

Systemwide Blueprint Implementation Plan

March 2024



Charles County
Public Schools

Working together to achieve excellence for every student.



Charles County Public Schools (CCPS) Systemwide Implementation Plan (March, 2024) is reflective of a plan aimed at improving educational outcomes for all students across the district. The Blueprint emphasizes equity, innovation, and accountability in education and CCPS has used it as a road map to align strategic initiatives and goals to it. The CCPS Strategic Plan, along with the Blueprint Plan, was not created in isolation. These plans were developed through a collaborative process involving a variety of stakeholders including educators, parents/guardians, students, and community members. The district's priorities in the Strategic Plan coincide with the same priorities of the Blueprint.

Strategic Plan Priorities

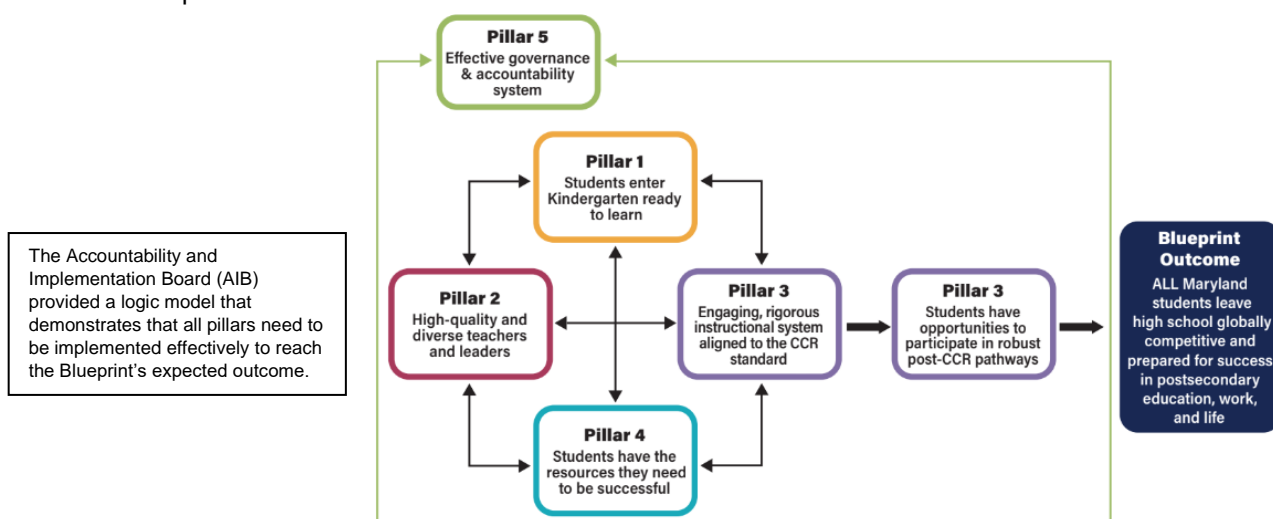
1. **Student Learning and Achievement-** The focus for CCPS is on the learning, improvement, and achievement of every student.
2. **Access and Opportunities-** No measure of progress can be made if we don't address the barriers that impact students' learning and achievement.
3. **Culture and Climate-** The culture and climate of the school system should reflect our values. We value students, staff, and our community feeling a sense of belonging in our schools while being safe and engaged in supporting student learning and achievement.

An additional submission of more detailed responses will be submitted by May 1, 2024.

ALIGNMENT

How are your district's vision, goals, strategic plan, and other system and school-level plans aligned to the Blueprint? Consider the connections across pillars and how the expected outcomes of the Blueprint intersect with and align to district programming.

Charles County Public Schools (CCPS) has a strategic plan in place that guides the work of the school system. Developed by Superintendent of Schools Maria Navarro, Ed.D., in collaboration with other school system leaders and informed by the community, the strategic plan outlines the guiding work in place to enhance learning experiences for all students. The plan includes three priority areas: student learning and achievement; access and opportunities; and culture and climate. Each priority area includes goals and strategies with measurement metrics identified to evaluate progress. The [system's strategic plan](#) is the umbrella for each school-level plan as schools are required to submit plans that also address the same three priorities. As the system-level and school-level work continues, CCPS has adopted the logic model from the AIB illustrated below as a guide for the work. The logic model illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful.



The focus of the work for CCPS has been to create a comprehensive approach to education reform that considers the intersectionality of the pillars. The full [strategic plan](#), and metrics to measure it, can be found on the system's website.

The metrics are continually monitored and updated with system stakeholders. The work of the district, as guided by the Blueprint, ensures that all students have access to programs and supports that ensure fair access and distribution of resources, opportunities, and support based on individual needs. The goals below are purposefully aligned to the Blueprint and align with the AIB’s logic model that stresses the importance of the pillars working effectively (a more comprehensive update on the work will be provided in the May, 2024 submission).

Strategic Goals for CCPS	Alignment to Blueprint Pillars	Intersectionality and Specific Work
Every student at every school/center has access to grade level, rigorous curriculum that challenges and prepares them for life after graduation.	1, 2, 3, 5	CCPS has implemented a continuous job-embedded, professional learning model aimed at unpacking standards and working with peers to ensure fidelity of implementation. The focus of the model is around capacity, implementation, recruitment, and retention. Monitoring of program implementation is available on the CCPS website.
Every student at every school and center has access to and receives impactful academic programs and intervention support if they are above or below grade-level expectations.	1, 2, 3, 4, 5	CCPS has invested in evidence-based programs to ensure equal access to academic programs and interventions. This equity focus ensures students are provided with direct supports based on their needs. Monitoring of program implementation and student achievement is available on the CCPS website.
Access to quality early learning programs starting with all day prekindergarten for all eligible 4-year-olds.	1, 2, 5	Ensuring students have access to high-quality early childhood programs and educators promotes strong foundational academic skills. These skills help ensure students are ready for grade-level standards, thus leading to more rigorous outcomes for students. CCPS has increased in the number of income eligible 4-year-old students enrolled in full day pre-K, increased the number of private providers that are partnering with CCPS, and increased in the number of instructional assistants* seeking CDA or AA. Monitoring of program implementation is available on the CCPS website.
Establishing strategic programs and expanding course offerings that increase student access and opportunities to be well prepared post graduation.	3, 4, 5	CCPS has increased its high school pathway courses to middle school students, expanded dual enrollment, early college, and Advanced Placement (AP) classes, and increased CTE certifications and pathways. CCPS students have increased access to these programs, as well as the supports necessary for students to be successful. Monitoring of program implementation is available on the CCPS website.
Ensuring that all kids feel welcome, engaged and safe in their school environment.	3, 4, 5	Each school within CCPS must develop a climate strategy as a part of its individual school improvement plan. The district has also expanded behavioral services to students, improved student attendance, and also aims to expand engagement opportunities for students via extracurricular activities. Monitoring of program implementation is available on the CCPS website.

*In CCPS, paraeducators are instructional assistants. Instructional assistants will be the title of paraeducators in this document.

Recognizing that the strength of the Blueprint lies in the intersectionality of the pillars, CCPS continues to focus on the development and strengthening of the work of each pillar. In order for students to be successful, each pillar must continue to work together to ensure the needs of all students are being met. This requires the work at both the district and school levels to continue to align to the work of the Blueprint.

COMMUNICATION

How your district is communicating its goals and plans with those implementing the Blueprint in the district, including principals and educators; soliciting feedback; and adapting its communication strategies to improve stakeholder understanding of the Blueprint’s purpose.

Communication Strategy	Feedback Solicitation	Adaptation of Strategy Based on Need
<p>Board meetings: The Blueprint implementation coordinator presents updates to the Board of Education of Charles County every other month at the regularly scheduled meetings. A sample of a presentation can be found on the website along with all presentations which are available for public viewing on the system’s YouTube page.</p>	<p>The Board continually asks questions and provides feedback based on the information shared during the meetings and other means of communication.</p>	<p>Additional presentations to the Board have been facilitated based on community outreach and Board request. Based on the feedback from the community, Board sponsored town hall meetings have been hosted to help build community capacity and seek input.</p>
<p>Steering committees: Members of the steering committees represent a wide range of system stakeholders including school and central office administrators, teachers, instructional assistants, parents/guardians, community organizations, and county government officials.</p>	<p>The steering committees provide feedback at every meeting which helps guide the system’s monitoring and implementation of the Blueprint plan.</p>	<p>CCPS went from five steering committees to eight. Feedback from the five steering committees and community included the need for more focused work in the steering committees.</p>
<p>Newsletters: Every month the Blueprint implementation coordinator creates a monthly update regarding the five pillars that is shared with educators and leaders, Board members, and County Commissioners. The newsletters are available to the public on the system’s Blueprint website under <i>Monthly Steering Committee Policy Updates</i>.</p>	<p>Members of the steering committee help author the communication of the newsletters. During meetings, steering committee leads solicit feedback from the members.</p>	<p>In order to reach a larger audience for the newsletter, the bargaining unit for certificated staff in Charles County is also copied on the monthly newsletter. This led to the bargaining unit sharing the newsletter with its members on a monthly basis based on feedback that teachers wanted more information about Blueprint implementation in CCPS.</p>
<p>Meetings: Regular meetings are held with various stakeholder groups, including principals, assistant principals, educators, and community members and organizations.</p>	<p>Additional meetings have been scheduled with various groups after receiving feedback during meetings. The purpose of the additional meetings is capacity building with various audiences.</p>	<p>It was determined at the beginning of the 2023-24 school year that the Blueprint implementation coordinator needed to focus more on targeting parents and families regarding their understanding of the Blueprint. More meetings with parent school organizations including PTO, PTSO, and the Parent Advisory Council were targeted this school year.</p>

<p>Website- The CCPS Blueprint website continues to be used as a tool to communicate with system stakeholders. All reports related to the Blueprint are housed on the website. The website is updated monthly with new information.</p>	<p>Community members are encouraged to reach out to the Blueprint implementation coordinator with questions.</p>	<p>There were requests from community stakeholder groups about Blueprint reports being accessible to the community. All reports are listed on the CCPS Blueprint website.</p>
<p>Focus groups: CCPS has engaged several focus groups in order to collect necessary feedback and innovative solutions to address Blueprint goals.</p>	<p>The strategic facilitator, funded by the AIB, has conducted focus group surveys with stakeholders in CCPS.</p>	<p>Individual teacher voice has been collected, especially as it relates to the implementation of the career ladder. The data collected from these focus groups has been used in the building of the system's career ladder.</p>
<p>Town Halls: CCPS continues to facilitate Town Hall meetings that are open to all stakeholders. These meetings allow stakeholders to provide feedback about initiatives and goals, as well as to build capacity about the system plan and individual pillars.</p>	<p>Surveys to collect both qualitative and quantitative data are included for those that attend the town halls. Town halls are based on feedback and questions from system stakeholders.</p>	<p>Feedback is used for monitoring the Blueprint plan and fidelity of implementation. Town hall topics are based on community questions and feedback. The focus of the November, 2023 town hall was CTE in CCPS.</p>

The CCPS Interpreter and Multilingual Communications program is managed by the Office of Communications and includes in-person (CCPS Interpreter Program) and telephonic interpretation (Language Line) opportunities and both automatic (Talking Points) and human translation (ASTA) programs available to all schools to support all students and families. Documents sent to all students or of a legal nature are translated into Spanish. Interpreting services are available to all staff to use as needed with parents/families who do not speak English. Title I schools document requests and provide interpreters for parents at school events. Schools with a high ESOL population are encouraged to hire bilingual staff where possible, including bilingual family liaisons and bilingual instructional assistants.

SYSTEMATIC CHANGES

How your district is making systemic changes to support ongoing Blueprint implementation; consider the strategies that have and have not been successful in your approach to reaching the Blueprint's expected outcomes.

Systemic changes to support ongoing Blueprint implementation includes extensive collaboration with external partners, community members, staff, students, and other stakeholders to leverage additional support and resources for the successful implementation of the Blueprint. The following systematic changes by pillar have been implemented. Within each of the pillars are also strategies that have not been successful yet. CCPS recognizes this work as ongoing, which is why the Blueprint was designed for implementation of goals over time.

Pillar 1- Expanded Access to Prekindergarten

All tier one, four-year-old students who applied for prekindergarten in CCPS for the 2023-24 school year were offered a spot in a full-day program. CCPS increased its enrollment of prekindergarten students in the 2023-24 school year by 121 students. Since the 2021-22 school year, full-day prekindergarten enrollment has gone from 538 full-day students to 963 full-day students in the 2023-24 school year. This 79% increase in the number of seats offered required a

systematic change from half-day to full-day programs. These systematic changes focused on space, professional learning, and commitment to funding. CCPS hopes to open additional spots for prekindergarten students in the 2024-25 school year (to include some tier 1 three-year-olds whose family income is 185% or less of the federal poverty level), but we are unsure of funding commitments for construction that is necessary to expand and whether we will need to pause this plan.

Refinement in this area is still needed as CCPS is still addressing the need for capital funding and additional partnerships to expand prekindergarten to tier one three-year-old students. CCPS has a relationship with the Family Child Care Alliance of Maryland to increase the number of private providers in the district. CCPS currently has two eligible private providers in the district. The Title I Programs Department in the Office of Teaching and Learning in CCPS has targeted private providers in its catchment zones not yet eligible to apply for prekindergarten funds from MSDE. The department is hoping to continue to help build capacity through professional learning with these new partners to help get additional private providers eligible for state funding to become strategic partners with CCPS.

Pillar 2- Recruitment and Retention of Diverse Teachers and Leaders

CCPS continues to address the large number of non-certified personnel in the district and develop the necessary supports for staff, as well as to continue to explore pipelines to for Grow Your Own (GYO) programs in the district. We are proud of intentionally diversifying our workforce as the number of certificated staff CCPS has hired shows increased number of candidates of color. The December 2023 report submitted to the AIB, [Hiring Practices and Diversity Report](#), is available on the CCPS Blueprint website. Many candidates of color who have not originally graduated in the field of education have expressed interest in teaching in our schools. We recognize that has created an increase in the percentage of conditionally certified teachers. CCPS has continued the work necessary to support these candidates and help retain these teachers. CCPS has increased the number of institutes of higher education (IHE) we have direct pay agreements with that directly help our staff with limited or no out-of-pocket costs for coursework. With Maryland Leads funding soon ending, CCPS has purposefully developed a partnership with its neighboring districts of Calvert and St. Mary's counties to help design partnerships with IHE in the region. With these partnerships between the tri-county area and IHE, we are exploring potential apprenticeship designs to help instructional assistants become certified teachers. Using the local flexibility to allow additional salaries for Nationally Board Certified (NBC) teachers, CCPS identified five schools beginning in the 2023-24 school year as "Focus Schools" that have historically had lower-staff retention and lower student achievement. Less than five teachers took advantage of this opportunity to transfer to one of these schools.

Refinement in this area is still needed as CCPS continues to address the need for partnerships in Southern Maryland with IHE willing to work creatively with our workforce. In the March, 2023, CCPS Blueprint submission, CCPS described its concern as an "IHE desert." We continue to develop this partnership and will have more information in the May 1, 2024, submission of the full plan. CCPS is working to develop innovative school designs in schools that look at more than teacher salaries to attract highly effective teachers and staff to our most impacted schools. CCPS is conducting interviews and surveys with teachers to determine how we can best make staff adjustments. The information from this work will drive decision-making for innovative designs as the goal is to attract our best teachers at our highest-impacted schools. CCPS is hoping to have a more developed plan to share on this work as it implements the career ladder plan due in a later submission.

Pillar 3- Expansion of Post-CCR Pathways for Students

CCPS has expanded its access to many post-CCR programs including the Early College program with the College of Southern Maryland (CSM), CTE Early College Pathways, and Advanced Placement Programs. These programs are available at no cost to students *regardless* of CCR status. Transportation for students is also provided at no cost for students in Early College pathways. CCPS has some oversubscribed CTE programs where more students apply for them than available spots. CCPS has been very intentional in its thinking to expand the CTE programs based on need. Many of the oversubscribed programs are programs that are limited in space due to the equipment necessary for the

program. These programs are often offered at a different location than a student's home school. Additional pathways in the same career cluster and the same area interest have been created and offered at all high schools where the program is not limited to space. Students who are not accepted in certain programs have to option to enroll in a [CTE career pathway](#) in their home school.

Refinement in this area is still needed as CCPS continues to work with CSM to determine a fair cost-share of these programs, especially with dual enrollment courses where CCPS staff are teaching CSM courses in CCPS buildings. CCPS continues to explore partnerships to help expand CTE options to students, especially those that are oversubscribed due to the availability of space and equipment.

Pillar 4- Expansion of Supports to Address Students Who Need It Most

During the 2023-24 school year, CCPS added three community schools. These additional schools have provided additional wraparound services to hundreds of students in the district. Five more additional community schools will be added in the 2024-25 school year. Additional positions in special education and EL have been added based on the needs of students. A shift to focus on behavior health has been an important focus for CCPS. Initiatives such as funding for mental health clinicians, behavior support teacher positions, regionalized sites for behavior support, additional school counseling positions, and mental health first aid training for staff and parents have all aided students with specific needs. Telehealth options are available to secondary students in the district to focus on mental health services.

Refinement in this area is still needed as CCPS continues to develop the plans for the five new community schools that will be added in the 2024-25 school year. As the number of community schools increases, CCPS wants the people hired to support the work at the schools to focus on the needs. It is becoming more difficult for Central Office personnel from CCPS to help schools monitor and provide guidance on the use of the Concentration of Poverty grants unless an allowable expense from this grant includes Central Office support. The focus of the work in the schools should be the students and families- not grant management. There are still gaps in the ability to provide services to fully meet the behavioral needs of all students. Openings in CCPS positions, including school counseling and school psychologists, impact the ability to serve all students. While CCPS has hired third-party vendors options, gaps are still present. CCPS is hopeful that we can expand the work with those supported through the Consortium funding to expand the Telehealth program in CCPS to elementary schools in the future.

Pillar 5- Expansion of Steering Committees and Family Engagement

The Blueprint steering committees went from five to eight. The pillar three steering committee broke into two groups: CCR and CTE. The pillar four steering committee broke into three groups: special education, English language learners, and additional supports. Feedback from the five steering committees and community included the need for more focused work in the steering committees.

Refinement in this area is still needed as CCPS continues seek innovative designs for implementing the Blueprint. One voice that needs to be focused on for future implementation is student voice. While CCPS focused on parent/guardian voice for the 2023-24 school year, student voice needs to be the focus for future work.

CHALLENGES

Your district's three greatest challenges to Blueprint implementation, including the rationale for selecting them, the specific initiatives/programs/strategies the district will implement to address them, and how your district will transform to implement these strategies effectively.

CCPS has identified the three greatest challenges to Blueprint implementation. All of the challenges are related to resources- both human and capital. As we begin to pilot the initiatives/programs/strategies towards Blueprint implementation, community engagement and feedback is paramount to success. CCPS has been very inclusive of stakeholder input as we work to address each of the challenges.

Challenge #1: Workforce Shortage

Rationale: The workforce shortage is a state and national trend. This impacts the district’s ability to fill openings in all schools, but specifically impacts our lowest performing schools. The scarcity of certified staff in Maryland has hindered the ability of CCPS to fill all certificated positions. The teacher shortage poses a significant challenge to implementing the Blueprint because it requires a well-trained and adequately staffed workforce to execute the pillars. With the shortage of staff to implement the work, providing the necessary supports to students, including individualized instruction, expanding learning opportunities, and other evidence-based measures can become difficult. CCPS has a high number of conditionally certified teachers, with 19.2% of its teaching force being conditionally certified (certification data as of 1/31/24). As of 3/14/24, CCPS has 305 teacher openings.

Specific Initiatives/ Programs/Strategies	How CCPS Will Transform to Implement
Re-allocate funding to focus on local and regional recruitment	Maryland is considered an “import state” as more than 50% of teachers that are hired move from another state. In the past, CCPS has spent a great deal of resources recruiting teachers outside the state of Maryland. Reallocating funding to local recruitment efforts will help CCPS enhance educational outcomes by fostering a deeper connection between educators and the community. This recruitment strategy will help our district because this will allow us to address specific needs, which lead to a more diverse workforce. Focusing on local recruitment can help attract teachers who are more likely to stay long-term. This strategy promotes diversity, stability, and continuity within schools.
Collaborate with Calvert and St. Mary’s to establish partnerships with IHE willing to focus efforts in Southern Maryland	CCPS is hoping to establish partnerships with IHE to help with the GYO program. GYO programs are beneficial because it will cultivate a pipeline of educators from within the local community. The program will target individuals who are already invested in the school system and have a strong understanding of the district’s needs and culture. Working with IHE that are willing to work with Southern Maryland districts to create alternative pathways and coursework to help instructional assistants and other staff to become certified will transform the district’s ability to build a cadre of well-prepared and diverse teachers. Possible routes similar to apprenticeship opportunities are being researched.
Establish supportive NBC cohorts at the most impacted schools	Increasing the number of NBC teachers can alleviate workforce shortages as well as improve the overall quality of instruction for students. Teachers need to have a system of support as they pursue NBC. By establishing these systems of support at our most impacted schools, CCPS is encouraging teachers of our most impacted students to improve in their current teacher practice. More targeted cohorts at specific schools could transform the district by addressing the professional learning that is required to improve teacher practice, retaining teachers in the school because of financial incentives, and developing a supportive and collaborative school culture that attracts and retains teachers.
Innovative school design aimed at recruiting and retaining teachers	Creating working conditions where teachers want to teach in the high-impact schools has been a focus of the work in the district over the last 18 months. CCPS has schools in its district with large numbers of conditional teachers, high teacher attrition, and lower student achievement measures. The innovative school design allows CCPS to create schools that are focused on strategic staffing and support, social and emotional support for students, and educational excellence for students. The design will transform the district’s protocols on staffing schools and providing additional supports for students in non-traditional ways including changes in scheduling, looping, community supports, and extended-year opportunities.

Challenge #2: 75/25 Budget Allocation

Rationale: A challenge for CCPS is creating innovative learning spaces that meet the needs of students in high impact schools without destabilizing the other schools in the district with the 75/25 budget implications. CCPS recognizes this funding approach acknowledges systematic inequalities and aims to address them to provide fair opportunities for all students to thrive academically. The challenge is the implementation of the process and the systematic change.

CCPS needs to ensure specific schools are prioritized based on their needs. It is imperative that the quality of education does not decrease at the schools when resources are redistributed. In the past, funding has distributed resources equally regardless of disparities in circumstance. The Blueprint provides an opportunity for districts to distribute resources based on needs to ensure all students have the opportunity to succeed. Budgets could change how schools are staffed because >80% of the CCPS budget is spent on salaries). The hope for CCPS is the continued collaboration with the certificated bargaining unit as we will likely need to distribute teachers by experience to meet the requirements of the new funding formula.

Specific Initiatives/ Programs/Strategies	How CCPS Will Transform to Implement
Creating programs/supports in schools that will attract staff to hard-to-staff schools	While financial incentives are important, CCPS recognizes that there are other reasons teachers stay at schools and transfer to other schools. It is the hope that creating innovative school designs in our highest-impacted schools will draw experienced educators that will meet the needs of our students. Innovative designs at targeted schools are in the process of discussion with the LEA's strategic facilitator. Innovative designs that are being considered include additional collaboration time, additional coaching time, and additional teacher leadership opportunities. Providing additional incentives, outside of salary increases, will be a transformation of resources for the system, ensuring our most highly-impacted schools receive our most successful teachers.
Re-evaluate the new hire placements and re-evaluate the transfer process	CCPS is working with the representatives of the bargaining unit for certificated staff to determine if new language is needed in the negotiated agreement on the placement of new hires and internal teacher transfers. Because we will need to address the 75/25 funding formula when it comes to staffing in our schools, this strategy will transform how we staff schools in the future.
Re-evaluate the use of time in schools	CCPS is looking to restructure schedules to prioritize the needs of students. Some of the restructuring of schedules has taken place to address interventions and core instructional programs. With the 75/25 funding formula, it is possible CCPS educators can meet the needs diverse needs of students by creating additional school days or learning experiences outside of the "normal" 180 day school year in our most impacted schools.

Challenge #3: Making Systematic Changes

Making systematic changes and assessing impact to school system programs while implementing the Blueprint remains a challenge for the district. CCPS continues to provide opportunities that are in the best interest of students. Many of these opportunities are funded through local funding. The increase of additional asks to the local cost share is increasing to meet both Blueprint and local needs. In order to make some of the systematic changes that are necessary under the Blueprint, CCPS will need to assess the impact to the system's programs as it implements the Blueprint.

Specific Initiatives/ Programs/Strategies	How CCPS Will Transform to Implement
Budget analysis	CCPS continues to analyze its budget to align all requests to strategic goals with outcome measures. These outcome measures are directly aligned to impact students. This belief supports the idea of the intersectionality of the Blueprint pillars as the umbrella of the work to support the district. CCPS will continue to identify areas of inefficiency and redundancy in the budget and redirect funding towards identified priorities.

Spending prioritization	CCPS will need to prioritize initiatives and identify key areas for investment within the system. The prioritization of funds will require CCPS to strategically evaluate programs and their direct impact for students outcomes.
Slow down or halt implementation of additional programs	With the increase in cost to the Blueprint programs, the district will be required to reallocate funds from other areas. There are programs currently in place, while not aligned to the Blueprint, that support the goals of opportunity and access. CCPS will need to be strategic with its budget for current and new programs.

MONITORING PROGRESS

How the district will monitor progress towards addressing its three greatest challenges to reaching the Blueprint’s expected outcome.

AIB is released the findings from the Outcome Measures Workgroup. CCPS will use these measures as a guide for Blueprint implementation in these areas as well as other local data measures that are collected. The district will continue to review these measures as it monitors implementation of its plan and addresses the challenges faced with implementation. CCPS intends to make necessary programmatic changes based on the monitoring the outcomes, both from the AIB and local measures. It is a necessary exercise for the district to continually make adjustments based on the needs of the district and individual schools.

Challenge	Outcome Measures
Workforce shortage	<ul style="list-style-type: none"> • Diversity of newly hired Maryland teachers compared to the diversity of the Maryland student population at State and local levels.* • Retention of teachers who are still teaching in the classroom a portion of their time in Maryland pre-K-12 schools for five or more years.* • Percentage of NBC teachers serving as classroom teachers in low-performing schools across the State.* • Percentage of teachers participating in the career ladder.* • Percentage of vacancies in classrooms to include teachers and instructional assistants. • Ability to develop an impactful GYO pipeline. • Percentage of conditional teachers • Number of instructional assistants in prekindergarten classrooms with CDA and/or AA
Creating innovative learning spaces that meet the needs of students in highly impacted schools without destabilizing the other schools in the district with the 75/25 budget implications	<ul style="list-style-type: none"> • Percentage of students demonstrating grade-level proficiency in ELA and math at key points in a student’s academic experience.* • Percentage of students who over two or more consecutive years do not demonstrate grade-level proficiency in ELA and math.* • Percentage of students who exit from Tier 2 and 3 interventions in ELA or math and demonstrate grade-level proficiency in these subject areas by the end of an academic year.* • Other local accountability measures including iReady data, 9th grade tracker data, discipline data, and attendance data.

<p>Making systematic re- allocations, including cuts to some programs to meet Blueprint requirements and slowing rollouts of other programs.</p>	<ul style="list-style-type: none"> • Public awareness of the Blueprint’s mission to transform Maryland’s education system into a world-class system that prepares students for success in college and career and progress in achieving this mission.* • Public support of the Blueprint’s mission to transform Maryland’s education system into a world-class system that prepares students for success in college and career and progress in achieving this mission.* • Aligned strategy supported by community to include elected officials, families, and staff detailed in the current and future iterations of the CCPS Strategic Plan by showing metrics of success and improvement.
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*Indicates a measure from the Outcome Measures Workgroup.