately enroll diverse students in honors, dual enrollment and AP courses. Title IV funds will be utilized for this purpose.

## Priority Area 3:

Increase student access to quality Tier I instruction by decreasing exclusionary disciplinary practices through the use of Restorative Practices, Life Space Crisis Intervention model and comprehensive, school-wide PBIS programs.

**ODR**

<b>African American</b>	<b>23.3%</b>
<b>Caucasian</b>	<b>60.2%</b>
<b>Hispanic</b>	<b>5.6%</b>
<b>Multi-Race</b>	<b>10.3%</b>
<b>Other</b>	<b>0.5%</b>
<b>Male</b>	<b>72.9%</b>
<b>Female</b>	<b>27.1%</b>
<b>EL</b>	<b>0.8%</b>
<b>SWD</b>	<b>33.6%</b>
<b>FARMS</b>	<b>63.8%</b>

**Suspension**

<b>African American</b>	<b>24.8%</b>
<b>Caucasian</b>	<b>57.7%</b>
<b>Hispanic</b>	<b>6.9%</b>
<b>Multi-Race</b>	<b>9.9%</b>
<b>Other</b>	<b>0.7%</b>
<b>Male</b>	<b>75.3%</b>
<b>Female</b>	<b>24.7%</b>
<b>EL</b>	<b>0.5%</b>
<b>SWD</b>	<b>32.2%</b>
<b>FARMS</b>	<b>65.9%</b>

System-wide in the 2021-2022 school year, 11,669 Office Disciplinary Referrals were recorded and 2,441 instances of suspension were recorded.

Throughout the 2022-2023 school year, the Restorative Practices Practitioner will provide system-

wide support to 100% of schools in Restorative Practices, Life Space Crisis Intervention, Positive Behavior Interventions and Supports through professional development, data analysis and action plan implementation to decrease exclusionary discipline practices.

After reviewing student data from marking periods 1 and 2, the Restorative Practices Practitioner will design opportunities to provide additional support to those schools with greater need.

Priority Area 4:

Type response here.

Priority Area 5:

Type response here.

## Recruiting, Preparing, & Training Effective Teachers & Principals

Section/ Item #	United State Department of Education Allowable Activities	<p>Provide a description of the activities in each section below in 300 words or less. Include:</p> <ul style="list-style-type: none"> <li>a. Anticipated goals and outcomes</li> <li>b. Implementation plan</li> <li>c. Alignment with challenging State academic standards</li> <li>d. Intended audience</li> <li>e. Specific timeline</li> <li>f. Evidence Level</li> <li>f. Brief plan for evaluation</li> </ul> <p>If the LEA is not using Title IIA funds for one or more of the listed purposes, please record N/A in the appropriate box.</p>
<b>1.1 Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and students who do not meet the State academic standards, to improve equitable distribution of teachers</b>		
1.1.1	Provide help in screening candidates and enabling early hiring.	N/A
1.1.2	Provide differential and incentive pay	N/A



	in high-need academic subject areas and special areas.	
1.1.3	Provide teacher, paraprofessional, principal, or school leader advancement and growth, and an emphasis on leadership opportunities, career paths, and pay differentiation.	N/A
1.1	Other Activities/ Initiatives Related to Section 1.1.	N/A
<b>Total Title IIA Funding allocated for Section 1.1.</b>		\$0
<b>1.2 Recruit qualified individuals from other fields to become teachers, principals, or other school leaders.</b>		
1.2	Activities/Initiatives Related to Section 1.2.	N/A
<b>Total Title IIA Funding allocated for Section 1.2.</b>		\$0
<b>1.3 Reduce class size to a level that is evidence based through the recruiting and hiring of additional effective teachers.</b>		
1.3	Activities/Initiatives Related to Section 1.3.	N/A
<b>Total Title IIA Funding allocated for Section 1.3.</b>		\$0
<b>2.1 Providing high-quality, personalized professional development that is evidence-based, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning.</b>		

2.1.1	Help all students develop skills essential for learning readiness and academic success.	N/A
2.1.2	Use data to improve student achievement and/or understand how to protect students' privacy.	N/A
2.1.3	Engage parents, families, and community partners.	N/A
2.1.4	Integrate technology into curricula and instruction.	N/A
2.1.5	Provide opportunities for experiential learning through observation.	N/A
2.1.6	Provide training, technical assistance, and capacity-building to assist with implementing, designing, using, and responding to data from classroom-based assessments.	N/A
2.1.7	Provide professional development to promote high-quality instruction and instructional leadership in STEM.	N/A

2.1	Other Activities/ Initiatives Related to Section 2.1.	<p>Teachscape for all new administrators</p> <p><u>Anticipated Outcome:</u> 100% of new administrators will participate in all Teachscape modules and pass the Teachscape Assessment by June 30, 2023.</p> <p><u>Implementation Plan:</u> All new administrators were provided access to the Teachscape platform in July, 2022 and given the expectation to complete each module and final assessments by June 30, 2023.</p> <p>A checklist for review of written observations, with feedback, was developed in September 2022.</p> <p>At the end of each quarter, one observation from each new administrator will be pulled randomly for review and feedback using the developed checklist by the new administrator's next-in-line supervisor.</p> <p><u>Alignment with Standards:</u> Teachscape is an online training platform based on Charlotte Danielson's Framework for Teaching. The Cecil County Teacher's Evaluation Program is based on this work.</p> <p>This work is aligned with the Professional Standards for Educational Leaders (PSEL) #6e: Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.</p> <p><u>Intended Audience:</u> All new administrators</p> <p><u>Timeline:</u> July 1, 2022-June 30, 2023</p> <p><u>Evidence Level:</u> 1  <a href="https://www.google.com/url?client=internal-element-cse&amp;cx=011774183035190766908:dac6vpluw5k&amp;q=https://ies.ed.gov/ncee/pubs/20174004/pdf/20174003.pdf&amp;sa=U&amp;ved=2ahUKEwiOqoP4tMfyAhVYMIkFHZC3CwEQFjAAegQIARAB&amp;usg=AOvVaw31MOhd6W6SMpm8dmZpugyd">https://www.google.com/url?client=internal-element-cse&amp;cx=011774183035190766908:dac6vpluw5k&amp;q=https://ies.ed.gov/ncee/pubs/20174004/pdf/20174003.pdf&amp;sa=U&amp;ved=2ahUKEwiOqoP4tMfyAhVYMIkFHZC3CwEQFjAAegQIARAB&amp;usg=AOvVaw31MOhd6W6SMpm8dmZpugyd</a>  <a href="https://ies.ed.gov/ncee/pubs/20184001/">https://ies.ed.gov/ncee/pubs/20184001/</a></p> <p><u>Evaluation Plan:</u> At the conclusion of each marking period, all new administrators will receive feedback on a written teacher observation utilizing the created checklist.</p> <p>Throughout the school year, progress through the Teachscape modules will be monitored.</p> <p>Upon completion of the final assessment, an analysis of performance will be made.</p>
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		Following the 4 <sup>th</sup> marking period review of a written observation, growth for each new administrator will be determined.
<b>Total Title IIA Funding allocated for Section 2.1.</b>		\$3,060
<b><i>2.2 Developing programs and activities that increase teachers' ability to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma.</i></b>		
2.2.1	Increase knowledge base on instruction in early grades and on strategies to measure whether young children are progressing.	N/A
2.2.2	Increase the ability to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8.	N/A
2.2.3	Increase the use of techniques and supports to help educators identify and support students affected by trauma and mental illness.	N/A
2.2.4	Increase the ability to address issues related to school conditions such as safety, peer interaction, drug and alcohol use, and chronic absenteeism.	<p>Restorative Practices Practitioner</p> <p><u>Anticipated Outcome:</u> Student access to Tier I instruction will increase as Office Disciplinary Referrals (ODR) decrease from 11,669 in the 2021-2022 school year to 11,086 or fewer in the 2022-2023 school year, representing a 5% or more decrease.</p> <p><u>Implementation Plan:</u> Throughout the 2022-2023 school year, the Restorative Practices Practitioner will provide system-wide support to 100% of schools in Restorative Practices, Life Space Crisis Intervention, Positive Behavior Interventions and Supports</p>

		<p>through professional development, data analysis and action plan implementation to decrease exclusionary discipline practices.</p> <p>After reviewing student data from marking periods 1 and 2, the Restorative Practices Practitioner will design opportunities to provide additional support to those schools with greater need.</p> <p><u>Alignment with Standards:</u> American School Counselor Association Ethical Standards: A.1.j: Advocate for equitable, anti-oppressive and anti-bias policies and procedures, systems and practices, and provide effective, evidence-based and culturally sustaining interventions to address student needs; A.11.b: Advocate for schoolwide policies, protocols and training in response to bullying, harassment and bias incidents centered in safety, belonging and justice.</p> <p><u>Intended Audience:</u> All CCPS instructional staff will receive support from a Restorative Practices Practitioner.</p> <p><u>Timeline:</u> July 1, 2022 – June 30, 2023</p> <p><u>Evidence Level:</u> 4</p> <p><a href="https://www.rand.org/pubs/research_reports/RR2840.html">https://www.rand.org/pubs/research_reports/RR2840.html</a></p> <p><u>Evaluation Plan:</u> At the end of each marking period, district-wide and school specific discipline data will be reviewed and analyzed. Following the conclusion of the 2022-2023 school year, district wide ODR data will be reviewed and analyzed to determine if our goal of a 5% decrease was achieved.</p>
2.2.5	Increase the use of referral mechanisms that link children to appropriate treatment and intervention services.	N/A
2.2.6	Increase training to support identification and support of gifted and talented students.	N/A
2.2.7	Increase training of all school personnel on how to prevent and	N/A

	recognize child sexual abuse.																			
2.2.8	Increase professional learning on effective strategies to integrate rigorous academic content, career and technical education and work-based learning.	N/A																		
2.2.9	Other Activities/ Initiatives Related to Section 2.2.	N/A																		
<b>Total Title IIA Funding allocated for Section 2.2</b>		\$106,191																		
<p><b>3.1 Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</b></p> <p>In 300 words or less, provide descriptions for activities/initiatives related to Section 3.1 in the areas below, as appropriate. If not using Title IIA funds for one or more of these purposes, please record N/A.</p>																				
3.1.1	Provide new teacher, principal, or other school leader induction and mentoring programs.	<p><u>Anticipated Outcome:</u> The retention rate of teachers in their first three years of service will increase from 64.4% to 75%</p> <p><u>Implementation Plan:</u></p> <table border="1"> <thead> <tr> <th>Year 1 Non-tenured</th><th>Year 2 Non-tenured</th><th>Year 3 Non-tenured</th></tr> </thead> <tbody> <tr> <td>3 full orientation days</td><td>1 group PD day during school day</td><td>Required consultation with a coach (1:1 available if needed)</td></tr> <tr> <td>2 Group PD days during school year</td><td>1-on-1 coaching</td><td>1 group PD day during the school year</td></tr> <tr> <td>1-on-1 coaching</td><td>2 substitute release days to work with coach (1:1, small group, visitations, etc.)</td><td>1 substitute release day to work with coach (1:1, small group, visitations, etc.)</td></tr> <tr> <td>3 substitute release days to work with coach (1:1, small group, visitations, etc.)</td><td></td><td></td></tr> <tr> <td>After hours compensation to work with coordinators or coaches (optional)</td><td></td><td></td></tr> </tbody> </table> <p><u>Alignment of Standards:</u> Through our collaboration with the New Teacher Center, we have aligned our work with their Instructional Coaching Practice Standards below:</p>	Year 1 Non-tenured	Year 2 Non-tenured	Year 3 Non-tenured	3 full orientation days	1 group PD day during school day	Required consultation with a coach (1:1 available if needed)	2 Group PD days during school year	1-on-1 coaching	1 group PD day during the school year	1-on-1 coaching	2 substitute release days to work with coach (1:1, small group, visitations, etc.)	1 substitute release day to work with coach (1:1, small group, visitations, etc.)	3 substitute release days to work with coach (1:1, small group, visitations, etc.)			After hours compensation to work with coordinators or coaches (optional)		
Year 1 Non-tenured	Year 2 Non-tenured	Year 3 Non-tenured																		
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1-on-1 coaching	2 substitute release days to work with coach (1:1, small group, visitations, etc.)	1 substitute release day to work with coach (1:1, small group, visitations, etc.)																		
3 substitute release days to work with coach (1:1, small group, visitations, etc.)																				
After hours compensation to work with coordinators or coaches (optional)																				



		<p><b>FOUNDATIONAL</b></p> <p>1.0 Develops as an instructional leader to advance instructional coaching, the teaching profession, and equitable outcomes for every student.</p> <p>2.0 Deepens and maintains own knowledge of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.</p> <p><b>STRUCTURAL</b></p> <p>3.0 Creates and maintains collaborative, respectful, instructionally focused coaching partnerships with individual and groups of teachers to foster teacher ownership of continuous improvement of practice and to advance the learning of every student.</p> <p>4.0 Engages school leaders and instructional leadership team in partnerships to advance teacher effectiveness and the learning of every student.</p> <p><b>INSTRUCTIONAL</b></p> <p>5.0 Engages teachers in instructionally focused inquiry cycles to accelerate teaching practice and equitable outcomes for every student.</p> <p>6.0 Builds teacher capacity to advance equitable and inclusive learning by providing an optimal learning environment that meets the diverse academic, social, and emotional needs of every student.</p> <p><u>Intended Audience:</u> All non-tenured teachers</p> <p><u>Timeline:</u>  August 2022: 3 Professional Days for all new teachers (Year 1 non-tenured)  September 2022 – May 2023: 1-on-1 coaching  November 2022, January 2023: Professional Development day – all Year 1 non-tenured)  October 2022-May 2023: Substitute release days (3) for 1:1 coaching, small group work, visitations, etc.</p> <p><u>Evidence Levels:</u> 4</p> <p><a href="https://ies.ed.gov/ncee/pubs/20094034/index.asp">https://ies.ed.gov/ncee/pubs/20094034/index.asp</a></p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/Blog/Post/32">https://ies.ed.gov/ncee/edlabs/regions/northeast/Blog/Post/32</a></p> <p><u>Evaluation Plan:</u> The New Teacher Induction Program is evaluated in several ways. An analysis is done on the evaluation ratings for all first, second, and third year teachers. For the past three years, less than 1% of our non-tenured teachers have received a rating of less than Effective.</p> <p>All first-year teachers are asked to complete a Perception Survey that rates the level of support they have received during their first year.</p> <p>Through our work with the New Teacher Center this year, we will have an additional data source through their online data collection tool. We will have access to data that highlights the usage of standards and indicators over time to demonstrate growth and effectiveness of instructional practices.</p>
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3.1.2	Provide training for school leaders, coaches, mentors, and evaluators on how to provide useful feedback and use evaluation results to inform decision making.	N/A
3.1.3	Provide financial incentives for teachers and principals with a record of helping students achieve academic success.	N/A
3.1.4	Include teacher advancement initiative to promote professional growth and emphasize multiple career paths and pay differentiation.	N/A
3.1.5	Support instructional services provided by effective school library programs.	N/A
3.1.6	Improve school working conditions through reporting results of educators' support and working conditions feedback.	N/A
3.1.7	Provide common planning time to help prepare students for postsecondary education and workforce.	N/A



3.1.8	Other Activities/ Initiatives Related to Section 3.1	N/A
Total Title IIA Funding allocated for Section 3.1.		
<b>4.1 Improve equitable access to effective teachers and principals for all students.</b> In 300 words or less, provide descriptions for activities/initiatives related to Section 4.1 in the area below, as appropriate. If not using Title IIA funds for this purpose, please record N/A in the appropriate box.		
4.1	Activities/ Initiatives Related to Section 4.1.	N/A
Total Title IIA Funding allocated for Section 4.1.		

## Equitable Services to Students in Private Schools

Services and other benefits to private school students must be secular, neutral, and non-ideological; must be provided in a timely manner; and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel.

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints. Your response should be approximately 300 words or less.

Cecil County Public Schools schedules four meetings per year with the participating non-public schools in Cecil County. At the spring meeting held on April 13, 2022, non-public schools were briefed on all federal grant programs and were provided the "Intent to Participate" form. On September 21, 2022, the first meeting of the 2022-2023 school year was held; and "Confirmation of Consultation" forms were completed. The other three scheduled meetings are held in December, February and April. The agenda includes review of plans, account balances and sharing of ideas and best practices.

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. Your response should be approximately 500 words or less.

While the non-public schools are not subject to the same accountability measures of student performance as public schools, they have their individually developed academic goals. Although general topics of support are similar (i.e. reading intervention, math enrichment, etc.), teacher

materials and student texts/resources are unique to each school. In the case of Title II-A, Teacher Quality, the non-public schools select their own staff development initiatives and opportunities. CCPS invites non-public schools to send participants to its training events, and this offer is accepted on occasion.

Based on the requests of the participating non-public schools, professional development opportunities are selected for teachers in those schools. Annually, our non-public partners have the option to bring staff development into the school on professional days, or they may send staff members to regional or national conferences and training opportunities. Most frequently, CCPS will transact the voucher for registrations or pay for expenses after-the-fact based on verified expense vouchers.

Each non-public school completes a "Needs Assessment" which identifies the needs for their school. This is provided following the first articulation meeting in the fall, and is due by October 14, 2022. They are also able to track their expenses using a provided budget worksheet.

In the chart below, provide the names of participating private schools, the number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. Please add rows as needed.

	Private School Name	Number of Students	Cost per Pupil Allocation
	Good Shepherd Catholic School	89	\$2,274
	Mount Aviat Academy	216	\$5,519
	Providence Christian Academy	96	\$2,453
	The Tome School	421	\$10,757
	TriState Christian Academy	257	\$6,567
	West Nottingham Academy	100	\$2,555
<b>Total</b>		1179	\$30,125



## Administrative Costs

To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base.

If the LEA is using Title II, Part A funds for Administrative Costs, Use the chart below to itemize costs incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures. Add rows, as needed.

Line Item	Description	Public School Costs
N/A		
<b>Total Administrative Costs</b>		

## Budget and Budget Narrative

Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Add more rows if needed. An MSDE [Grant Budget C-125](#) form must also be completed, signed and submitted as an appendix.

### 1. Salaries & Wages (list each position separately)

Line item	Calculation	Requested	In-Kind	Total
New Teacher Coach #1	Salary = \$92,532	\$92,532	0	\$92,532
New Teacher Coach #2	Salary = \$91,032	\$91,032	0	\$91,032
Per Diem Summer Planning for New Teacher Coaches	5 days x approx. \$425/day	\$2,125	0	\$2,125
Restorative Practices Practitioner	Salary = \$106,591 x 80%	\$85,273	\$21,318 (NIJ Grant)	\$85,273
Total for salaries & wages:		\$270,962	\$21,318	\$270,962



Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost-effective.

Given the importance of supporting new and nontenured teachers so that we can retain a quality workforce, New Teacher Coaches are essential. Because New Teacher Coaches are established, highly effective teachers with several years of experience, salaries are commensurate.

The Restorative Practices Practitioner position is a 12 month supervisory position, and as such, salary and wages are commensurate.

\$2

**2. Contracted Services**

Line item	Calculation	Requested	In-Kind	Total
Teachscape Licenses for new administrators	10 licenses x \$306 per license	\$3,060	\$0	\$3,060
	Total for contracted services:	\$3,060	\$0	\$3,060

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost-effective.

It is essential that new administrators receive training and support in the observation and evaluation process. Teachscape is aligned with the Charlotte Danielson framework, as is our Teacher Evaluation system. The cost is necessary and reasonable.

**3. Supplies & materials**

Line item	Calculation	Requested	In-Kind	Total
N/A				
	Total supplies & materials:			

Using the space below, explain how the costs for supplies & materials above are necessary, reasonable, and cost-effective.

N/A

**4. Other charges**

Line item	Calculation	Requested	In-Kind	Total
Fixed Charges for New	Healthcare: \$9213.71 Term Life Insurance: \$65.70	\$30,638	\$0	\$30,638

Teacher Coach #1	Employee Assistance Program/ Wellness Program: \$209.75 Workers' Compensation: \$513.74 (\$92,532 x 0.5552%) FICA: \$7078.70 (\$92,532 x 7.65%) Pension: \$13,555.94			
Fixed Charges for New Teacher Coach #2	Healthcare: \$23,423.86 Term Life Insurance: \$65.63 Employee Assistance Program/ Wellness Program: \$209.75 Workers' Compensation: \$504.41 (\$91,032 x 0.5552%) FICA: \$6963.95 (\$91,032 x 7.65%) Pension: \$13336.19	\$44,504	\$0	\$44,504
Fixed Charges for NTC Per Diem Days	Fixed charges on hourly salaries: \$2125 x 8.2052%	\$174	\$0	\$174
Fixed Charges for Restorative Practices Practitioner	Healthcare: \$1500 x 80% = \$1200 Term Life Insurance: \$75.68 x 80% = \$60.54 Employee Assistance Program/ Wellness Program: \$209.75 x 80% = \$167.80 Workers' Compensation: \$591.79 (\$106,591 x 0.5552%) x 80% = \$473.43 FICA: \$8154.21 (\$106591x 7.65%) x 80% = \$6523.37 Pension: \$15616.58 x 80% = \$12,493.26	\$20,918	\$5,230 (NIJ Grant)	\$20,918
Total for other charges:		\$96,234	\$5,230	\$96,234

Using the space below, explain how the costs for other charges above are necessary, reasonable, and cost-effective.

Fixed Charges are required with all full time positions, and are therefore necessary.

## 5. Equipment

Line item	Calculation	Requested	In-Kind	Total
N/A				



	Total for equipment:			

Using the space below, explain how the costs for equipment above are necessary, reasonable, and cost-effective.

N/A

#### 6. Transfers (indirect costs)

Line item	Calculation	Requested	In-Kind	Total
Non-public School Equitable Services	CCPS Enrollment 14,780 + Nonpublic enrollment 1179 = 15,959; nonpublic = 7.39% x \$407,642	\$30,125	\$0	\$30,125
Indirect Expenses	\$407,642 - \$30,125 (nonpublic transfer) = \$377,517 (base) x .01961/(1.01961)	\$7,261	\$0	\$7,261
	Total for transfers:	\$37,386	\$0	\$37,386

Using the space below, explain how the costs for transfers (indirect costs) above are necessary, reasonable, and cost-effective.

Nonpublic school equitable services are required. Indirect expenses exclude nonpublic transfers and support general business operations.

Total amount requested: \$407,642

## Assurances

Notice of Grant Awards (NOGAs) to LEAs will include a Title II, Part A Assurance page, which must be signed by the LEA Superintendent, agreeing to comply with the terms and conditions of the grant award. This Assurance page must be returned to MSDE within two weeks of receipt of the NOGA.

## Comprehensive Teacher Induction Program (COMAR 13A.07.01) Compliance Report- Required Attachment

Each application shall attach a description of the LEA Comprehensive Teacher Induction Program (CTIP) as required by [COMAR 13A.07.01](#) **regardless of whether or not Title IIA funding is used for this purpose**. Please attach all supporting documents and data, as appropriate or necessary. This report must include:

### 1. Comprehensive Teacher Induction Program (CTIP) Team Members

- a. List the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.
- b. Provide information on the mentors:
  - total number of mentors
  - total number of mentors broken down by full and part time.
  - total number of probationary teachers
  - total number of probationary teachers served by your CTIP
  - average mentee to mentor ratio (example 10:1)

### 2. Comprehensive Teacher Induction Program (CTIP) Training and Supervision

- a. Describe the training that your mentors receive before and during their tenure as a mentor. Include the timeline and the content of the training.
- b. Describe how school system administrators are trained on the roles and responsibilities of mentors. Include the timeline and the content of the training.
- c. Describe how the efficacy of individual mentors are evaluated. Include who does the evaluation; the criteria used; and the data collected.

### 3. Comprehensive Teacher Induction Program (CTIP) Overview

- a. Describe how your districts determines and defines probationary teachers.
- b. Describe the initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.
- c. Describe the opportunities probationary teacher have for observation, informal feedback, and co-teaching with his/her mentor and/or peers.
- d. Describe how the needs and concerns of new teachers are assessed and addressed through ongoing supports, informal feedback, and follow-up.
- e. Describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

#### 4. Comprehensive Teacher Induction Programmatic Evaluation

- a. Please explain how the efficacy of your CTIP is evaluated. Include an explanation of the use of the data, including teacher evaluation data, teacher perception data, and new teacher retention data.

## Appendix

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative.

- Comprehensive Teacher Induction Program Compliance Report
- A [signed C-1-25 MSDE budget form](#)
- A signed MSDE Assurances Form





MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	\$ 407,642.00	AMENDED BUDGET #	N/A	REQUEST DATE	9/28/2022
GRANT NAME	FY23 Title II, Part A	GRANT RECIPIENT NAME	Cecil County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	15423		
REVENUE SOURCE	Title II, Part A	RECIPIENT AGENCY NAME	Cecil County Public Schools		
FUND SOURCE CODE	6792 (F)	GRANT PERIOD	7/1/2022	9/30/2023	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						7,261.00	7,261.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal		3,060.00					3,060.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs						30,125.00	30,125.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.	270,962.00						270,962.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Operation of Plant</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Maintenance of Plant</b>							0.00
<b>212 Fixed Charges</b>				96,234			96,234.00
<b>213 Food Services</b>							0.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	270,962.00	3,060.00	0.00	96,234.00	0.00	37,386.00	407,642.00

Finance Official Approval	<div style="border-bottom: 1px solid black; display: flex; justify-content: space-between;"> <span>Denise Sopa</span> <span></span> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Name</span> <span>Signature</span> </div>	<div style="border-bottom: 1px solid black; display: flex; justify-content: space-between;"> <span>11/28/22</span> <span>410-996-5497</span> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Date</span> <span>Telephone #</span> </div>
Supt./Agency Head Approval	<div style="border-bottom: 1px solid black; display: flex; justify-content: space-between;"> <span>Jeffrey A. Lawson, Ed. D</span> <span></span> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Name</span> <span>Signature</span> </div>	<div style="border-bottom: 1px solid black; display: flex; justify-content: space-between;"> <span>11-28-22</span> <span>410-996-5499</span> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Date</span> <span>Telephone #</span> </div>
MSDE Grant Manager Approval	<div style="border-bottom: 1px solid black; display: flex; justify-content: space-between;"> <span></span> <span></span> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Name</span> <span>Signature</span> </div>	<div style="border-bottom: 1px solid black; display: flex; justify-content: space-between;"> <span></span> <span></span> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Date</span> <span>Telephone #</span> </div>





## Comprehensive Teacher Induction Program Compliance Report

### **1 - Comprehensive Teacher Induction Program (CTIP) Team Members**

- A. List the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.

The supervisor of our Comprehensive Teacher Induction Program is Mr. Wesley Zimmerman, Director of Education Services. The Director of Education Services ensures that New Teacher Instructional Coaches receive necessary training, have access to Instructional Coordinators to be aware of changes and updates to curriculum and/or key strategies teacher will be expected to utilize to deliver the curriculum, and ensures access to school administration to discuss scheduling opportunities with new teachers and to learn about any key school initiatives for the year.

- B. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	7
Part Time Mentors	0
Full Time Teachers	0
<i>Total Number of Mentors</i>	7

Total number of probationary teachers being served by your CTIP:

Cecil County Public Schools' Comprehensive Teacher Induction Program will serve 194 non-tenured teachers in the 2022-2023 school year.

Average mentee to mentor ratio: 28:1

### **2 - Comprehensive Teacher Induction Program Training and Supervision**

- A. Describe the training that your mentors receive before and during their tenure as a mentor.

Coaches originally received training through MSDE as part of the Educator Effectiveness Academies. The content was centered on goal setting within the coaching cycle and equity in coaching. One of our mentors has presented training for others on supporting teachers with classroom management as part of the College and Career Readiness Academies. They have also received training through CCPS on SMART, Discovery Education and Schoology for coaches. CCPS is utilizing funds from the Maryland Leads grant to pay for New Teacher Coaches to receive training from the New Teacher Center, with a focus on models for job-embedded coaching and feedback and professional learning experiences for induction, mentoring and ongoing leadership capacity building. This training will occur throughout the 2022-2023 school year.

- B. Describe how school system administrators are trained on the roles and responsibilities of mentors. Include the timeline and content of the training.

School system administrators are trained on the roles and responsibilities of New Teacher Instructional Coaches before the start of the school year. Training includes a description of the roles and responsibilities of the New Teacher Instructional Coaches, their general schedule and which schools they are assigned, etc. Administrators are given the opportunity to discuss key school or content initiatives for the school year.

- C. Describe how the efficacy of individual mentors are evaluated. Include who does the evaluation, the criteria used and the data collected.

Mentors are evaluated in several ways. All first year teachers are asked to participate in a Perception Survey in which they rate the level of support they received during their first year and give feedback on this support. In addition, an analysis of the end-of-year evaluations on all first, second and third year teachers is conducted at the conclusion of the school year. Finally, New Teacher Instructional Coaches are evaluated as part of the CCPS Educator Evaluation System in the areas of Planning and Preparation, Service Delivery, Managing the Learning Environment and Related Professional Responsibilities. A minimum of two formal observations are conducted in the evaluation year by the Directors of Education Services, who oversees the Comprehensive Teacher Induction Program.

The New Teacher Center staff will also conduct in-field coaching with New Teacher Mentors, and will provide individualized, job-embedded support and feedback. A program quality survey will also be designed.

### **3 - Comprehensive Teacher Induction Program Overview**

- A. Describe how your district determines and defines probationary teachers.

Probationary teachers includes any teacher that is non-tenured or on a provisional contract (conditional certification).

- B. Describe the initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.

The onboarding process includes 3 days in August supported by Human Resources, school based leadership, New Teacher Instructional Coaches, Instructional Coordinators, and technology. They receive two additional full-day trainings from the induction program. Teachers also receive one-to-one sessions each month, possibly more based on needs that include professional development and individual coaching sessions. Professional learning opportunities are as follows:



<b>Year 1 Non-tenured</b>	<b>Year 2 Non-tenured</b>	<b>Year 3 Non-tenured</b>
3 full orientation days	1 group PD day during school day	Required consultation with a coach (1:1 available if needed)
2 Group PD days during school year	1-on-1 coaching	1 group PD day during the school year
1-on-1 coaching	2 substitute release days to work with coach (1:1, small group, visitations, etc.)	1 substitute release day to work with coach (1:1, small group, visitations, etc.)
3 substitute release days to work with coach (1:1, small group, visitations, etc.)		
After hours compensation to work with coordinators or coaches (optional)		

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

Throughout the year, Instructional Coaches (including new teacher induction coaches as well as content coaches) offer opportunities for non-tenured teachers to be observed by their non-evaluative mentor. They also receive opportunities to co-teach with their mentor, observe their mentor model teach, and have the opportunity to observe a model teacher once in the county during their first year.

Instructional Coaches schedule at least one observation and feedback debrief session per year. In addition, they set goals with each teacher in an area of their choice. A “[Coaching Menu](#)” is offered for additional support. Many teachers also share administrative observations with Instructional Coaches. The Coaches help to clarify, interpret and analyze that feedback.

- D. Describe how the needs and concerns of new teachers are assessed and addressed through ongoing supports, informal feedback, and follow-up.

They provide regular, on-going opportunities for teachers to ask questions and receive feedback both face to face and via email. Instructional coaches also use a [coaching menu](#) to provide teachers voice and choice in setting their own professional learning.

- E. Describe how your district uses action plans and relevant data to improve the instructional practices of your probationary teachers.

Coaches help non-tenured teachers establish on-going personal learning goals through a coaching cycle. As a part of classroom observations, mentor teachers collect behavioral data to help teachers reflect on instruction. In setting goals with teachers, coaches use assessment data to address areas of focus and need. Teachers provide feedback for professional development



delivered by mentors. Mentors then use that data to improve professional learning for new teachers. If teachers choose to share observational data with coaches, that data is used to set goals with teachers.

#### **4 - Comprehensive Teacher Induction Programmatic Evaluation**

1. Please explain how the efficacy of your CTIP is evaluated. Include an explanation of the use of data, including teacher evaluation data, teacher perception data and new teacher retention data.

The New Teacher Induction Program is evaluated in several ways. An analysis is done on the evaluation ratings for all first, second, and third year teachers. For the past three years, less than 1% of our non-tenured teachers have received a rating of less than Effective.

All first-year teachers are asked to complete a Perception Survey that rates the level of support they have received during their first year. The New Teacher Instructional Coaches use this as one of their SLOs and for the past three years they received Highly Effective ratings in this area.

64.4% of teachers in their first three years were retained over the last three years collectively. Thirty-four teachers in their first three years of teaching did not return for this school year, which is a significant increase from typical years.

Through our work with the New Teacher Center this year, we will have an additional data source through their online data collection tool. We will have access to data that highlights the usage of standards and indicators over time to demonstrate growth and effectiveness of instructional practices.