Blueprint for Maryland's Future:

2024 LEA Blueprint Implementation Plan Development Guide

Charles County Public Schools

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Charles County
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Working together to achieve excellence for every student.

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Submission Guidance and Instructions

Submission Timeline

Guidance for the 2024 LEA Blueprint Implementation Plan submissions was released December 2023. Responses to the Systemwide Blueprint Implementation Response are due on **March 15, 2024.** Full LEA Blueprint Implementation Plans are due on **May 1, 2024.**

See the "Important Dates" section below for additional submission dates.

Template Format

The 2024 LEA Blueprint Implementation Plans will not utilize a standardized question and answer template, as the 2023 Plans did. AIB and MSDE have identified 23 questions that must be answered within the final LEA Blueprint Implementation Plan. Please be sure to completely answer all questions. While an LEA may choose to include data (references, analysis, visualizations) in support of any narrative response to a question, some questions include a required data analysis. A data appendix to this document with data that should be used to demonstrate implementation progress for specific questions or will specify the kinds of LEA-provided data that should be included will be provided to LEAs at a later date.

The 2024 LEA Blueprint Implementation Plan must be no more than 99 pages in length, in addition to the length of the questions provided, which is 15 pages, so the total allowed length for final submitted LEA Blueprint Implementation Plans is 114 pages. The Systemwide Blueprint Implementation response shall be no more than 10 pages. The Systemwide Blueprint Implementation response is included in the total allowed length of the LEA Blueprint Implementation Plans. Final submitted Plans should include the full text of the questions as well as the responses. The 2024 Implementation Plans may be formatted and styled as the LEA chooses using the following guidelines:

- **Font:** Either Arial, Calibri, or Times New Roman
- **Font size:** Between sizes 10 and 12 (Headers may be larger)
- **Margins:** Between 0.5 inches and 1.0 inches on all sides
- **Footer:** Include "2024 [LEA Name] Blueprint Implementation Plan" and page numbers on each page.
- **File Name:** Please name the main plan document as: LEA_Name_2024_Blueprint_Plan.pdf (Replace "LEA_Name" with specific name)

Submission Process

To submit completed Blueprint Implementation Plans and any needed attachments that support the narrative responses, LEAs will upload all documents to their designated SharePoint folder. Each LEA Blueprint Implementation Coordinator will be sent a unique link and password to a SharePoint folder. Please upload the completed Implementation Plan saved as a Word Document and a PDF into the "2024 Plan" folder.

In addition to submitting final plans, LEAs may also upload any supporting artifacts. Supporting artifacts are additional documentation that supports the LEA's narrative response. These artifacts do not replace the need for

a narrative, but rather reinforce and expand on the given response. Unless otherwise indicated in the template, supporting artifacts are encouraged but not required. Artifacts should be named appropriately that clearly associate the document to the associated Template question related to the artifact. (e.g., "21-Teacher Assistant Development Plan). Save all artifacts in the "Supporting Artifacts" subfolder within the "2024 Plan" folder. You do not need to add hyperlinks to any documents uploaded to the submission folder. You may add hyperlinks to other documents or websites that are publicly available as well.

Uploading documents to the SharePoint folder will serve as the official submission to both AIB and MSDE. Uploads must be complete by 3:00pm on May 1, 2024. Upon final submission of all materials, submit a response using the Submission Notification Form. Once completed, LEAs will no longer be able to revise, add, or remove items from the folder. Use this link to indicate a completed submission: https://bit.ly/BPsubmitPlan.

Review Process

Details of the review process will be released at a later date and will include the LEA receiving combined feedback, representative of reviewers from MSDE and AIB. Review of the submitted Implementation Plans will be based on the included Criteria for Success. For an LEA Implementation Plan to be approved, it must meet all criteria listed in the 2024 Criteria for Success.

LEAs should use the Criteria for Success as a guide for completing each question found in the Implementation Plan, including by having the Criteria for Success readily available for reference while developing responses.

Important Dates

Submission Dates	
January 15, 2024	Draft Pre-K-5 Comprehensive Literacy Plan
March 15, 2024	Systemwide Blueprint Implementation Response
May 1, 2024	LEA Blueprint Implementation Plans (Including Draft 6-12 Comprehensive Literacy Plan)
May 1, 2024	Waiver for Public vs. Private Pre-K Slots
June 28, 2024	Final Pre-K-12 Comprehensive Literacy Plan
June 28, 2024	Attestation of 10% Teacher Salary Increase
July 1, 2024	Career Counseling Impact Report (§ 5-213)
July 1, 2024	Career Ladder Plan (Levels 1-3 and 4 if applicable)
September 16, 2024	Draft Pre-K-5 Comprehensive Math Plan
June 30, 2025	Final Pre-K-12 Comprehensive Math Plan
July 1, 2025	Full Career Ladder Plan

Systemwide Blueprint Implementation

The Blueprint for Maryland's Future will improve the quality and equity of Maryland's education system so that ALL Maryland students, regardless of where they live, their household income, race, ethnicity, gender, language spoken at home, disability, and any other unique characteristic, can leave high school globally competitive and prepared for success in postsecondary education, work, and life.

To reach this outcome, Maryland public schools must transform by rethinking and redesigning existing policies and practices to create a system that equitably serves all students and prepares them for success. This is your opportunity to share how your district has been approaching this change and its plans for the future.

Be sure to include or address the following points in your response:

- 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.

- 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.

- 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.

- 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.

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

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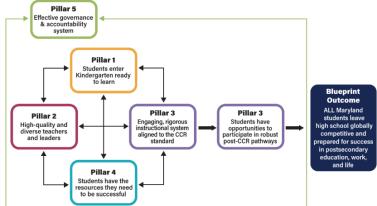
An additional submission of more detailed responses will be submitted by May 1, 2024.

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 Accountability and Implementation Board (AIB) provided a logic model that demonstrates that all pillars need to be implemented effectively to reach the Blueprint's expected outcome.

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	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.

they are above or below grade-level expectations.		
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
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.	The Board continually asks questions and provides feedback based on the information shared during the meetings and other means of communication.	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.
Steering committees: Members of the steering committees represent a wide	The steering committees provide feedback at every	CCPS went from five steering committees to eight. Feedback from

range of system stakeholders including school and central office administrators, teachers, instructional assistants, parents/guardians, community organizations, and county government officials.	meeting which helps guide the system's monitoring and implementation of the Blueprint plan.	the five steering committees and community included the need for more focused work in the steering committees.
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 *Monthly Steering Committee Policy Updates*.	Members of the steering committee help author the communication of the newsletters. During meetings, steering committee leads solicit feedback from the members.	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.
Meetings: Regular meetings are held with various stakeholder groups, including principals, assistant principals, educators, and community members and organizations.	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.	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.
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.	Community members are encouraged to reach out to the Blueprint implementation coordinator with questions.	There were requests from community stakeholder groups about Blueprint reports being accessible to the community. All reports are listed on the CCPS Blueprint website.
Focus groups: CCPS has engaged several focus groups in order to collect necessary feedback and innovative solutions to address Blueprint goals.	The strategic facilitator, funded by the AIB, has conducted focus group surveys with stakeholders in CCPS.	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.
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.	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.	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.

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	● 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	● 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.*

district with the 75/25 budget implications	● Other local accountability measures including iReady data, 9th grade tracker data, discipline data, and attendance data.
Making systematic re-allocations, including cuts to some programs to meet Blueprint requirements and slowing rollouts of other programs.	● 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.

*Indicates a measure from the Outcome Measures Workgroup.

PILLAR 1

Early Childhood Education

1. Access to High-Quality, Full-Day Pre-K

In March 2023, the LEA described how it would **increase access to high-quality, full-day Pre-K** for Tier 1 and 2 students, including students with disabilities, students experiencing homelessness, and Multilingual learners, also known as English learners.

Responses discussed considerations related to facilities, including expansion to new facilities, transformation of existing facilities, opportunities for shared spaces with private providers, strategic communication and outreach, and the development of a common and unified enrollment system to support racially and socioeconomically diverse learning environments.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint outcome to serve all Tier 1 4-year-old children who wish to enroll in Pre-K by SY 2025-2026.

The following challenges were identified in March 2023 as it relates to the implementation of high-quality, full-day Pre-K in Charles County Public Schools (CCPS).

Challenges for CCPS	Challenges for CCPS Families
● Ensuring all qualified students who want to enroll have the opportunity (Tier I, students with disabilities, students experiencing homelessness, and English learner students) ● Finding additional spaces for expansion ● Providing transportation ● Finding qualified staff *(see 2024 question 3)* ● Instructional Assistant qualifications- obtaining a Child Development Associate (CDA) or associate degree (AA) *(see 2024 question 3)* ● Achieving a Level 4 through the Maryland Excels Quality Rating System	● Out of zone placement (when zoned school is full) ● Transportation ● Uploading correct documents for the prekindergarten application ● Navigating the registration process for families whose first language is not English ● Lack of Before and After Care programs for prekindergarten students ● Developmental concerns ● Supporting families who are experiencing homelessness

The following response is intended to provide updates related to progress, including identifying challenges where progress has been limited, as it relates to the implementation of high-quality, full-day prekindergarten.

Ensuring All Eligible Students are Enrolled

Charles County Public Schools (CCPS) was able to serve all Tier I four-year-old children in a full-day prekindergarten program for SY2023-24, which included all Tier I English learners and all four-year-old children experiencing homelessness. All four-year-old students with an Individualized Education Plan (IEP) were also enrolled in a full-day prekindergarten program, regardless of tier. CCPS expects to continue to serve all Tier I four-year old students in a full-day prekindergarten program in future years.

CCPS was also able to increase the number of Tier II applicants enrolled in full-day Pre-K from 52 in SY2022-23 to 163 in SY2023-24. Tier II English Learners were priority on the Tier II waiting list. CCPS was able to offer a slot to all Tier II English learners with 63% accepting the slot and enrolling in a CCPS full-day Pre-K program.

CCPS has two private provider partners through the [Family Childcare Alliance of Maryland's](#) Aspire Pre-K. Provider 1 has 6 slots for Pre-K and provider 2 has 4 slots for Pre-K. CCPS is hopeful to expand the number of slots available for families through private provider slots in the future.

Addressing Space

CCPS began leasing the former childcare center on the College of Southern Maryland's La Plata campus in January 2023. The building was named the [Early Learning Center, La Plata](#). The building allowed for the addition of five full-day prekindergarten classrooms, which added 85 slots for Pre-K. Renovations were made to update the building to better meet the needs of the five prekindergarten classrooms and a space for special area classes as well. Updates were made to the kitchen to be able to serve breakfast and lunch. A nurse's office was added as well. In March 2023 a coordinator was hired to be the administrator for the building. A catchment zone was established comprised of blocks from seven elementary schools.

CCPS plans to continue expanding full-day prekindergarten opportunities by adding a Pre-K3 program beginning in SY2024-25. The transition school space will be converted over the summer of 2024 to the Early Learning Center, Waldorf. The space is in a centralized location in Waldorf and was identified to be used due to the need in the community and based on interest from families. The Early Learning Center, Waldorf will open with seven full-day three-year-old prekindergarten classrooms. Additionally, three school sites will also have one full-day three-year-old prekindergarten classroom each. CCPS formed a curriculum committee with various stakeholders to review curriculums for Pre-K3 and make a curriculum recommendation. The stakeholders included our two private provider partners. The recommended curriculum was available for public comment at the Starkey Administration Building from February

29, 2024-April 5, 2024. A coordinator for the building will be hired in April 2024. Each Pre-K3 classroom will have 15 students for a total of 150 students. The majority of the classrooms will be inclusion prekindergarten programs with students with IEPs and students without IEPs enrolled.

CCPS will open a new elementary school in SY2025-26, which will include two prekindergarten classrooms. Additional space is available to add more classrooms to the Early Learning Center, Waldorf in future years. CCPS is also considering converting space at North Point High School, in the former First Flight Program, to a prekindergarten classroom in SY2025-26. CCPS will continue to search for additional sites for future expansion of prekindergarten.

Plans for expanding space are dependent on funding. The amount of money that CCPS receives for Tier 1 PreK students is less than the total cost CCPS spends per student. In March of 2024, the Board of Education of Charles County voted not to charge tuition for Tier 2 and Tier 3 Pre-K students for SY2024-25.

Transportation

Tier I students who live within the catchment zone are provided transportation to and from school each day. When a child applies for prekindergarten, they are applying for a slot at the school they are zoned for based on their home address. If a child qualifies as Tier I and their home zoned school's prekindergarten slots are full, the child is offered an out of zone placement at the next closest school or center with an open slot. The CCPS Office of Early Childhood coordinates with CCPS transportation to determine if it is possible to provide transportation

for the child to the out of zone placement. For the SY2023-24, transportation was provided for 21 out of 32 Tier I applicants placed out of zone for Pre-K. Transportation was not feasible for the other 9 students as they were not able to be added to a route or the student would have been on the bus for an extensive amount of time due to the distance to the next closest school.

Out of Zone Placements

Challenges have occurred when some of our schools that are in more rural areas or have larger catchment zones have filled all their prekindergarten slots and there is another Tier I applicant that needs to be placed as the next closest school may be quite a distance away. The catchment zone for the Early Learning Center, La Plata with transportation for all Tier I students did help some with this. Other challenges that have occurred with an out of zone placement are school hours or wanting the Pre-K aged child to attend the same school as an older sibling. While CCPS continues to seek solutions to these challenges, CCPS does not have solutions for these last challenges at this time.

Before and After Care

All CCPS elementary schools offer before and after care through AlphaBest, which does have a fee for the service. In SY2022-23 CCPS was able to assist AlphaBest in going through a licensing update to be able to include 4-year-old students. CCPS coordinated with AlphaBest to offer before and after care at the Early Learning Center, La Plata as well, but due to multiple factors, including delays in getting inspections necessary for licensing complete, the application for before and after care being released later than anticipated resulting in parents making other arrangements for before and after care, and not having enough students who wanted to enroll in before and after care at the center, this did not occur for the current school year. CCPS will continue to work with AlphaBest to plan for SY2024-25 and future years.

Information about childcare scholarships for before and after care was shared with families at the Early Learning Launch events in April 2023 and April 2024. The Early Learning Launch has plans to continue in future years. The feedback received from families is used to improve the launch and meet the demands of families.

Maryland Excels and Maryland Accreditation

CCPS currently has three schools that are accredited through Maryland Accreditation and rated a Level 4 or higher on Maryland Excels. There are seven schools that are in the final phase of Maryland Accreditation and

have a validation visit scheduled for May of 2024. Once those seven schools achieve accreditation, they will complete the steps to publish a Level 4 or higher on Maryland Excels. Another eight schools started the

Maryland Accreditation process in August 2023. They have completed their self-appraisal and program improvement plan. These schools are working on making continuous program improvements based on their program improvement plan and uploading documents to their accreditation binder. The last group of four schools and two centers began the Maryland Accreditation process in January 2024. They completed the initial self-appraisal in February 2024 and created their program improvement plans in April 2024. The three schools currently accredited also began the re-accreditation process in January 2024. CCPS created a new instructional specialist position to support schools in their journey to achieving Maryland Accreditation. This instructional specialist assists with all aspects of the Maryland Accreditation process including creating and maintaining a timeline for achieving accreditation, the initial self-appraisal, working with school teams to create their program improvement plan, identifying materials or resources needed, assisting with selecting documents to upload into the electronic binder, completing monthly walkthroughs, requesting or declining technical assistance, the final self-appraisal, requesting the validation visit, and answering any questions that come up along the way.

Navigating the Application Process

CCPS annually promotes within the Charles County community information about the prekindergarten program and application process. Communication methods include use of social media content, informational videos, news releases, website content, community email and text message notifications, phone call reminders, and

newsletter posts. Messaging includes content in both English and Spanish, as well as other requested languages. CCPS has held an annual Early Learning Launch (see artifact *01_Early Learning Launch 2024 Flyer English-Spanish*) since the spring of 2021. The Early Learning Launch features community resource providers, school readiness stations with materials for families to take home, a school bus tour, and assistance with completing the prekindergarten application. This initiative was created based on the desire of the community to learn more about the prekindergarten process. Interpreters also attend the event to assist families. Based on feedback from last year's in-person event, adjustments have been made for this year's event, including having more technology such as scanners available, providing a QR code on the flyer with what documents to bring to upload to the application, and changing the system for organizing the numbers for next to be helped. This year's Early Learning Launch was held on April 20, 2024. Using the feedback from the April 2024 event, changes will be made for the event to be held in SY2025-26. Additionally, the Office of Early Childhood will continue to share information about the prekindergarten application process at community meetings, outreach events, early childhood story hours (see artifact *1_Early Childhood Story Time*), and the Ready, Set, School bilingual group. This outreach is inclusive of various targeted prekindergarten students over the entire geographic area of Charles County.

CCPS uses a centralized enrollment process. Online applications are completed through ParentVUE. Then they are reviewed by the Pre-K enrollment secretary to determine federal poverty level and tier. If any required documentation is missing or incorrect documents were uploaded, the Pre-K enrollment secretary contacts the family to help obtain the missing or correct required documentation. Once an application is verified as Tier I, the application goes to the registration secretary at the school for enrollment. Tier II applicants are placed if slots remain after all eligible Tier I applicants have been placed. The additional slots created through the addition of five more Pre-K classes allowed for more Tier II applicants to be enrolled in SY2023-24. This helped to create more socioeconomically diverse learning environments. Guidance was given to schools on building classes that reflect diversity and representation of various subgroups to promote a racially diverse learning environment.

Students experiencing homelessness are identified by school personnel through outreach and coordination with other community organizations and agencies. Pupil Personnel Workers (PPW) or the Community Schools, Homeless, and Foster Care Coordinator assist families in completing the McKinney-Vento paperwork. PPWs visit homeless shelters throughout the summer to offer families assistance with applying for Pre-K.

CCPS has two in-home private provider partners for the SY2023-24. Both providers offered three-year-old full-day slots, which CCPS is not currently offering. If a parent called the CCPS Office of Early Childhood regarding interest in a three-year-old slot, information on Tier I qualifications was shared with the families and if they felt they met the Tier I qualifications, contact information for the private providers was passed along to the parent. For SY2024-25, CCPS would like to develop a more streamlined system for coordinating open slots available with private providers.

Due to the increase in Pre-K classrooms/slots, number of applications received, collecting income verification for all Pre-K applications, and collaborating enrollment with private providers, a second Pre-K enrollment secretary position was added. This was based on the need for additional community support for the prekindergarten program.

Developmental Concerns

Information on the Charles County Infants and Toddlers Program and Preschool Child Find is available to families at community outreach events, including the CCPS Early Learning Launch. Service providers routinely share information about the Infants and Toddlers Program and Preschool Child Find with private providers. If a parent has a concern about their child's development, they can contact the Infants and Toddlers Program or Preschool Child Find, depending on the child's age.

In the Charles County Infants and Toddlers Program, one service provider works with a private childcare provider, servicing one child on an Individualized Family Service Plan (IFSP). The service provider conducts visits and coaching sessions with the private provider as indicated on the child's IFSP. Through modeling and coaching, the service provider works with the private provider to gain skills and build capacity to improve the child's development. Documentation of the visits occurs, and this information is shared with the parent and the private childcare provider.

For SY2023-24, no students with an Individualized Education Program (IEP) are in the care of a private provider.

Feedback from March 2023 Plan

The feedback from the AIB and MSDE on the March 2023 CCPS Blueprint Plan encouraged CCPS to better understand family needs to ensure planning efforts are aligned to the needs of families. CCPS continues to seek feedback on processes and strategies to better serve the needs of the families of early childhood families. The following is a list of that is evidence that CCPS continues to ensure planning efforts are aligned to family needs:

- All Tier 1 students enrolled in prekindergarten program
- Expansion of services to Early Learning Center, La Plata based on community need and feedback
- Plan for expansion of services to three-year olds at Early Learning Center, Waldorf based on community need and feedback
- Transportation for out-of-zone Tier 1 students
- Expansion of before and after care based on community need and feedback
- Change in Early Learning Launch based on community need and feedback
- Advertisement of childcare scholarships
- Hiring of additional CCPS support for families
- Expansion of initiatives of events be held throughout the entire county
- Access to private providers for students based on the needs of the families

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS has intentionally invested in early childhood education using evidence-based practices. Investing in early childhood education yields significant returns on investment both in the short and long term. Students with access to these programs have higher graduation rates (pillar 3) and are less likely to need additional educational services like special education (pillar 4). Creating system goals that align to the goals of the Blueprint ensure that the work is not being implemented in isolation.

2. A High-Quality, Mixed-Delivery (Public And Private) Pre-K System

Initial Blueprint Implementation Plan Reference: Questions 6 – 10, and 18

In March 2023, the LEA described how it would collaborate with private providers to **implement a mixed-delivery Pre-K system and ensure every student has access to a high-quality Pre-K program.**

Responses included considerations for increasing access as discussed in the previous question as well as sharing data and information, providing comprehensive services, and leveraging shared resources.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

In the March 2023 submission, CCPS identified priority areas for a mixed delivery system. These priorities included building capacity with private providers and partnerships with private providers.

Building Capacity with Private Providers

CCPS put out a needs survey (see artifact *02_Child Care Provider Needs Survey 2023*) through the Office of Child Care in the Spring of 2023. The survey's purpose was to see who was interested in applying for either of the prekindergarten grants and what other needs the childcare providers had, such as professional development or assistance with Maryland Excels. CCPS received responses from six childcare providers. In the responses, three providers expressed interest in applying for the state prekindergarten grant and requested assistance. CCPS Office of Early Childhood set up a virtual meeting with two providers. After learning more about the mixed-delivery system, neither provider decided to apply for the grant. All responses stated the providers were interested in professional development. Childcare providers have identified social-emotional learning as an area of need for professional development. CCPS hosted a certified trainer from Conscious Discipline (see artifact *02_CD Training for Child Care Providers*) in August 2023 with a two-hour session provided for childcare providers. There were 34 childcare providers in attendance. Each provider who attended received two core of knowledge hours. CCPS also partnered with the Charles County Early Childhood Advisory Council (ECAC) to provide access to the Conscious Discipline e-course (see artifact *02_e-course for childcare*), Building Resilient Schools and Homes. A CCPS prekindergarten teacher held five reflection sessions with the childcare providers after they viewed components of the e-course. There were 16 childcare providers that participated with 12 of the participants earning the five core of knowledge hours.

Partnerships with Private Providers
CCPS has an MOU with the Family Child Care Alliance of Maryland (FCCAM) that is supporting two private providers in the district. The alliance provides professional development, networking and support, and information and resources to help build the capacity of the private providers it is supporting. This partnership

has allowed additional Tier I students to receive a high-quality preK program. CCPS shares with the private providers information about the curriculum that will be used in the schools. The private providers are invited to attend any training on the curriculum that is hosted by CCPS. These private providers are also meeting the needs of families that live within their neighborhoods. The two private providers are able to provide services to students in neighborhood catchment zones that offer additional flexibility for families.

CCPS Title I Office continues to seek partnerships with childcare providers operating in Title I school zones or who are serving students who will attend a Title I school. CCPS Title I held a childcare collaboration meeting in October 2023 with twelve providers in attendance. Information on the mixed delivery system, Maryland EXCELs, and supports available to the providers through CCPS Title I were shared. Supports included monthly training for childcare providers, supports in acquiring high-quality instructional materials, assistance with navigating Maryland Accreditation and Maryland EXCELs, and family engagement workshops for the students who attend childcare programs with the collaborating providers.

CCPS Judy Center Early Learning Hub also has a Memorandum of Understanding (MOU) with seven childcare provider partners. The MOU includes the Judy Center Early Learning Hub will provide professional development to childcare providers, market and refer parents interested in childcare services to the provider, help with technical assistance and curriculum materials to achieve or maintain Maryland Excels level and/or Maryland accreditation, provide behavior management services to Judy Center children at the request of the childcare partner with parent agreement, and work with the childcare partner on transitioning children into prekindergarten or kindergarten programs when applicable. Professional development has been offered for KinderMusik (see artifact *02_JC Kindermusik PD*), Conscious Discipline (see artifact *02_Judy Center presents Conscious Discipline E-Course*), and CPR training (see artifact *02_JC CPR Training*).

The technical assistance, materials, professional development, and support the Judy Center Early Learning Center Hub provides to their childcare provider partners helps the partners move to a higher quality rating in Maryland Excels and/or achieve Maryland Accreditation thus the partners are moving toward meeting the eligibility requirements to participate in the mixed delivery system for prekindergarten.

Feedback from March 2023 Plan

The feedback from the AIB and MSDE on the March 2023 CCPS Blueprint Plan encouraged CCPS to better understand family needs to ensure planning efforts are aligned to the needs of families. CCPS continues to seek feedback on processes and strategies to better serve the needs of the families of early childhood families. The following is a list of that is evidence that CCPS continues to ensure planning efforts are aligned to family needs:
   ● Expansion of private providers
   ● Expansion of partnership with the Family Child Care Alliance of Maryland (FCCAM)
   ● Expansion of professional development to private providers in county
   ● Provide support to private providers via the Judy Center and Title I

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS has intentionally invested in early childhood education using evidence-based practices. Investing in early childhood education yields significant returns on investment both in the short and long term. CCPS recognizes that in order to provide high-quality services to students, the system will need help from private providers and other entities that work directly with students and providers. This work requires building capacity of a diverse and high-quality workforce (pillar 2) and committing to additional resources necessary to help with this work through programs like Title I and the community schools (pillar 4).

3. Workforce Development and Pipelines for High-Quality Pre-K Staff

Initial Blueprint Implementation Plan Reference: Questions 19 - 22

In March 2023, the LEA described its plan to **develop its workforce and build pipelines for teachers and teacher assistants that meet the high-quality requirements.**

Responses addressed providing professional development related to the instructional program and high-quality instructional materials discussed in Pillar 3, using a diverse set of strategies to build the Pre-K teacher and teacher assistant pipelines, supporting teachers and teacher assistants in meeting the credentialing requirements set forth by the Blueprint by the beginning of SY 2027-2028, and communicating opportunities to current and prospective employees.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome of Pre-K teachers and teacher assistants meeting high-quality requirements.

In the March 2023 submission, CCPS identified priority areas/strategies for developing a workforce pipeline. These priorities/strategies included professional development, support for certification pathways, developing instructional assistant qualification pathways, and education career pathways for high school students. The response below provides an update on the plan, as well as revisions made to the original plan.

Professional Development

CCPS continues to offer professional development for Pre-K teachers and instructional assistants including Early Childhood LETRS, Conscious Discipline, Connect 4 Learning, and monthly Create & Collaborate (see artifact *03_April Create and Collaborate*) sessions with topics selected by the early childhood staff. CCPS was also able to offer a social emotional learning professional development with Conscious Discipline in August 2023 for childcare providers. A member of the CCPS Office of Early Childhood attends monthly Early Childhood Advisory Council (ECAC) meetings and participates on the professional development committee. The committee plans professional development for private childcare providers through the council. The logistics for CCPS hosting professional development for childcare providers continues to be a challenge. Many providers are not able to attend sessions during the day because they are operating their childcare business.

The Family Child Care Alliance of Maryland provides professional development opportunities and coaching for the two private providers participating in the Aspire Pre-K program. CCPS hopes that with the professional development it is offering to the private providers, more private providers will partner with the Family Child Care Alliance of Maryland in the future to increase the available spots for students.

Certification Pathways

The Growth and Retention Specialist in the CCPS Office of Professional Learning continues to provide support for certification pathways. As CCPS continues to face a workforce shortage and hire teachers that did not receive teaching certificates, it is imperative that support is provided for these teachers to become certified. Teachers receive monthly updates about higher education opportunities and are invited to attend information sessions with Institutes of Higher Education (IHE) to learn about different programs and degrees. CCPS continues to provide direct billing and tuition reimbursement. Praxis tutoring is available as well. To date there are nine prekindergarten teachers who are not certified and are currently pursuing certification and receiving assistance from the CCPS Office of Professional Learning. There were also eleven prekindergarten teachers who received tutoring for a Praxis exam.

CCPS, along with its partners in Calvert and St. Mary's counties, have been working together to create various partnerships with IHE, the Department of Labor, and MSDE to create a teacher preparation pipeline. On April 26, 2024, the three districts hosted the *Southern Maryland Summit: Teacher Preparation Pipeline*. More information about this summit will be discussed in question five of this plan.

Instructional Assistant Qualification Pathways

CCPS has held additional information sessions for prekindergarten instructional assistants on pathways to meeting high-quality requirements by obtaining an associate degree or the Child Development Associate (CDA). CCPS has a Memorandum of Understanding with Anne Arundel Community College (AACC), a LEADS partner, for direct bill for the Associate of Arts in Teaching (AAT) program and the CDA portfolio course. During the summer of 2023, CCPS had eleven instructional assistants complete the CDA portfolio course (see artifact *03_CDA for Instructional Assistants 12-6-23 Meeting*). As the instructional assistants were working through the course, the need for more professional development hours was identified. CCPS is now also offering the on-demand CDA course with Teachstone that contains the coursework needed for the 120-hours of professional development required for the CDA. There are currently five instructional assistants who are completing the 120-hours of professional development through Teachstone. A second portfolio course began in February 2024 with three participants. As participation has been limited thus far, CCPS Office of Early Childhood will continue to do outreach to help additional instructional assistants become informed of the pathways to meeting high-quality requirements. CCPS Office of Early Childhood will also continue to work with CCPS Human Resources and CCPS Office of Professional Learning on this initiative. In SY2022-23 six instructional assistants began the AAT program with AACC. In SY2023-24 an additional five instructional assistants enrolled in the AAT program with AACC.

Education Career Pathways for High School Students

Beginning with current sophomores enrolled in the Education Careers pathway, students will obtain their CDA by the time they graduate high school. There are twenty sophomores and twenty freshmen enrolled in this pathway. CCPS is considering converting the First Flight classroom at North Point High School into a Pre-K3 classroom in SY2025-26 to expand slots in full-day 3-year-old Pre-K and to offer another location where students could complete the 480 hours of experience working in a preschool setting that are required for the CDA. A few logistical considerations need to be figured out to make this happen such as transportation and food services. Expansion is dependent on future funding.

CCPS is investigating if some changes can be made for students enrolled in the Teachers Academy of Maryland (TAM). CCPS does not want the students to lose the meaningful experience that is being provided to TAM students as they spend a great deal of time in CCPS classrooms during their years in the program. These students have the opportunity to experience actual classrooms in the district, often giving them a true advantage over other candidates that are new to CCPS. Based on discussions at the April 2024 summit, CCPS is determining how this program can be aligned with dual enrollment to ensure students have the opportunity to earn college credit.

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Feedback from March 2023 Plan

The feedback from the AIB and MSDE on the March 2023 CCPS Blueprint Plan encouraged CCPS to continuously reflect on local impacts to the teacher shortage. CCPS continues to provide support to candidates seeking certification/licensure through the Office of Professional Learning. With the *Southern Maryland Summit: Teacher Preparation Pipeline* held less than a week prior to the deadline of the May 2024 Blueprint submission, CCPS has already started its planning to help address the teacher shortage in the district. CCPS is also looking into pathways for educators to become licensed through new pathways established by MSDE including approved alternative programs and in-district training. CCPS is also working with Calvert and St. Mary's to create these programs together, recognizing that the collective work of the three districts could result in sustainable change and supports leading to less workforce shortages. (See more information in question 5.)

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS has intentionally invested in early childhood education using evidence-based practices. CCPS, in its development of strategic goals, also provides differentiated support to its workforce in order to improving teaching and learning for students (pillar 2). This will lead to great gains in college and career readiness for students in the future (pillar 3).

💡 4. Kindergarten Readiness

Discuss the LEA's plans to **ensure all students in Pre-K programs, public and private, are ready for kindergarten.**

Plans should include strategies for supporting the development and implementation of the instructional program in mixed-delivery settings and using data (e.g., Kindergarten Readiness Assessment) to adapt instruction.
Considerations:

- Private provider collaboration
- Selection and use of materials
- Teacher training and professional development
- Resource sharing
- Specific instructional strategies for early learning
- Transition from half-day to full-day Pre-K
- Alignment between Pre-K and K-2
- Transition into Pre-K and from Pre-K to Kindergarten
- Student groups (special education, multilingual learners, students experiencing homelessness

Required Data Analysis: Through an analysis of data, discuss progress towards meeting the Blueprint Outcome of ensuring all Pre-K students are ready for kindergarten.

CCPS has made gains in the number of students demonstrating readiness on the Kindergarten Readiness Assessment (KRA) over the last two years; however, CCPS continues to be below the state average. CCPS has seen a decrease in the number of students in emerging readiness on the KRA over the last two years. Data analysis sessions were held at several schools with both prekindergarten and kindergarten teachers. Mathematics continues to be the lowest domain on the KRA for CCPS.   See the data in data table labeled *4-Kindergarten Readiness.*

CCPS administers the Acadience Universal Screener. In the fall of 2021, 35% of students scored "Below Benchmark." By the fall of 2023, 24.7% were "Below Benchmark." The trend data (see artifact 04_Acadience Universal Screener data 2021 to 2023) was shared with stakeholders at a recent Board of Education of Charles County meeting.

CCPS began implementing a new math curriculum in kindergarten in SY2023-24. Implementation training was provided for all kindergarten teachers in the summer of 2023. The new curriculum includes checkpoints for progress monitoring and end of unit assessments for each unit. CCPS also created end of unit assessment family letters that are sent home with a copy of each child's end of unit assessment that explains the standards that were assessed, the expectation for that standard, and what the expectations are by the end of that quarter to help inform families of their child's progress. The mathematics domain was lower for English learners compared to the county median.

The English learner (EL) subgroup had the most significant drop in scores in the post-pandemic administration of the KRA in 2021. The number of English learners enrolling in CCPS continues to increase. As a result, the CCPS Office of Early Childhood partnered with CCPS ESOL, Judy Center Early Learning Hub, Charles County Public Library, and Infants and Toddlers to host a bilingual learning group titled *Ready, Set, School.* On the first

Wednesday of the month the bilingual learning group focuses on literacy. The third Wednesday of the month the bilingual learning group focuses on math. During the math bilingual learning group students have hands on experience with manipulatives and math early learning standards. Strategies are modeled for parents in both English and Spanish. Students take home a material each month to continue engaging in school readiness skills at home.

Data analysis was also completed for the mathematics domain with Instructional Resource Teachers (IRT). IRTs were able to analyze KRA math domain data for their school, compare how students who attended a CCPS prekindergarten program versus those who did not scored, and identify standards that were strengths and weaknesses for their school. As a county the following standards were identified as an area of need for Pre-K math: PK.CC.C.6, PK.OA.A.3, PK.MD.A.2. IRTs were also able to view sample lesson plans from the prekindergarten curriculum, Connect 4 Learning. Plans were made for the IRTs to visit the Pre-K classrooms in their school to observe a math lesson and plan next steps with their prekindergarten staff. The April 2024 Create and Collaborate professional development session for CCPS early childhood educators focused on math and these areas of need standards. The IRTs continue to collect evidence of implementation of trainings provided for teachers through reviewing student work together and classroom observations. Teachers are provided targeted feedback from the IRT which helps them improve their practice. School administrators are also helping teachers based on evidence of professional learning implementation.

CCPS uses formative assessment checklists in prekindergarten. The checklists are used to determine next steps and instructional needs as teachers plan small group lessons. Prekindergarten teachers also administer the CCPS Math Common Assessment every December and April, which are based on the Pre-K standards. Data from the April math common assessment is used as part of the selection criteria for the CCPS Summer Boost program, which will be held in July 2024. The Rising Kindergarten Summer Boost curriculum's math component will use hands-on instruction to re-teach prekindergarten standards to help prepare for kindergarten.   This data is also used to identify the professional learning needs of teachers within a school and district.

Information on the KRA was by the CCPS Specialist in Early Childhood at the April 2024 Early Childhood Advisory Council (ECAC) meeting. The ECAC professional development team will use the data to determine professional development needs for childcare providers. CCPS Office of Early Childhood collaborated with The Promise Resource Center for delivery of professional development for the childcare providers. ECAC held a Marvelous Math session for childcare providers on April 6, 2024.

Feedback from March 2023 Plan

The feedback from the AIB and MSDE on the March 2023 CCPS Blueprint Plan encouraged CCPS to provide additional action for staff that need support based on the training received and the effective implementation of training. CCPS continues to collect evidence of implementation of professional learning through various checkpoints including student work, assessment data, and classroom observations. These checkpoints are used to provide additional support for teachers that need it. With the implementation of the career ladder in future years, this work will be expanded during the 40% of time teachers will have outside of providing direct instruction.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS has intentionally invested in early childhood education using evidence-based practices. CCPS, in its development of strategic goals, also provides differentiated support to its workforce in order to improving teaching and learning for students (pillar 2). This will lead to great gains in college and career readiness for students in the future (pillar 3).

PILLAR 2

High-Quality and Diverse Teachers and Leaders

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5. A High-Quality and Diverse Teacher Workforce

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Initial Blueprint Implementation Plan Reference: Questions 28 – 36

In March 2023, the LEA described how it would **recruit and hire a high-quality and diverse teacher workforce.**

Responses included identifying the most critical hiring needs, strategies for recruiting and hiring a diverse workforce, and how the LEA would partner with institutions of higher education and educator preparation programs to build talent pipelines in response to its needs (e.g., strategic placement and support of teacher candidates, full certification of conditionally certified teachers, grow your own programs, alternative preparation programs, etc.).

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the district's staffing needs and the Blueprint Outcome of recruiting and hiring a high-quality and diverse teacher workforce.

In the March 2023 Blueprint submission, CCPS identified its three highest priorities for a highly-qualified and diverse workforce as the current workforce shortage and its impact on hiring, retention of staff, and Grow Your Own (GYO) initiatives. The information below describes progress updates to these identified priorities, as well as continued challenges that are currently still impacting the work and how CCPS has made adjustments to the work based on the challenges.

Priority #1 Hiring Staff

Related Progress	Charles County Public Schools continues to make progress recruiting and hiring a diverse workforce despite a state and national teacher shortage. In fact, the school system is a leader in the state in hiring diverse teaching staff (see artifact *5A_Two Year Comparison*). For example, CCPS has increased African American female teachers from 499 in 2022, to 559 in 2023. CCPS also increased African American male teachers from 120 to 141 in the same time period. The combined African American teacher workforce totaled 34.3% as of September 5, 2023. CCPS deems this progress successful because the current student population is made up of 57.9% African American students, but CCPS recognizes that there is still a long way to go to bring those percentages into closer alignment. Targeted efforts to recruit and retain a diverse workforce will remain a priority for the school system. See the data in data tables labeled *5-Student Enrollment, 5B-Teachers, 5C-Teacher Diversity, and 5D-Diverse Staff Two Year*.

Challenges	CCPS, like all school systems, continues to face a severe workforce shortage for both certificated and non-certificated staff. Teachers in the district struggle to teach every day in partially staffed school buildings. The majority of candidates in the applicants' pools are not professionally licensed teachers. Hiring conditional teachers affects impactful instruction in content areas within Charles County Public Schools where CCPS historically struggles hiring staff such as the following:

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

Revisions to Strategy	The school system's diversity hiring success is a direct result of reimagining talent sourcing. For example, CCPS intentionally shifted recruitment practices and utilized more dynamic outreach strategies to target diverse candidates, i.e., marketing campaigns, social media outreach, and job fairs. CCPS hired a professional marketing firm to support advertising campaigns to help build better employer branding. The new partnership advises and evaluates CCPS social media outreach resulting in a larger and more diverse candidate pool. CCPS also strategically narrowed its focus on where it recruits as a new approach. CCPS intentionally visited IHEs and select outlier states with large graduating classes of diverse students to recruit new teachers. Moreover, CCPS utilizes software applications for marketing and social media advertising and this new strategy is rendering good results as communicated above. CCPS continues to build relationships with IHEs and regional partners to help build a pipeline of teachers within the district. CCPS, along with Calvert and St. Mary's counties, is working with its strategic facilitators to help build programs with IHEs and the Department of Labor for alternative pathways for teacher certification. There are instructional assistants and other non-certified staff members that have expressed interest in becoming certified to fill open teaching positions in the districts. Focus group data has indicated that many non-certified staff members, who are also parents and caregivers, do not have the time to take all of the required coursework to earn a degree to become a teacher. CCPS, along with its partners in Calvert and St. Mary's hope to explore the possibility of alternative pathways to certify staff members in becoming teachers. The _Southern Maryland Summit: Teacher Preparation Pipeline_ (see artifact _5_Southern Maryland Summit_) held in April of 2024, was intended to be an opening collaboration between the three districts, IHEs, MSDE, and other educational partners in the state to determine if these alternative pipelines for teacher certification are possible. The key outcomes of the summit were to examine and develop collaborative efforts to address the teacher shortage and enhance and support the effectiveness of teacher preparation and continued professional development of teachers. The summit was intended to begin the dialogue between a diverse group of stakeholders to engage in a constructive dialogue focused on identifying the key issues and challenges faced by both IHEs and LEAs. The three districts have agreed that the work to hire a high-quality and diverse workforce in Southern Maryland is a collective effort and that working together will help all three districts. Representation for the summit included different departments throughout the three districts, advocacy groups like the Education Association of Charles County and the Education Association of St. Mary's County, Maryland State Department of Education (MSDE), Maryland's Department of Labor, the Accountability and Implementation Board (AIB), and the National Center on Education and the Economy (NCEE). Many IHEs were in attendance as well including Bowie State University, the College of Southern Maryland, Coppin State University, Notre Dame College

	of Maryland, St. Mary's College, Towson University, the University of Maryland- Global Campus, and the University System of MD- Southern Maryland. Stakeholders were purposely assigned seats to ensure dialogue between the groups was productive. From the summit came many ideas that CCPS had not explored previously for hiring staff including creating a Southern Maryland pipeline of teachers with its partner districts and tailoring programs with different IHE willing to work with CCPS and the creation of resource-mapping. Many of the IHE have different programs to offer potential candidates and being able to help candidates pair with IHE that better suit their needs would be very helpful.

Priority #2 Retention of Staff

Related Progress	Despite gains in hiring diverse talent, educator retention remains a challenge for CCPS and the field of education generally. Teacher retention rates for CCPS decreased for most of a 10-year period and remain in the bottom third in the state. Teacher retention (see artifact *5B_Teacher_Retention*) has been an issue across the 24 school districts in Maryland, and demonstrates that in the 2021-2022 school year, for example, 15% of CCPS teachers did not return to teach from the prior school year.
Challenges	The challenge we continue to face of the diminishing number of professionally licensed educators within the state and region, is resulting in hiring more conditionally licensed educators. CCPS has the highest number of conditionally licensed (see artifact *5B_Conditional Teachers*) teachers today in our school system's history with 19.2% of its teaching force being conditionally licensed as of 1/31/2024. To provide a pathway to licensure to mitigate this circumstance, CCPS continues to partner with IHEs to offer direct pay arrangements to help support diverse educators with successfully achieving professional licensure. Additionally, CCPS increased internal support for conditionally licensed educators through an enhanced new teacher academy (see artifact *05_November New Teacher Academy Agenda*), mentoring programs (see artifact *05_Mentoring Group),* instructional leadership and resource teacher coaches, and supports from content area (see artifact *05_October New Teacher Academy- Agenda*) and curriculum specialists. CCPS anticipates these supports will help mitigate the rise in the number of conditionally licensed teachers over time. CCPS also hopes that future work will focus on alternative pathways for teacher licensure. CCPS loses many conditional teachers because they are not always able to complete the necessary coursework for licensure. See the data in data table labeled *5E-Teacher Retention.* Maryland's Teacher Workforce: Supply, Demand, and Diversity (marylandpublicschools.org)
Revisions to Strategy	CCPS is currently exploring opportunities to engage professional services to evaluate employee engagement to ensure a climate and culture conducive to supporting retention. Through its strategic facilitator from the AIB, focus groups were formed in the spring of 2024 to determine the conditions necessary for teachers to stay in an assigned school. While CCPS is still awaiting a final written report, specific conditions were shared with the district. Social/emotional and behavioral supports for students, embedded coaching and planning support for teachers, as well as support from school administration were all factors for teacher retention. CCPS identified two schools for SY2024-25 to pilot innovative designs (see artifact *5_Innovative School Email*) for both students and staff. The two schools identified, J.P. Ryon Elementary School and John Hanson Middle School, have been identified because of their high-impact students, high non-certified teachers, and low teacher attrition. Through guided discussions facilitated by the system's strategic facilitator, a team that included Starkey administrators and school-based staff along with members from the Education Association of Charles County (EACC), had been meeting regularly to start planning and envisioning ways CCPS can innovate practices in these schools to maximize opportunities provided through the Blueprint and expand learning to other schools. While all schools have and will experience various aspects of the Blueprint implementation, Ryon and Hanson are serving as school sites for the start of Blueprint reform work. Beginning in SY2024-25, additional positions will be added to these schools to help with additional coaching and planning opportunities for staff and additional support for students.

	Beginning in SY2025-26, additional positions will be added based on the specific needs of the schools. CCPS hopes that by implementing suggestions made by teachers and current staff, these schools will not only see open positions filled, but students will be paired with highly-qualified teachers with supports necessary to build capacity. CCPS will monitor the success of the innovative school design and make adjustments to additional schools beyond SY2025-26. CCPS is in the process prioritizing or already has prioritized the following in order to ensure success at these schools: revisions to the voluntary transfer process through a partnership with the EACC, targeted professional learning for ALL staff aligned to the mission and vision of the school and innovative design, monitoring fidelity of initiatives, assessing program success. CCPS is working with its strategic partner for support around this work. CCPS recognizes the challenge of losing conditional teachers because they are not always able to keep up with the demands of enrolling in coursework while being a full-time teacher. Based on information at the April pipeline summit, CCPS is exploring options to partner with IHEs that are more flexible to the needs of teachers working towards licensure. CCPS met with at least one IHE that has a microcredentialing program which could offer more flexibility for teachers seeking licensure. CCPS also is looking at how the career ladder can be implemented to provide direct support to teachers seeking licensure by potentially creating cohorts of teachers to work with lead teachers and NBC teachers. See the data in data table labeled *5F-ConditionalTeachers*.

Priority #3 Grow Your Own (GYO) Program

Related Progress	Charles County Public Schools successfully launched its first Connect-A-Palooza event on November 16, 2023, (see artifact *05_ConnectAPaloozaAd*) designed to cultivate connections between conditional teachers and IHEs. Another event was held on March 7, 2024 (see artifact *05_ConnectAPaloozaAd2*). More than 40 conditional teachers engaged with representatives from seven partner institutions. The staff growth and retention specialist continues to helps connect conditional teachers throughout the county. In September of 2023, CCPS added an additional IHE direct bill partner. This partnership has the potential to assist many of our conditional teachers complete their coursework while teaching in an expedited manner. One of the limitations many employees had was the upfront costs associated with coursework. CCPS continues to address this barrier as it hopes to expand its partnerships with IHEs. Through the instructional assistant academy and other support initiatives, dozens of IAs have begun course programming with IHE partners (Anne Arundel Community College and University of Notre Dame of Maryland). These support staff members have received direct bill payment for tuition and materials. Additional cohorts have begun the academy and can enroll in an alternate pathway program. Based on this success, our strategies haven't changed. A limited number of scholarships have been awarded due to low interest. The scholarships continue to be offered and advertised to prospective students who have completed the Teacher Academy of Maryland (TAM) program. Financial investments were made in the EdRise curriculum for the seven high school locations that offer the program.
Challenges	Success with the scholarship program has been limited as many pathway graduates have left the state or are not pursuing a career in education. Funding for tuition reimbursement for support staff is limited. CCPS currently provides a limited amount of funding for support staff. These staff members generally need more funds to complete college programs. With the Maryland Leads grant ending in September of 2024, CCPS will need to find a creative solution to continue the work started with the grant.
Revisions to Strategy	Moving into SY2024-25, group sponsors will be provided with resources/curriculum from Educators Rising, a division of Phi Delta Kappa (PDK), to be implemented with students at both high and middle school levels. These resources are designed to capture student interest, thus motivating them to pursue a career in education with CCPS. CCPS hopes to convert its First Flight Program at North Point High School in SY2025-26 to a Pre-K3 classroom which will help CTE students enrolled in the Educators Careers pathway earn their CDA. This would help with

	the expansion of scholarships for students to pursue additional coursework to become certified in the future and teach in CCPS. Students in the TAM/Child Development Professions will also participate in the Teach Maryland Conference, hosted by MSDE, to foster discussions about retaining LEA graduates to become educators/return to home LEA as an educator. CCPS is also investigating potential dual enrollment pathways for TAM students (please see detailed response in question #3). Based on the April 2024 summit, CCPS will also begin investigating other potential solutions to challenges faced in GYO programs. CCPS learned of potential grant funds from the Department of Labor to oversee an apprenticeship program for future teacher candidates. CCPS is hopeful this plan could be one that is shared between its three partner districts and provide opportunities for an apprenticeship that could lead to licensed teachers. Additional solutions CCPS will be investigating to help build its GYO program includes school clubs and/or electives for elementary, middle, and high school students for prospective educators and advocacy with IHEs for an associate of arts of teaching degree (AAT) in secondary education (currently, the only local option is for elementary) and bachelors degree for teaching.

Feedback from March 2023 Plan

The feedback from the AIB and MSDE on the March 2023 CCPS Blueprint Plan encouraged CCPS to continuously reflect on local impacts to the teacher shortage. CCPS has expanded its work with the partner districts of Calvert and St. Mary's to address the local teacher shortage. With the *Southern Maryland Summit: Teacher Preparation Pipeline* held less than a week prior to the deadline of the May 2024 Blueprint submission, CCPS has already started its planning to help address the teacher shortage in the district. CCPS is working with Calvert and St. Mary's to create these programs together, recognizing that the collective work of the three districts could result in sustainable change and supports leading to less workforce shortages. Potential subgroups to be formed have been identified after April's summit to ensure the work continues.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS knows having certified/licensed teachers in the classroom can significantly enhance the students' experience by providing high-quality instruction, individualized support, and a positive learning environment that promotes academic success and personal growth (pillar 3). CCPS has intentionally made this a goal in the strategic plan to ensure that teachers have the professional learning opportunities necessary to support students in the classroom. With the increase of conditional teachers in the district, CCPS must continue to provide these supports to teachers in order to ensure they have access to a high-quality and diverse workforce. Recognizing that with the increase of conditional teachers CCPS is seeing an increase in the diversity of its workforce, CCPS will continue to provide the supports necessary to retain these teachers in CCPS.

6. A High-Quality and Diverse Corps of School Leaders

For the March 2024 submission, the LEA must also discuss how it **recruits and hires a high-quality and diverse corps of school leaders, including its collaboration with institutions of higher education and other organizations to build leadership pipelines.**

Consider the potential impact of the Career Ladder and how the LEA will adapt its plans to address any challenges (e.g., National Board Certification for future school leaders, smaller candidate pools if teachers remain in classrooms, etc.).

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the district's staffing needs and the Blueprint Outcome of recruiting and hiring high-quality and diverse leaders.

Charles County Public Schools is proud of its high-quality and diverse corps of school leaders as evidenced by our two-year administrator comparison (see artifact 6A_*Two Year_Admin_Compariso*n) depicting administrator demographics which includes principals and assistant principals. CCPS recognizes the presence of school leaders of color contributes to a more equitable, inclusive, and supportive educational environment where all students can thrive academically, socially, and emotionally. See the data in data tables labeled *6-School Leaders,6B-Administrator Demographics, and 6C-Principals by Race and Ethnicity*.

Recruiting and hiring a high-quality and diverse corps of school leaders involves several strategies, including collaboration with institutions of higher education and other organizations to build leadership pipelines. CCPS continues to refine these strategies as it works to diversify its school leaders. CCPS has been working to strengthen the following concepts:

Partnerships with IHE: CCPS has established partnerships with local colleges and universities to identify and cultivate aspiring educational leaders. CCPS, in the future, would like to better collaborate on leadership development programs, internships, and mentoring opportunities for graduate students pursuing careers in education leadership as it implements the career ladder. CCPS has relationships with the following IHE that offer leadership coursework or endorsements: Bowie State University, McDaniel College, Notre Dame of Maryland, and Towson University.

Recruitment Efforts: CCPS recruits diverse candidates through targeted outreach efforts, including attending job fairs, networking events, and conferences focused on minority educators and leaders. Advertising positions in publications and platforms that reach diverse audiences have also attracted a broader pool of applicants (see response to question 5, under hiring priority).

Leadership Development Programs: CCPS has been very intentional to implement leadership development programs designed to identify and groom talented educators for leadership roles within the district. The Office of School Administration (OSAL) created an additional executive director position in SY2023-24 in order to provide more training, mentorship, and hands-on experience to help schools develop the skills and competencies needed for school leadership positions. OSAL is also worked with an outside consultant, Targeted Leadership, to help coach school administrators (see artifact *6_Sample Admin Coaching documents*) and provide support.

Diverse Hiring Panels: Ensuring diversity on hiring panels helps mitigate biases and promote equitable hiring practices. Including representatives from various backgrounds and perspectives leads to more inclusive decision-making processes and increases the likelihood of hiring diverse candidates.

Cultivating Talent Internally: CCPS invests in the professional growth and advancement of its current staff members, particularly those from underrepresented backgrounds, by providing leadership development (see artifact *6_Example of CPD Course Offered for School Admin*) opportunities, mentoring, and support for those seeking leadership positions within the district.

Retention Strategies: Building a diverse leadership pipeline is not just about recruitment but also about retention. CCPS implements strategies to support the retention and advancement of diverse leaders, such as providing opportunities for ongoing professional development, creating inclusive school cultures, and offering leadership pathways for career growth.

By implementing these strategies and fostering collaborative relationships with higher education institutions and other organizations, CCPS can continue to effectively recruit and hire a high-quality and diverse corps of school leaders who are equipped to meet the needs of all students and communities.

% of CCPS Non-White Students	% of CCPS Non-White Principals and Assistant Principals
83.1%	35.1%

CCPS has increased the percentage (see artifact *6B_Principals_Race_Ethnicity*) of diverse school principals by 4.3% over the previous five years. For comparison, data demonstrates that the State of Maryland has shown a slight increase in the overall number of minority school principals over the past five years by 1.07%. The impact of more diverse school leaders results in CCPS better meeting the diverse needs of all students. Based on current success, we will continue current recruitment and promotion practices to ensure adequate pools of diverse administrators to provide our student population with leaders reflective of their demographics (see artifact *6C_Student_Teacher_Demographics*).

By increasing our pipeline of nationally board-certified teachers, eventually the school system will grow national board-certified school leaders across the system. Currently, CCPS has one NBC principal and one NBC assistant principal.

CCPS is in the process of planning Spring 2024 negotiations for a proposed career ladder as we await further guidance from the AIB. CCPS continues it work with its local career ladder sub-committee to develop a strategic plan to implement the career ladder. Scheduled meetings took place during SY2023-24 and will continue throughout the spring and summer to develop recommendations to the negotiating team around the career ladder. The parameters for a waiver for current administrators not nationally board certified will be needed. The career ladder will help develop leadership pathways for teachers, especially with the percentage of time dedicated to other duties to support student success. CCPS currently has one principal and one assistant principal that is nationally board certified.

Since the Blueprint for Maryland encourages teachers to in remain the classroom, CCPS will need to continue to incentivize educators to pursue the administrative lane in the career ladder. This could include financial incentives, professional growth opportunities, recognition and appreciation, and partnerships with IHEs. CCPS will continue to engage with its stakeholders in this area knowing that input from those directly impacted by the career ladder will need to have input for its future success. CCPS has a very proactive and open relationship with the Education Association of Charles County, who represents both teachers and administrators. CCPS has recently learned (in April of 2024) of a potential IHE in Maryland that aligns is licensure program to National Board Certification. CCPS plans to investigate the program to see if a potential partnership can be established.

Feedback from March 2023 Plan
This is a new question and does not have which means feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals
In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS knows that having a nationally board certified principal can potentially increase student outcomes and contribute to the overall success and effectiveness of a school by providing strong leadership, instructional expertise, data-driven decision making, and a positive school culture. This increases the likelihood of students becoming college and career ready (pillar 3).

7. National Board Certification

Initial Blueprint Implementation Plan Reference: Questions 37 – 44, 48, and 51

In March 2023, the LEA described its plans to **recruit and support diverse candidates through the successful completion of National Board Certification or advanced degrees (if NBC is not available)** to be eligible for the designation of Lead Teacher within the Career Ladder.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome to recruit and support diverse candidates pursuing and achieving National Board Certification or advanced degrees (if NBC is not available).

CCPS put in place planned activities and strategies to help support the increase of NBC teachers in the district. The following table describes the work that was planned and submitted to the March 2023 submission as well as progress updates for future work. See the data in data tables labeled *7A-National Board Cert and 7B-NBC Candidates*.

Plan for March 2023	Progress Update
Create a cohort experience with structured support for teachers throughout the certification process and assign NBCT candidates peer mentors who have gone through the same process and obtained their National Board Certification.	Through the CCPS National Board Academy, 13 out of 19 (68%) Charles County Teachers achieved National Board Certification in December of 2023.
	The academy (see artifact *7_National Board Info Session*) is currently supporting 37 initial candidates (those that have begun pursuing National Board Certification this year) 22 continuing candidates, and 11 retake candidates for SY2024-25.
Create school-based cohorts so teachers have access to a NBCT mentor within their building.	CCPS will continue to collect data to explore the possibility of school-specific National Board cohorts. This data will include information specific to teacher need, and demographic data including race, gender, and tenure.
	CCPS will continue to encourage NBC teachers to teach in its most impacted schools. Five low-performing schools have been identified for SY2024-25. Four of these schools have been identified by MSDE and one school was identified by using the local flexibility model. There are several teachers at these low performing schools that

	became NBC during SY2023-24. CCPS has requested from MSDE that the low performing schools be identified and shared with districts prior to April to ensure there is enough time to allow NBC teachers time to request a voluntary transfer to an identified low-performing school to earn additional salary.
As more teachers begin to achieve National Board Certification, more content specific cohort mentors can be added.	Starting with SY2024-25, the National Board Coordinator will recruit school-based NBCT facilitators at the high-needs schools within the county to create school-based cohorts. This work will allow NBC trained teachers to have impact on the students that need it the most.
	To ensure availability of support throughout the National Board process, CCPS will create school-based cohorts so teachers have access to a NBC Professional Learning Facilitators (PLF) (see artifact *7_Professional Learning Facilitators*) within their building.
	To continue to build the support for candidates, the NBC coordinator created a recruitment plan for additional mentors. Information sessions for current NBCT were held in February 2024 and will continue each year as more teachers achieve NBC.

As support continues for CCPS candidates pursuing NBC, there are additional identified challenges. CCPS continues to mitigate the challenges and continue the necessary work to build capacity.

Barrier or Challenge	Strategy to Mitigate Barrier or Challenge
In July 2023, the named NBC Coordinator from the March 2023 submission accepted a promotion within CCPS. Due to a hiring freeze for the open position, the new NBC coordinator was not hired until after the start of the school year.	Corrin Deavers, Staff Growth and Retention Specialist, was hired in November, 2023. The information update for Ms. Deavers is listed below: Email address: cdeavers@ccboe.com Phone: 301-392-5587
Inadequate number of (7) National Board Professional Learning Facilitators (PLFs) to support candidates through component and cohort meetings.	As of March 2024, 12 NBCTs have committed to being a PLF for the 2024-2025 academy. The goal is to have a five to one teacher to mentor ratio for candidate support.
The original SY2023-24 cohort meeting schedule did not adequately support candidates	Based on candidate feedback, additional opportunities for component sessions were needed. In response to this, modifications were made to the scheduling of component sessions for SY2023-24 cohort. Sessions for each component were offered multiple times throughout the year instead of only once as offered in SY2022-23.
Candidates do not always have immediate, in-building access to Professional Learning Facilitators (PLFs).	Continued recruitment of newly certified NBCTs with an initial focus of teachers at schools with the highest needs as well as underrepresented groups of teachers.
Future Focus of Work for SY2024-25 and Beyond ● Create job-embedded professional learning opportunities for teachers seeking national board certification with the implementation of the career ladder, including targeted supports of the five core propositions ● Use feedback provided by those teachers pursuing the NBC to help the CCPS program to support future NBC cohorts. ● Create targeted professional development for administrators around the NBC process to help support teachers seeking the certification ● Create NBC cohorts of coaches and instructional leadership team (ILT) members at Title I schools to increase the capacity of those supporting teachers ● Explore a partnership with Calvert and St. Mary's to determine feasibility of sharing resources and trainings to support teachers pursuing NBC	

Feedback from March 2023 Plan

The feedback from the AIB and MSDE on the March 2023 CCPS Blueprint Plan encouraged CCPS to expand its planning around National Board Certification (NBC) for teachers and to explore additional ways to encourage more existing teachers to pursue certification while also bolstering teacher capacity and support to encourage and prepare teachers to achieve NBC. CCPS is proud of the teachers that earned or maintained their NBC status and will continue to use their expertise to build the capacity of others around them. CCPS is targeting cohorts in schools that are identified a highly impacted including community schools, ATSI and CSI schools, and Title I schools. CCPS is using recruiting efforts such as financial and leadership incentives to help attract NBC teachers to these schools. CCPS is also working to build leadership capacity around the NBC process in order to better support the teachers pursuing NBC.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. Research consistently shows that students taught by NBCTs tend to achieve at higher levels compared to students taught by non-certified teachers. NBCTs are skilled in differentiating instruction, assessing student needs, and adapting teaching strategies to meet the diverse learning styles and abilities of their students, leading to improved academic outcomes. (pillar 3). This is why CCPS is focusing supportive cohorts in its high-impact schools (pillar 4).

8. Cultivating and Managing Effective Partnerships

How does the LEA **cultivate and manage its partnerships with institutions of higher education (IHE) and educator preparation programs (EPP) to ensure the needs of all organizations are met?**

Consider the challenges associated with the current labor market and the individual mission and goals of each partner. Discuss how the LEA works with its partners to build relationships and adapt each organization's systems and practices to achieve shared goals.

Considerations:

- Teacher candidate placement and experiences
- Teacher induction and mentorship programs
- Talent pipelines, including alternative pathways to certification, and professional development
- Advanced degree (e.g., in support of dual enrollment expansion, filling critical needs areas, etc.)
- Developing and implementing Post-College and Career Readiness (CCR) pathways and CCR Support pathway
- Regular communication and feedback between LEA and IHE/EPP leadership to strengthen programs and systems

Please see the response to question 5 as CCPS works to build a pipeline of teacher candidates in Southern Maryland. CCPS has started work with IHEs and the neighboring districts of Calvert and St. Mary's to determine how a collective effort can be made to create a pipeline of teachers to Southern Maryland. While this work is new, the three districts are waiting for resource-mapping to be completed to determine how to better match IHEs with candidates and community members interested in becoming a teacher in CCPS.

New Hires

Charles County Public Schools (CCPS) actively establishes partnerships with teacher preparation programs to host teacher candidates for observations, internships, and student teaching experiences. This strategic initiative aims to support the growth of candidates and may potentially lead to employment contracts with the district. The process involves several key steps:

Identifying Potential Partners: CCPS identifies teacher preparation programs (see artifact *8_IHEPartnerships*) at IHEs that align with its mission, values, and educational priorities. While CCPS has several IHE partners, CCPS hopes to have more detailed information about the resources each IHE partner can provide, especially after the April 2024 teacher pipeline summit.

Establishing Collaborative Relationships: CCPS initiates dialogue with key stakeholders within these teacher preparation programs by cultivating memorandums of understanding (MOUs) to host teacher-candidates for a variety of pre-service experiences including observations, practicums, student teaching, etc. CCPS, as well as Calvert and St. Mary's counties, is hopeful these collaborative relationships will be strengthened after the April 2024 teacher pipeline summit.

Coordinating Placement Opportunities: CCPS collaborates with teacher preparation programs to coordinate observation, internship, and student teaching placements for teacher candidates. This involves determining appropriate placement sites within CCPS schools based on the candidate's program requirements, certification area, and career goals.

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Providing Support and Guidance: CCPS offers support and guidance to teacher candidates throughout their placement experiences, ensuring they have access to resources, structures, and professional learning opportunities. This may involve assigning host teachers within CCPS schools to provide ongoing feedback and support to the candidates.

Evaluation and Feedback: CCPS host teachers actively mentor and share feedback with pre-service teachers to help them grow and develop into reflective practitioners. This feedback is a necessary part of the experience for pre-service teachers seeking improvement in their practice.

Potential Employment Opportunities: Based on their performance, candidates may be offered contracts for employment within CCPS schools upon completion of their teacher preparation program and certification requirements.

Continuous Improvement: CCPS engages in ongoing communication and collaboration with teacher preparation programs to ensure that placement experiences are effective and meaningful for teacher candidates. Feedback loops are established to identify improvement areas and adjust the partnership model as needed.

As teacher licensing and certification is changing in Maryland, CCPS is working hard to identify potential alternative pathways for teachers. CCPS continues to advocate with IHEs for the placement of student teachers in its district.

Conditional Teacher Supports

CCPS utilizes a comprehensive strategy to foster and oversee partnerships with institutions of higher education (IHEs) and educator preparation programs (EPPs). This approach emphasizes collaboration, communication, and flexibility to create alternative pathways for individuals with bachelor's degrees to attain teaching certificates. This initiative aims to tackle teacher shortages and enhance diversity within the educator workforce. This process includes the following steps:

Identifying Potential Partners: CCPS identifies teacher preparation programs at IHEs that align with its mission, values, and educational priorities. While CCPS has several IHE partners, CCPS hopes to have more detailed information about the resources each IHE partner can provide, especially after the April 2024 teacher pipeline summit.

Establishing Collaborative Relationships: CCPS identifies and establishes partnerships with reputable IHEs offering alternative certification programs or post-baccalaureate teacher preparation programs.

Program Development and Tailoring: CCPS collaborates with partner institutions to design alternative certification programs that align with the specific needs and requirements of CCPS. Collaborate with program partners to create structures to accommodate working professionals, by offering flexible scheduling options such as evening, weekend, and online coursework.

Curriculum Alignment and Design: CCPS works closely with IHE faculty to develop curriculum that integrates theory with practical classroom experience. IHE ensures awareness of state/content standards, incorporating better pedagogical practices and cultural competency training to enhance diversity within the educator workforce.

Recruitment and Outreach: CCPS conducts targeted recruitment campaigns to attract individuals with bachelor's degrees interested in pursuing teaching careers. Additionally, in collaboration with partner institutions, CCPS hosts informational sessions and recruitment events to offer comprehensive program details and assist prospective candidates through the application process.

Field Experience and Internship Placements: CCPS partners with IHE to secure field experience and internship placements for program participants, ensuring hands-on learning opportunities under the

guidance of experienced educators. CCPS master teachers and administration monitor participant progress and provide ongoing feedback to facilitate growth and development as aspiring educators.

Certification and Employment Opportunities: CCPS Human Resources facilitates the certification process for program graduates, guiding them through licensure application and testing procedures.

Sustainability and Expansion: CCPS is consistently exploring opportunities for program expansion and replication in collaboration with additional partner institutions to address teacher shortages and further enhance diversity within the educator workforce.

Teacher Prep Programs

Teacher Academy of Maryland (TAM) and Education Careers. The TAM pathway has a focus on secondary education, while Education Careers prepares students for careers in early childhood education.

To better meet the needs of the industry, the Education Careers program is undergoing a transition to Child Development Professions (CDP) (transition will be complete by SY2024-25). Students who complete the pathway will have the opportunity to have their Child Development Associate Certification (CDA). This can be a potential pathway for students into job placement as an instructional assistant in a prekindergarten classroom.

CTE annually hosts Substitute Training for graduating seniors. This ideally creates a streamlined process for graduates to become employees of CCPS as they obtain their teaching certificates.

CCPS maintains MOU agreements with IHEs to allow students to use their course credits (from either TAM or CDP) to continue coursework in education, including College of Southern Maryland who presents information on career and coursework opportunities post-graduation during Substitute Training.

Each of these prep programs allows students to enter the workforce directly via their certifications received (i.e.: ParaPro Certification).

CCPS is an approved MSDE Apprenticeship Maryland (AMP) site. As students complete the related instruction course work, students can apply for an apprentice position within CCPS, as Education Assistants. This also creating a pipeline of CCPS students as employees before they graduate.

By implementing this cohesive and coherent plan, CCPS is establishing a successful partnership with IHEs to provide alternative pathways for individuals with bachelor's degrees to obtain teaching certificates. This initiative will not only address teacher shortages but also contribute to the diversification and enrichment of the educator workforce, ultimately benefiting students and communities within Charles County.

Challenges Faced by CCPS

As CCPS addresses teacher shortages and bolsters its educator workforce, it faces a myriad of challenges in building partnerships with IHEs. These challenges range from financial constraints to geographical limitations and the absence of local educational institutions to collaborate with.   CCPS is hopeful that partnering with Calvert and St. Mary's counties to address this challenge will increase the numbers needed for IHEs to commit to offering the coursework necessary for certification. It is often difficult for IHE to commit to some needed coursework because there are too few students signed up to offer a class.

One of the foremost hurdles CCPS encounters is the financial strain associated with supporting prospective teachers through certification programs. The cost of tuition and fees for these programs can be prohibitive for many individuals, particularly those with limited financial resources. To mitigate this challenge, CCPS will explore the possibility of expanding direct bill agreements with IHEs. However, negotiating such agreements requires careful navigation of budgetary constraints and administrative processes, presenting a significant obstacle.

Moreover, CCPS grapples with the absence of nearby colleges or universities with robust teacher preparation programs that offer bachelor degrees. The lack of local educational institutions to partner with poses a fundamental challenge in identifying and cultivating potential teaching candidates within the community. This

absence limits collaboration opportunities and exacerbates logistical challenges such as coordinating internship placements and field experiences for teacher candidates. Many of the IHEs in the area do not offer bachelor's degrees for students, only master's programs.

Geographical constraints further complicate partnership efforts, as CCPS may face difficulty in establishing and maintaining communication with potential partner IHEs located at a distance. Overcoming these barriers necessitates the utilization of technology and virtual communication tools to bridge the gap and facilitate collaboration across geographic boundaries.

A major challenge to meeting the apprentice placement goal is funding. Ideally, AMP students would be able to apply for positions at all 22 elementary schools. However, lack of dedicated budgets, without grant funding, would prohibit this growth.

Future Work for Expansion of Partnerships

Expand Direct Bill Agreements:
- Negotiate with partner IHEs to establish or expand direct bill agreements to alleviate financial burdens for prospective teachers.
- Allocate additional funds in the budget specifically designated for tuition support and fee waivers for teacher candidates.

Seek Collaborative Solutions:
- Explore partnerships with Calvert and St. Mary's counties to address common challenges and share resources.
- Leverage technology and virtual communication tools to overcome geographical constraints and facilitate collaboration with distant partner institutions.
- Explore partnerships with IHE willing to bring bachelor degree programs to Southern Maryland
- Explore partnerships with the Department of Labor to determine the feasibility of apprenticeship programs that lead to teacher licensure

Enhance Outreach and Recruitment Efforts:
- Increase marketing and outreach efforts to attract potential teaching candidates from diverse backgrounds.
- Collaborate with community organizations, workforce development agencies, and alumni networks to identify and recruit aspiring educators.

Establish Clear Communication Channels:
- Foster open communication and regular dialogue between CCPS leadership and partner IHEs to ensure alignment of goals and expectations.
- Establish a Southern Maryland communication plan for potential candidates and IHE
- Establish formalized channels for feedback and problem-solving to address any issues or concerns that arise during the partnership development process.

Offer Incentives and Support Programs:
- Continue to develop support programs, mentorship opportunities, and professional development initiatives to enhance the recruitment and retention of teacher candidates.

CCPS has several MOUs with IHEs in-state and out-of-state for teacher placement and are always aiming to develop new relationships. When personnel speak with teachers about their programs, they guide them towards schools with whom CCPS has relationships for seamless support. CCPS does not participate in alternative pathways at this time, but there are school-based and individual meetings where we share out partnerships with teachers and explore their goals with programs of best fits, in-person, online or a hybrid. CCPS personnel talk with teachers just looking for a certificate or a master's program. CCPS revises its MOUs semi-annually to incorporate new and changing regulations in communications with teachers and professional learning offerings.

Direct bill pay is a challenge that CCPS must continuously expand, especially for support staff seeking to become educators. CCPS partners with institutions that can provide expedited certification pathways to expand the teacher pipeline for the school system in terms of classes and student teacher experience.

CCPS partners with IHEs to place students in schools and provide a mentor for the student intern throughout the process. Once the intern becomes a teacher with CCPS, a mentor is provided at their school and includes them in induction activities (see artifact *08_NTASecondaryDates*).

Charles County Public Schools Career and Technical Education currently offers two education career pathways: Teacher Academy of Maryland (TAM) and Education Careers. The TAM pathway has a focus on secondary education, while Education Careers prepares students for careers in early childhood education. However, to better meet the needs of the industry, the Education Careers program is undergoing a transition to Child Development Professions (CDP) (transition will be complete by SY2024-25). CCPS maintains MOU agreements with IHEs to allow students to use their course credits (from either TAM or CDP) to continue coursework in education. As well, each of these prep programs allows students to enter the workforce directly via their certifications received (i.e.: ParaPro Certification). CCPS annually hosts Substitute Training for graduating students so they can easily become a substitute teacher upon graduating from school. During this training, CCPS Human Resource representatives along with a College of Southern Maryland representative present information on career and coursework opportunities post-graduation.

CCPS is an approved MSDE Apprenticeship Maryland (AMP) site. As students complete the related instruction course work, students can apply for an apprentice position within CCPS, as Education Assistants. Participating students start the program in their senior year, and must complete at least 450 hours of a paid, mentored experience with a work-based training plan under the supervision of a mentor and at least one year of related classroom instruction (usually taken in junior year), earning a total of 4 high school credits. This partnership creates a local pipeline and streamlines the process for teacher candidates. Currently, CCPS has two education apprentices working in elementary schools, with a goal to have at least one education apprentice in all ten (10) Title I schools in SY2024-25.

A major challenge to meeting the apprentice placement goal is funding. Ideally, AMP students would be able to apply for positions at all 22 elementary schools. However, lack of dedicated budgets, without grant funding, would prohibit this growth.

Feedback from March 2023 Plan

This is a new question and which means feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS is committed to enhancing and improving the collaboration with partner organizations including IHEs, MSDE, and the Department of Labor to help deepen its reach and impact to build the pipeline for certified teachers. As stated in previous responses, the work in pillar 2 directly impacts the work of student achievement in pillar 3.

9. Educator Compensation

Initial Blueprint Implementation Plan Reference: Questions 52 and 54

In March 2023, the LEA discussed how it intended to **meet the requirements set forth in the Blueprint to improve teacher compensation.**

The LEA's response was to ensure that teachers receive a minimum starting salary of $60,000 by July 1, 2026.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome to ensure teachers receive a minimum starting salary of $60,000 by July 1, 2026.

During the 2022-23 school year, Charles County Public Schools had the 3rd highest teacher starting salary in the state at $54,508. Our current starting teacher pay is $57,234. SY2023-24 salary scales are shared on the EACC website. However, CCPS is on track to exceed the $60,000.00 starting salary for educators by one year. Effective July 1, 2024, starting teacher salary will exceed $60,000.00. For FY25, CCPS negotiated a level and 5% cola for all certificated staff. The only challenge we currently face is local funding to support starting educator salaries. Fortunately, the school system maintains positive relationships with its Southern Maryland Delegation, county government budget and finance staffers, and county commissioners.

A review of budgetary priorities will aid in reallocating necessary funding to comply with Blueprint requirements. See the data in data table labeled *9-Compensation.*

Feedback from March 2023 Plan

Specific feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS is committed to providing compensation for teachers in the district. While this is only one way CCPS can recruit and retain teachers, other incentives help as well.

PILLAR 3

College and Career Readiness

📈 10. College and Career Readiness in English Language Arts

Initial Blueprint Implementation Plan Reference: Questions 57 – 76 and 81

In March 2023, the LEA described how it would **ensure all Pre-K-5 students are proficient in reading by the end of 3rd grade and on the path to becoming college and career ready in English language arts.**

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

🔍 • **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome ensuring all students are proficient in reading by the end of 3rd grade and on the path to becoming college and career ready in English language arts.

Note: LEAs must submit their final Pre-K-12 comprehensive literacy plans in alignment with the science of reading by June 28, 2024.

While CCPS has seen an incremental improvement in proficient percentages from the 2022 school year, the goal in CCPS is to exponentially increase MCAP pass rates by engaging in a systematic cycle of improvement. Please see the data in data tables labeled *10-English, 10B-iReady Student Performance, 10C-iReady % BGL BOY, 10D-Intervention Progress, and 10E- K Acadiance*.   The following are targeted areas:

- Charles County Comprehensive Literacy Plan
- Professional Learning
- High Quality Instructional Materials
- Assessment
- Intervention

Data Analysis

Maryland Comprehensive Assessment Program (MCAP) E/LA Summary
Results from 2023 MCAP for all English/Language Arts in Charles County Public Schools (CCPS) indicate the percentage of students scoring proficient or distinguished is 37.3%. This is below the Maryland state percentage

of 37.7%. In 3rd grade, Charles County Public Schools had a passing percentage of 41.3%, in 4th grade, 40.4%, and in 5th grade, 31.1% (see data appendix number 10).

These areas are further elaborated on in subsequent tables where each of these targeted areas are explained in terms of progress made in implementation and anticipated outcomes, barriers or limitations, planned adaptations to mitigate challenges and/or ensure continued success, and new strategies with rationale.

Data was analyzed and students were not making adequate progress with foundational skills in whole group instruction or traditional guided reading groups using leveled text.

Grade Level	MCCRS Where Percentages Fell Below State	Target Areas for Growth in 23-24 School Year
All Grade Levels	● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.	● Increase informative/explanatory writing across all content areas ● Increase the use of content-specific vocabulary
3rd Grade	● RI 3.1, RI 3.5, RI 3.6, ● RL 3.3, RL 3.9 ● L 3.5, L 3.4	● Key ideas and details for informational text ● Author's craft and structure for informational text ● Integration of knowledge and ideas for literary text
4th Grade	● RI 4.4, RI 4.5, RI 4.9 ● RL 4.1, RL 4.2, RL 4.3, RL 4.4 ● L 4.5	● Author's craft and structure for informational text ● Integration of knowledge and ideas for literary text ● Key ideas and details for literary text
5th Grade	● RI 5.1, RI 5.5, RI 5.6, RI 5.7, RI 5.8 ● RL 5.2, RL 5.3, RL 5.5, RL 5.6 ● L 5.5	● Key ideas and details for informational and literary text ● Author's craft and structure for informational and literary text ● Integration of knowledge and ideas for informational text

Progress of Comprehensive Literacy Plan

CCPS followed the timeline stated in the March 2023 submission of the Blueprint. The ELA content specialist and a group of stakeholders developed a CCPS ELA mission, vision, and goals along with a comprehensive literacy plan. The Comprehensive Literacy Plan (CLP) was submitted to the state and is now in the revision process. The final draft will be submitted on May 15th. The CLP will be shared with administration and reading resource teachers. Once the final plan is submitted and approved it will be shared with parents, stakeholders, and classroom and special education teachers.

The key components of the CLP are Curriculum and Instruction, Professional Learning, Multi-tiered Systems of Support, Instructional Leadership, and Community Culture and Engagement.

Vision
Grounded in the principles of diversity, equity, and inclusion, CCPS aims to empower all students to reach their full potential as literate, productive citizens prepared for the demands of the 21st century.

Mission
To ensure all students have the skills needed to be successful readers and writers, CCPS provides high quality literacy instruction (reading and writing) across all content areas. Building foundational skills through systematic and explicit instruction provides students a pathway to access diverse complex texts, promote critical thinking, and communicate multiple perspectives.
To achieve our vision of excellence, CCPS utilizes evidence-based practices within a multi-tiered support system. CCPS is dedicated to continuous improvement through data driven instruction and developmentally appropriate student progress monitoring.

Goals

1. Improve students' ability to access and comprehend diverse, culturally relevant complex texts across content areas.

    a. Enhance the quality of literacy instruction (reading and writing) across all disciplines (e.g., English Language Arts, math, science, social studies, fine arts, PE, Health etc...).

    b. Ensure all students receive core literacy instruction (reading and writing) aligned to the Maryland College and Career Readiness Standards.

    c. Ensure all students have access to high-quality diverse instructional materials.

2. Continuously improve teacher pedagogy through ongoing professional learning aligned with the essential elements of effective literacy and best practices.

    a. Ensure teachers receive training and implement developmentally appropriate instruction.

        ● aligning with students' literacy (reading and writing) needs and abilities.

        ● using evidence-based practices to support student language and literacy development.

    b. Ensure all Pre-K –3, ESOL (English for Speakers of Other Languages) and special education teachers will be trained in the Science of Reading through Language Essentials for Teachers of Reading and Spelling (LETRS).

3. Increase overall reading and writing proficiency levels among students in all grade levels.

    a. Foster a culture of continuous improvement through data-driven instruction utilizing formative assessment practices.

    b. Provide targeted support through a multi-tiered system to address students' individual language and literacy needs based on a strategic suite of assessments including universal screeners, diagnostic and progress monitoring tools, and summative assessments.

MSDE released the full rubrics for guidance on April 16, 2024. CCPS continues to make the necessary adjustments to the literacy plan and its implementation as more feedback is collected and guidance is shared.

Professional Learning

As of February 2024, CCPS is on track to have 90% of teachers in PreK through grade 3, special educators, ESOL teachers, and other relevant staff trained in the Science of Reading (SOR) (see artifact *10_LETRS cohorts SY2324*). CCPS facilitated nine LETRS cohorts in SY2023-24 including day and evening sessions to accommodate teachers' schedules. Substitute coverage was provided for day sessions and stipends for participants for evening sessions.   The MOU process with MSDE for the LEADS grant was challenging resulting in one of the LETRS cohorts being postponed and ultimately cancelled. This 40-person cohort is still pending with no scheduled date. Adjustments to timelines for all PreK through grade 3 teachers will need to be adjusted.

As indicated in the CCPS Blueprint Plan submitted in March 2023, CCPS has created school-based Professional Learning Teams (PLT). These teams meet quarterly to learn strategies to strengthen writing across content areas in all grade levels. Due to the results of MCAP data, explanatory writing across the content areas has been a focus for the PLT during SY2023-24. A component of the PLT is guided school visits (see artifact *10_Guided Visit Data Collection)* conducted by members of other schools. Data is collected to reflect the level of implementation of school identified instructional priorities. Once CCPS began to implement the PLT plan, it was evident the number of new strategies presented to schools was overwhelming. Schools were unable to complete the cycle of professional learning in the allotted time. Teachers needed more "safe practice" time for the new strategies before they are observed by the PLT. Revisions were made to the PLT original schedule. CCPS will continue to focus on looking at student work and standards-based learning beyond SY2023-24. This will provide teachers protocols to improve their practice of examining student work across grade levels and the district. By utilizing these protocols, teachers will become more reflective of their teaching and student learning. Another key component of the PLT is the school guided visit. Schools visit other schools and collect quantitative data on how their students and staff are implementing the strategies taught in the quarterly sessions. This quantitative data gives school information so that concrete goals can be set. The information gathered during these school visits not only helps the host school, I but also the visiting schools.

CCPS recognizes the importance of family involvement in reading. This partnership between students, families, and school not only lays the groundwork for academic achievement but also nurtures important life skills. It is a powerful investment in a child's future that yields long-term benefits beyond the classroom. As noted through parent surveys and parent conferences, some CCPS parents do not have necessary tools or resources they need to help their students at home with foundational skills. CCPS will work with Open-Source Phonics to help provide parents with professional learning, strategies, and resources to help struggling students.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● Not all PreK-3 teachers were trained on the SOR	●CCPS will have eight SOR trainers who will help get all those trained that missed the training and will train those new to the system
● PLT became overwhelming for teachers and changes in practice were not observed	● PLT will refocus on the analysis of student work, school visits, and standards-based instruction ● Teachers will receive time and feedback to implement new strategies
● Families need more resources to support students in reading at home	● CCPS is planning a SOR night to share resources with families
● Implementation of SOR training in classrooms is new and teachers are still in need of support	● School administrators will receive training that is focused on how to support the implementation of SOR with fidelity
Future Focus of Work for SY2024-25 and Beyond ● Professional learning plan to be designed for continued support after year one of training ● Continued professional learning on the SOR for all elementary teachers beyond third grade ● Building the capacity of additional trainers of SOR will be identified within the system ● Partnering with Open-Source Phonics to continue to provide families resources necessary to support their student(s) ● Update to School Improvement document and process for all schools	

High Quality Instructional Materials

CCPS continues to use the highly rated, culturally responsive core program *Into Reading* in grades K through 5. Through the LEADS grant, CCPS continues to expand the use of decodable text (K through 5) and standards-based text (3 through 5). The LEADS grant has afforded the opportunity to purchase materials for classrooms. The use of High-Quality Instructional Materials (HQIM) is imperative to student achievement and engagement. After looking at the iReady and MCAP data, CCPS identified the need to supplement the core program with other HQIM such as decodable and standards-based texts. Strategies to ensure success will include infusing decodable text in small group instruction in grade 3 through 5, learning walks (see artifact *10_small group and whole group walk through*) with the reading resource teacher and the content specialist to identify instructional strengths and needs, and coaching new and conditional teachers.

iReady scores continue to show an increase in students performing on and above grade level district wide for the 2023-24 school year.

Number of students	Fall 2023	Winter 2024
Above	929	1945
On	1249	1720
One grade below	3685	3316
2 grade levels below	2168	1440
3 or more levels below	1147	757

While the above data is promising, CCPS continues to analyze the iReady data from one year to the next as students are expected to show growth. When comparing winter data from 2023 and 2024, CCPS is concerned about the stagnant growth.

Number of students	Winter 2023	Winter 2024
Above	1834	1945
On	1719	1720
One grade below	3608	3316
2 grade levels below	1539	1440
3 or more levels below	913	757

CCPS continues to close the gap in subgroups, which may be due to the increase in diverse materials available for use in the literacy block. There is only a 5% gap between on and above white students and African American students. This is a decrease from SY2022-23 (1%). Asian students continue to be our highest achieving subgroup with 58% of students on or above grade level. Two or more races followed with 46% of students on or above reading grade level. 13% of multilingual (ML) students are above grade level. See artifact *10_iReady Subgroup Scores* with iReady subgroups data.

Since increasing the availability and use of HQIM, CCPS continues to make growth on MCAP, continues to close the gap between subgroups and is projected to make growth for SY2023-24. All subgroups made progress with the largest growth being for two or more races. CCPS continues to look for diverse materials to use with all students including new decodable text and standards-based text.

There are CCPS students in grade 3 through 5 that continue to show deficits in phonics. Teachers in grades 3 through 5 may not be fully trained in how to explicitly and systematically teach lower-level phonics skills.

iReady	% Below grade level BOY
3rd grade	43%
4th grade	28%
5th grade	20%

Students were not making adequate progress with foundational skills in whole group instruction or traditional guided reading groups using leveled text.

iReady growth in phonics from BOY and EOY SY2022-23
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1st grade – 37%
2nd grade – 27%
3rd grade – 19%
4th grade – 10%
5th grade – 5%
</div>

In order to address this, schools now incorporate decodable text in grades K – 5 for students that are identified as in need of phonics improvement on the iReady assessment. Schools will also implement a new component of foundational skills, Structured Literacy, part of the Houghton Mifflin Harcourt (HMH) Into Reading program, the core instructional program for literacy.

The Science of Reading (SOR) research clearly states that students need explicit and systematic instruction in foundational skills. CCPS is committed to providing students with the skills they need to be successful. As shown in the data below, students need multiple experiences with foundational skills. This will take place in whole group and small group instruction. The new strategies will be implementing Structured Literacy lessons, administering the Quick Phonics Assessment (QPA) (see artifact *10_Quick phonics assessment*) and using decodable text during small group instruction.

Structured Literacy Lessons

In SY2024-25, all K – 2 teachers will teach the newly designed Structured Literacy lessons that follow the suggested Language Essentials for Teachers of Reading and Spelling (LETRS) scope and sequence. This will provide a solid foundation for students in phonological awareness and phonics. The Reading Resource teacher at each school will monitor the implementation of the new Structured Literacy Lessons and ensure it is being taught with fidelity.

During SY2023-24, CCPS had 10 schools pilot the Structured Literacy program. Seven out of ten schools saw student growth of 25% or higher in iReady foundational skills from the beginning of year (BOY) to middle of year (MOY). In SY2022-23, schools only had 20% growth from BOY to MOY in 1st grade phonics and 15% in second grade phonics.

As seen in the data above, Structured Literacy is showing effectiveness in building the solid foundational skills that students need to be successful readers.

Quick Phonics Assessment (QPA)
Teachers will administer the Quick Phonics Assessment (see artifact *10_Quick phonics assessment*) to any student identified as in need of additional phonics instruction on the iReady assessment. The QPA will accurately identify the phonics skill(s) with which the student is struggling. By pinpointing where the phonics deficit is, students and teachers won't spend instructional time on skills with which the students are proficient. School teams will continue to analyze this data to ensure all students are in the correct placement for small group instruction.

Decodable Text
Teachers will incorporate decodable text with all struggling readers K – 5. Based on iReady data, there are still students that show a deficit in phonics skills beyond the primary (K-2) level. Explicit and systematic instruction along with the use of decodable text will increase the likelihood that students will become proficient in foundational skills. Small group instruction now includes teaching foundational skills, reading decodable text, writing and other standards-based lessons focusing on the Maryland College and Career Readiness standards.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● Training to support use of HQIM in early career educators' classrooms continues to be an increasing need.	● Collaborate with the Office of Professional Learning to establish a systematic plan of support for early career educators that address the use of HQIM in reading.
● Lack of fidelity of the *Into Reading* program with early educators.	● Plan for school-based reading resource teachers (RRTs) to coach early career educators 1-2 times per week for 6-8 week intervals.
● When reviewing student data, deficits still exist in phonics.	● We have incorporated decodable text (HQIM) in grade 3 - 5 to help with the deficits our students have in phonics. By training them how to explicitly teach lower level phonics, they will be able to incorporate these HQIM into small group instruction.
Future Focus of Work for SY2024-25 and Beyond	
● Expansion of decodable texts (HQIM) available for small group instruction ● Expansion of learning walks with content specialist, reading resource teacher, school administrator, and teachers for fidelity of implementation checks ● Expansion of job-embedded professional learning, inclusive of coaching, peer classroom visits with feedback, data dives, and other identified practices, with the implementation of the career ladder	

Interventions
Keeping students in the classroom during core instruction is the goal of CCPS. Students cannot learn if they are not in the classroom. Teachers need to be able to implement the core program with fidelity so students are not pulled out for an intervention that can be handled in the classroom. CCPS acknowledges that not all students are successful with core instruction alone and will need a pull-out intervention. CCPS is committed to providing the most effective interventions for students. New strategies include strengthening the core program, adopting a new phonics intervention, regular progress monitoring CCPS continues to examine instructional schedules,

utilize data meetings, and provide professional learning to deliver the most effective and appropriate interventions for students.

The number of students who need an intervention continues to be a challenge. CCPS does not have the human resources to provide pull out services to all students that need help. Additionally, interventionists are tasked with other duties such as substitute teaching daily due to limited staff. CCPS continues to train teachers to implement the core program with fidelity and strengthen their Tier 1 instruction so students will not need to be pulled out for interventions. CCPS has also created a literacy guide with strategies for teachers to use when students have a deficit in any area of reading (i.e., phonemic awareness, phonics, vocabulary, comprehension, fluency). As the career ladder becomes implemented in the future and teachers have more time for job-embedded professional learning, coaching, etc., this will be an area of focus for the 40% of time allotted.

Strengthening the Core – CCPS wants teachers to feel proficient in what they are teaching. Embedded professional development continues throughout the year to ensure teachers feel confident in teaching the core program. Professional learning will concentrate on each of the components of literacy. Teachers will incorporate information from their LETRS training to help their students be successful with the core program. The more confident the teacher feels in explicitly teaching the core program the less likely students will need to be pulled out for an intervention.

CCPS currently provides seven different Tier 2 and Tier 3 researched based interventions: Heggerty, Bridge the Gap, Wilson, Fundations, Benchmark Intervention, LLI and Chapter 1 (Title 1 schools only). The chart below shows the progress that students have made in SY2023-24 based on iReady data.

	# of students	% that made growth in iReady
Heggerty	77	43%
Bridge the Gap	10	100%
Fundations	471	74%
Wilson	348	74%
Benchmark	116	83%
LLI	474	80%

Teachers and school-based leadership examine progress regularly to ensure students are placed in the appropriate intervention. If a student is not making progress, schools determine if a change in intervention is needed or if a change in frequency or group size or duration is needed. After piloting the Benchmark Phonics intervention in two schools last year and seeing positive results, CCPS adopted the Benchmark Phonics Intervention, to be used with who students not making progress in Wilson or Fundations. CCPS also hired Chapter One Tutors in Title 1 schools to work with one-on-one with first grade students on foundational skills. Students who are struggling in a specific area need individualized instruction that Chapter One provides. Based on progress monitoring and iReady data, there are students with and without disabilities that are not making measurable progress in Wilson and Fundations. Reasons for ineffectiveness could include fidelity to the program, intensity and duration, or consistency with conducting the intervention sessions.   CCPS has adopted a new phonics intervention, Benchmark Phonics Intervention, for students who are not making progress with Fundations and Wilson. This is only to be used with general education students or 1 to 1 with special education students.

Progress monitoring data is inconsistently gathered and analyzed at schools depending on the frequency of the reading interventionists being pulled from regular duties and the fidelity of interventions when administered by the classroom teacher. CCPS has adopted iReady personalized instruction (My Path) to help meet the needs of students and progress monitor how students are performing in each of the assessed areas (phonological awareness, phonics, vocabulary and comprehension).

To keep parents informed of interventions and in accordance with the Ready to Read Act, parents are notified when their student scores below benchmark on Acadience or iReady in phonological awareness and/or phonics. The letter indicates what type of support the student will receive based on their deficit in Acadience or iReady. CCPS will also provide Professional Learning to classroom teachers at the district and school levels to support the implementation of Tier 2 services. This will include how to analyze progress monitoring data in order to help teachers identify what supports need to be in place when students are ready to exit intervention service. CCPS eliminated the Reading Recovery program due to the ineffectiveness of the program and that it did not align with the Science of Reading. Data showed that while Reading Recovery provided short term gains, those gains were not sustained over multiple years and did not have a long-term impact on students' reading ability and progress.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● The number of students that need a reading intervention continues to increase.	●CCPS will focus on strengthening tier 1 instruction and will create resources and training opportunities for teachers.
● Some students in the Wilson and Fundations intervention programs are not seeing adequate progress.	● CCPS has adopted a new intervention program, Benchmark Phonics.
● Data from progress monitoring is inconsistently gathered and used to improve instruction.	● CCPS has adopted iReady's My Path to help meet the needs of students and progress monitor how students are performing in each of the assessed areas.
Future Focus of Work for SY2024-25 and Beyond ● Continued professional learning and support on tier I instruction. ● Personalize learning for students using data collected in Acadience and iReady ● Expansion of job-embedded professional learning, inclusive of coaching, peer classroom visits with feedback, data dives, and other identified practices, with the implementation of the career ladder	

Assessment

CCPS continues to use multiple assessments at the various grade levels. These assessments cover phonological awareness, phonics, oral language, and comprehension.

CCPS is working toward our anticipated goal on MCAP and to decrease the gaps among subgroups.

CCPS requires ALL kindergarten students to be screened three times a year. This is a change from years past. The data below confirms that all students should be screened so students who might have difficulty in reading are not missed. The Acadience screener adds two additional measures in the middle of the year, non-sense word fluency and phoneme segmentation fluency. These are higher level phonics and phonological awareness skills than in the fall.

Kindergarten Acadience Data for School Year 2023-24

	Beginning Of Year (BOY)	End Of Year (EOY)
Above	1115	478
At	193	357
Below	430	930

Kindergarten students who struggled with phonics were not identified in the BOY Acadience because there were only two measures (First Sound Fluency and Letter Naming Fluency) being assessed. In SY2023-24, all Kindergarten students will be assessed three times a year using Acadience to ensure all students get the support they need. Kindergarten students will be assessed three times a year using the Acadience screener. Acadience adds different measures in the MOY. CCPS wanted to make sure no student is left behind. Data indicates that this was needed. CCPS had more students fall below benchmark in the MOY than at the BOY.

Many new and conditional teachers are not able to interpret state and county data and use the data for instructional implications. CCPS has partnered with Curriculum Associates so schools can rely on their expertise to provide training for data dives when looking at iReady Data. This will ensure students are placed in the

proper intervention and teachers can develop a plan for instructional success.   Making sure that school leadership and teachers are trained to look at data and use data for instructional decisions is imperative for student growth. CCPS is committed to not allowing any student to fall behind. New strategies to be implemented: training leadership in data review, expanding kindergarten assessment, monitoring pacing.

Principals have been trained to look at county assessments and compare them to the evidence statements from MCAP. This will help principals collaborate with staff members to compare county data, state data, and determine areas of need. During this training, schools that were performing above the state average shared strategies their school was finding success with.

Pacing is a challenge for some teachers which results in falling behind in the curriculum therefore making it hard to cover all standards necessary for state and district assessments. Using the At-a-Glance documents, the ELA content specialist will do a monthly check-in with school-based leadership to determine where teams are with the curriculum. The content specialist and reading resource teacher will take part in quarterly learning walks to observe how classroom teachers are implementing the core program.

Using the county created At-a-Glance documents, school-based coaches monitor pacing with teams to ensure they are staying on pace with the curriculum. They will also provide suggestions on strategies to use if a teacher or teachers fall behind in the curriculum. By frequently monitoring pacing, teachers are more likely to stay on pace or ask for help when needed. If a teacher does fall behind, instructional decisions can be made as a team to ensure all standards are covered for state and district assessments.

Teachers are no longer required to administer running records since this assessment does not align with the Science of Reading. In addition, other measures give the teachers and school leadership more informative data while taking less instructional time to deliver.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● Early career educators lack capacity in the interpretation of state and local assessment data.	●CCPS has partnered with Curriculum Associates for targeted professional learning on data interpretation and use.
● Kindergarten students who struggled with phonics were not being properly identified.	● Kindergarten students are now being assessed three times a year to ensure targeted instruction and support can be implemented.
● Pacing for some teachers continue to be a challenge.	● ELA content specialist will do a monthly check-in with school-based leadership to determine where teams are with the curriculum. The content specialist and reading resource teacher will take part in quarterly learning walks to observe how classroom teachers are implementing the core program
Future Focus of Work for SY2024-25 and Beyond	
● Expansion of learning walks with content specialist, reading resource teacher, school administrator, and teachers for fidelity of implementation checks ● Expansion of data-dives during school hours when the career ladder is implemented ● Expansion of job-embedded professional learning, inclusive of coaching, peer classroom visits with feedback, data dives, and other identified practices, with the implementation of the career ladder	

Feedback from March 2023 Plan

The feedback from the AIB and MSDE on the March 2023 CCPS Blueprint Plan encouraged CCPS to provide additional action for staff that need support based on the training received and the effective implementation of training. CCPS continues to collect evidence of implementation of professional learning through various checkpoints including student work, assessment data, and classroom observations. These checkpoints are

used to provide additional support for teachers that need it. With the implementation of the career ladder in future years, this work will be expanded during the 40% of time teachers will have outside of providing direct instruction.

CCPS will be making changes to its school improvement plan (SIP) process beginning in the summer of 2024. The changes in the SIP process for CCPS will have a heavy focus on improvement science. Improvement science is a systematic approach to identifying, testing, and implementing strategies for improving outcomes in complex systems, such as education. The revised CCPS SIP will provide a structured framework for schools to identify areas for improvement, develop targeted interventions, and monitor progress towards achieving desired outcomes. This process will involve several key steps, including identifying a specific problem of practice, collecting and analyzing data to understand the root causes of the problem, designing and implementing small-scale tests of change (known as Plan-Do-Study-Act cycles), and scaling up successful interventions to achieve broader impact. This improved process emphasizes continuous learning, iteration, and collaboration among stakeholders, including teachers, administrators, students, families, and community members. By implementing this new process, schools can foster a culture of innovation, evidence-based decision making, and continuous improvement, leading to more effective and equitable educational experiences for all students. This will help CCPS monitor its implementation of specific goals, including those outlined in AIB's Outcome Measures Workgroup.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS continues to focus on providing evidence-based core instruction to students. Professional learning for educators ensures they are equipped with the latest teaching methodologies and strategies to effectively engage students and foster their academic growth. High-quality instructional materials provide students with relevant and rigorous content aligned with college and career standards, preparing them for the demands of higher education and the workforce. Assessment tools enable educators to gauge students' progress and tailor instruction to meet their individual needs, ensuring no one falls behind. Additionally, targeted interventions offer support to students who may require extra assistance, helping them overcome challenges and reach their full potential. Together, these components create a comprehensive educational ecosystem that cultivates the knowledge, skills, and competencies necessary for college and career readiness, empowering students to thrive in an ever-evolving global landscape.

11. College and Career Readiness in Mathematics

Initial Blueprint Implementation Plan Reference: Questions 82 – 100 and 105

In March 2023, the LEA described how it would **ensure all Pre-K-5 students are on the path to becoming college and career ready in mathematics.**

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome ensuring all students are on the path to becoming college and career ready in mathematics.

  Note: LEAs must submit their draft Pre-K-5 comprehensive math plans in alignment with the science of learning by September 15, 2024.

While CCPS has seen an incremental improvement in proficient percentages from the 2022 school year, the goal in CCPS is to exponentially increase MCAP pass rates by engaging in a systematic cycle of improvement. See the data in data table labeled *11-Math*. The following targeted are areas:

- Charles County Comprehensive Math Plan
- Professional Learning
- High Quality Instructional Materials
- Assessment
- Intervention

These areas are further elaborated on in subsequent tables where each of these targeted areas are explained in terms of progress made in implementation and anticipated outcomes, barriers or limitations, planned adaptations to mitigate challenges and/or ensure continued success, and new strategies with rationale.

Data Analysis
Maryland Comprehensive Assessment Program (MCAP) Math Summary
Results from 2023 MCAP for all mathematics in Charles County Public Schools (CCPS) indicate the percentage of students scoring proficient or distinguished in all mathematics is 16%. This is below the Maryland state percentage of 24%. In 3rd grade, Charles County Public Schools had a passing percentage of 33%, in 4th grade, 23%, and in 5th grade, 15%.

Evidence Statement Analysis Content Standards
Based on the results of 2023 MCAP in grades 3, 4, and 5, CCPS conducted an evidence statement analysis to highlight and pinpoint priority areas for improvement. The table below indicates areas of need in reasoning, modeling, and in the domain areas of Operations and Algebraic Thinking (OA), Number and Operations in Base Ten Number (NBT) and Operations- Fractions, Measurement and Data, and in Geometry (G). While these areas are specific to standards in grades 3, 4, and 5; there are implications for all elementary teachers of mathematics.

Grade Level	MCCRS Where Percentages Fell Below State	Target Areas for Growth in SY2023-24 School Year
All Grade Levels	● Reasoning and Modeling Sub-claims	● Base reasoning or explanations on a given pictorial representation and explain how the pictorial model represents a mathematical concept, or how it can be used to justify or refute a statement (with or without flaws) or how it can be used to generalize. ● Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions.) ● Identify the mathematics that is needed to create a solution path for a real-world situation.
3rd Grade	● 3.OA.D.8, C.7-2, A.2, A.3-1, A.4, A.3-2, A.1, C.7-1 ● 3.NBT.A.3 ● 3.NF.A.3b, A.3d, A.2a ● 3.MD.C.7d, A.2, C.7b	● Operations and algebraic thinking as it relates to the relationship between multiplication and division ● Solving two-step word problems using all four operations
4th Grade	● 4.OA.A.3-2, A.2, A.3-1, A.1-2 ● 4.NBT.B.5-1, B.4-1, B.6, B.4-2 ● 4.NF.B.4c, B.6, C.7, A.2, C.5, A.1, B.3c, C.6 ● 4.MD. C.5b, C.6, A.1, C.7, A.3 ● 4.G.A.2, A.1	● Fraction equivalence and ordering ● Understanding decimal notation for fractions and compare decimal fractions
5th Grade	● 5.OA.B.3, A.1 ● 5.NBT.B.7-3,B.7-3,B.7-2, B.6, A.2, A.3b, A.1 ● 5.NF.B.4a, B.7a, A.1-2, A.2, A.1-3, B.3,A.1-1, A.1-4 ● 5.MD.A.1, B.2, C.5c, C.5b ● 5.G.B.3, B.4, A.1, A.2	● Using equivalent fractions as a strategy to add and subtract ● Multiply and divide fractions ● Perform operations with multi-digit whole numbers and with decimals to hundredths

I-Ready Diagnostic- 2024 Winter Administration
Charles County Public Schools uses the i-Ready Diagnostic Assessment to monitor and identify students' strengths and weaknesses, while supporting data-driven differentiated instruction. It provides valid and reliable growth data, helping educators track both yearly and long-term student progress. Results for the fall and winter administrations are available in the appendix. Analysis of i-Ready data reveals that overall placements for students in grades 1-5 remain similar from SY2022-23 school year to SY2023-24 school year with marginal increases in the percentage of students who are placed Mid/Above Grade Level or Early On Grade Level. CCPS is seeing a reduction in the percentage of students who were placed two grade levels below or three grade levels below.

CCPS further examined i-Ready Winter Math Data (see artifact 11_*I-Ready Diagnostic 2024 Winter Administration*) by looking at the percentage of students in grades 1-5 who are falling below grade level by domain compared with SY2022-23 winter administration. CCPS is seeing a decrease in all domain areas of 4th

and 5th grade students who fall below grade level in mathematics as well as a decrease in the percentage of 3rd grade students in the domain of Algebra and Algebraic Thinking. The data from all domains in other grade levels remains statistically unchanged from SY2022-23 to SY2023-24. i-Ready data serves as a monitoring tool for Charles County Public schools as we engage in a systematic cycle of improvement.

Kindergarten Readiness Assessment (KRA) Data
Mathematics instruction in Charles County Public Schools begins in pre-kindergarten and the Kindergarten Readiness Assessment provides math domain data that continues to inform practices in early childhood and beyond. CCPS conducted a data and item analysis of the math domain from the Fall 2023 administration of the KRA. Highlights from this data inform the Charles County Public Schools systematic cycle of improvement.

Math Domain- 264	
● Math domain continues to be a targeted area for growth in comparison with other domain areas	Standards of Focus Based on Item Analysis ● PK.OA.A.3- For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5. ● PK.MD.A.2- Directly compare two objects with a measurable attribute in common, using words such as "bigger/smaller," "longer/shorter'" "heavier/lighter'" or "taller/shorter." Order up to 3 objects by a measurable attribute (e.g., biggest to smallest). ● PK.MD.B.4- Compare categories using words such as greater than/more, less than, and equal to/same. (Limit category counts to less than 5). ● PK.CC.C.6- Compare groups of objects up to 5 and then to 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects).

Comprehensive Math Plan (CMP)
CCPS continues to develop its CMP using guidance from MSDE. A timeline of goals to develop the plan has been established and shared with relevant stakeholders. CCPS will continue to capitalize on opportunities for increasing the number of stakeholders involved with the development of the CCPS CMP including vision, mission, and goals. New strategies will be shaped as more information about the development of the comprehensive math plan is shared from MSDE.

Charles County Public Schools (CCPS) Math Mission, Vision, & Goals

Vision Statement: The vision for CCPS Mathematics is to provide a comprehensive, equitable, culturally, and developmentally appropriate PreK-12 mathematics education program for all students that promotes mathematical proficiency, critical thinking skills, and problem-solving abilities. Through engaging and relevant instruction, we will develop students who are confident, competent, and empowered mathematical thinkers.

Mission Statement: The mission for CCPS Mathematics is to ensure that all students develop a deep understanding of mathematics and can apply their knowledge and skills to real-world situations. We prepare our students for success in college, career, and life by providing a strong foundation in mathematics education. We cultivate a love for learning mathematics in our students and inspire them to pursue further studies in STEM fields. We create a community of lifelong learners who value mathematics as a fundamental tool for understanding the world around us.

Goals:
1. Develop a strong foundation in mathematical concepts at each grade level, from pre-K to high school aligned with the national and state standards for mathematics education.
2. Incorporate the Standards for Mathematical Practices into daily instruction to increase critical thinking, reasoning, and modeling skills evaluated on MCAP Assessments.

3. Ensure that all students have access to high-quality math instruction and resources that provide opportunities for students to apply mathematical knowledge and skills to real-world scenarios through projects and activities that are relevant and engaging.
4. Prepare students for future academic and career opportunities in math and STEM-related fields.
5. Collaborate with families and the community to support student learning and achievement in math.
6. Monitor student progress to inform instructional practices to meet the needs of students across the learning continuum.
7. Continuously improve mathematics instruction through ongoing professional learning and reflection for administrators, teachers, and instructional assistants.

Timeline for Comprehensive Math Plan (CMP) Development

Timeframe	Goals
March 2024	● Training from MSDE on the components of the Comprehensive Math Plan
April/May 2024	● Draft of CMP with Content Specialists and IRTs
June/July 2024	● Solicit feedback from additional stakeholders
August/September 2024	● Use feedback to adjust/clarify CMP ● CMP due September 15th

Professional Learning (PL)

Professional learning continues to address needs with content, core, and intervention and is on-going throughout the school year.

District-wide PLT offers an opportunity for school-based leadership teams to learn and plan for district goals. In mathematics, PL has focused on reasoning in mathematics, protocols for analyzing student work for reasoning using the MCAP reasoning rubric, increasing problem-solving capacities of students through strategies such as The Three Reads, and structures for planning and pacing.

CCPS is training all instructional resource teachers (IRTs) as content coaches of mathematics. We have partnered with Metamorphosis Content Coaching to support our professional learning in Title I (TI) schools and are engaged in a book study with *Agents of Change* with non-Title I instructional resource teachers. Content Coaching is a proven, strategic, systemic approach to improving student learning. It is focused on the instructional core: planning, implementing, reflecting on, and refining lessons based on evidence of student learning. Within this process, teachers and Instructional Resources Teachers (IRTs) are engaging in co-planning, co-teaching, and co-reflecting during regular cycles of coaching.   Job-embedded profession learning through content coaching is becoming widespread across the system as IRTs are trained in content coaching (see artifact *11_Instructional Resource Teachers Content- Coaching Initiative*). This results in regular cycles of lesson study through coaching cycles.

- 147 CCPS Teachers experienced Content Coaching Cycles
  - 87 teachers from TI Schools
  - 60 teachers from Non-TI Schools

Charles County Public Schools has partnered with Lavinia Coaching in three ATSI/TSI, Title I schools. Lavinia coaching supports effective implementation of instructional methods and curriculum implementation through in-person consulting and coaching. Lavinia coaches are providing instructional coaching to teachers supporting inclusion classrooms.

All professional learning participants complete a survey at the conclusion of training to assess the teacher's perception of training, implementation, and success with students. Increased frequency of learning walks and administrator/IRT walkthroughs to measure, modify, and monitor core mathematics instruction. The use of the Illustrative Mathematics (IM) Implementation Tool (see artifact *11_IM Implementation Reflection Tool for Grades*

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K-5) and the [IM Walkthrough](#) (see *artifact 11_IM Walkthrough Form*) tool to assess, set goals, and increase the quality of core instruction will continue to be a focus to ensure the curriculum is being implemented with fidelity.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● Providing PL opportunities during the contractual school day continues to be limited due to lack of substitutes	● Use of 40% of time in the career ladder, when implemented, for use of team planning with protocols.
● Need for deeper consideration of the skills, needs, and capacity of early career educators to drive PL plans to support the development of content knowledge and pedagogy in mathematics	● Provide differentiated PL that addresses both the needs of early career educators as well as the needs of other staffing groups- experienced teachers, instructional leaders, administrators, interventionists
● Need for PL that is administrator specific as it relates to supporting the mathematics program as a school-based leader	● Administrator-specific PL is planned for the summer of 2024
● Facilitated grade level team planning with IRTs is inconsistent and not occurring at all in some schools	● Continue to provide coaching PL for IRTs that supports unconventional models for providing facilitated, collaborative team planning
● Current negotiated teacher contract language, "self-directed planning time" creates conflicts when trying to schedule a systematic schedule of facilitated grade level team planning	● Support the work of negotiation team to mitigate the challenges of 100% self-directed planning time ● Use of 40% of time in the career ladder, when implemented, for use of team planning with protocols.
Future Focus of Work for SY2024-25 and Beyond	
● Collaborate with the Office of Professional Learning to establish a systematic plan of support for early career educators that address mathematics-specific content knowledge and pedagogy ● Offer PL for administrators that specifically addresses the role that administrators play in supporting and evaluating the mathematics program in their schools ● Continue to look for ways to include job-embedded PL for grade level teams during the contractual school day including before and after school sessions ● Develop relational/invitational skills with IRTs that will support processes for having grade level teams reach out to invite the expertise of instructional leadership to grade-level team meetings ● Expansion of job-embedded professional learning, inclusive of coaching, peer classroom visits with feedback, data dives, and other identified practices, with the implementation of the career ladder ● Update to School Improvement document and process for all schools	

Types of Initial and Ongoing Training	Audience	Total Number of Hours	Time period	Core, Intervention, or Topic Specific
Ongoing Assessment Project (OGAP) Additive, Multiplicative, and Fractions	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	32 hours for each strand	July 2023 (3 sessions)	Content Knowledge/ Formative Assessment
Illustrative Mathematics- The Structure of a Lesson	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	2 hours	July 2023	Core
Illustrative Mathematics-	Math Interventionists, general education teachers, special education	6 hours	July 2023	Core

Establishing Instructional Routines	teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment			
Illustrative Mathematics- Invitation Routines and Assessment	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	2 hours	July 2023	Core
Illustrative Mathematics- Responding to Student Thinking	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	2 hours	July and August 2023 (4 sessions)	Core
Illustrative Mathematics- Teach and Learn Day 1 and Day 2	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	12 hours	August 2023	Core
2023-2024 Math Goals for CCPS	IRTs	6 hours	August 2023	Core/Intervention
Content Coaching in Mathematics	IRTs	450 hours	August 2023- June 2024	Instructional Coaching
Continuous Improvement of the Mathematics Program	IRTs	84 hours	August 2023- June 2024	Core/Intervention /Data Analysis/Content Knowledge/Instructional Coaching
Introduction to Core Mathematics in CCPS	Early Career Educators	3 hours	August 2023	Core
2023-2024 Math Goals in CCPS	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	1.5 hours	August 2023	Core/Intervention
Illustrative Mathematics- Implementing K Curriculum	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a K assignment. Open to staff that support Kindergarten	6 hours	September 2023	Core
Do the Math- Addition, Multiplication, Fractions	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	1.5 hours	September 2023	Intervention
OGAP Additive, Multiplicative, and Fractions	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	32 hours in person and 21 hours of asynchronous	October 2023- May 2024	Content Knowledge/Formative Assessment
Illustrative Mathematics- Adapting a Lesson Using Learning Goals	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	2 hours	January 2024	Core

Illustrative Mathematics- Understanding math Content Progressions Across Grades	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	2 hours	February 2024	Core
OGAP Additive, Multiplicative, and Fractions	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	32 hours	June 2024 July 2024	Content Knowledge/ Formative Assessment
Evaluating and Providing Feedback in Mathematics	Administrators	16 hours	July 2024	Core/Intervention /Mathematics Leadership
Illustrative Mathematics	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	10 hours	July 2024	Core
Introduction to Core Mathematics in CCPS	Early Career Educators	3 hours	August 2024	Core
2024-2025 Math Goals in CCPS	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	1.5 hours	August 2024	Core/Intervention
OGAP Additive, Multiplicative, and Fractions	Math Interventionists, general education teachers, special education teachers, administrators, IRTs, early career educators, staff that is new to a position/assignment	32 hours	October 2024- May 2025	Content Knowledge/Form ative Assessment

High Quality Instructional Materials

Illustrative Mathematics continues to be the primary core curriculum in mathematics, PL has been offered as both stand-alone sessions and through job-embedded coaching cycles (See Adoption Chart and section on Professional Learning). Our goal this year, as a district, is to focus on delivery of core instruction including, pacing of units and lessons, unpacking standards, and use of embedded formative assessment to plan lessons that meet the needs of individual students, small groups of students, and classrooms. Pacing of units (see artifact *11_Monitoring Pacing in the 2023*) is monitored monthly so that schools, grade-level teams, or individual teachers can be further supported by school-based leadership. Do the Math, i-Ready toolkit, and Number Worlds serve as the primary intervention resources for Tier 2 and 3, PL has been offered as both stand-alone sessions and through job-embedded coaching cycles. Ten schools piloted i-Ready My Path as a digital supplement to mathematics instruction. Learning walks are an on-going process in which the content specialist, administrators, IRTs, and teachers visit mathematics classrooms to study the implementation of curricular materials and student needs. This data is monitored by the Office of Teaching and Learning and the data is used for future professional learning sessions and to evaluate the effectiveness of the materials used in classrooms.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● The need for PL to support the content and pedagogical needs of our early career educators	● Collaborate with the Office of Professional Learning to establish a systematic plan of support for early

continues to be an increasing need and is impacting the quality of the mathematics instruction.	career educators that address mathematics-specific content knowledge and pedagogy. ● Development of a year-long course that is specific to the needs of early career educators as it relates to mathematics instruction.
● The pacing of units and lessons continues to be an issue for many teachers across the district, particularly in 2nd and 4th grades.	● IRTs will examine the associated problems of practice that connect to pacing issues in 2nd and 4th grade classrooms and plan mitigation strategies in collaboration with 2nd and 4th grade teachers.

<table>
<tr><td colspan="2" align="center">Future Focus of Work for SY2024-25 and Beyond</td></tr>
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● Collaborating with the Office of Professional Learning to establish a systematic plan of support for early career educators that address mathematics-specific content knowledge and pedagogy
● Continued use of learning walks as an on-going process in which the content specialist, administrators, IRTs, and teachers visit mathematics classrooms to study and monitor the implementation of curricular materials and student needs
● IRTs will examine the associated problems of practice that connect to pacing issues in 2nd and 4th grade classrooms and plan mitigation strategies in collaboration with 2nd and 4th grade teachers
● Expansion of job-embedded professional learning, inclusive of coaching, peer classroom visits with feedback, data dives, and other identified practices, with the implementation of the career ladder
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Adoption chart

Title	Publisher	Grade Levels	Tier	Status
Illustrative Mathematics	Kendall Hunt	Grades K-5	Core	Adopted and implementing
Do the Math	Heinemann	Grade 2-5	Tier 2	Adopted and implementing
Number Worlds	McGraw Hill	Grades 1-5	Tier 3	Adopted and implementing
Connect 4 Learning	Kaplan Early Learning	Pre K	Core	Adopted and implementing
i-Ready My Path Math	i-Ready	Grades K-5	Core	Currently Piloting, adopting in 24-25

Interventions and Assessments

Schools have been provided guidance on instructional schedules to include 90 minutes of daily math instruction where 60 min. is dedicated to core instruction and 30 min. is dedicated to flexible instruction that can be tailored to meet the needs of all students- reteaching, Tier 2 intervention, and/or enrichment. Math interventionist positions are staffed for each elementary school to support Tier 2 and 3 intervention instruction. A multitude of data points are used to direct the focus of reteaching/intervention/enrichment instruction that include summative and formative data (see assessment chart). MTSS (see artifact *11_Charles County Public Schools MTSS Flowchart*) process was reviewed, updated, and clarified to support consistency across content areas. Each elementary school has been provided a spreadsheet for keeping track of progress monitoring data as it relates to Tier 2 and Tier 3 instruction. There is a process for analyzing math data that has been shared across the district through PLT, i-Ready, and OGAP. Through our monitoring of pacing and our district common assessment plan, there is a consistent schedule of progress monitoring available for teachers, teams, school-based leadership, and district leadership as it relates to core instruction.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● Schools with departmentalization school schedules are finding it challenging to meet the 90 minutes of mathematics per day especially when field trips, special events, early release or delay schedules, or unfilled teacher vacancies come into consideration	● Use administrative professional learning to support building a school master schedule that meets the expectations of 90 minutes of allocated time for math instruction ● Central office review of schools' master schedules prior to the beginning of the school year to ensure time allocations are met
● School-based math interventionists are pulled more than 50% of their time to serve a substitute	● Continue to address root causes of substitute shortage and work with the Office of Human Resources to identify areas to improve to include salary increases and bonuses
● Progress monitoring data is inconsistently gathered and analyzed at schools depending on the frequency of the math interventionists being pulled from regular duties and the fidelity of interventions when administered by the classroom teacher	● Use the 30 minutes of flexible grouping time as a means of providing Tier 2 intervention that is facilitated by the classroom teacher to amplify the consistency, frequency, and number of students that we are able to service with Tier 2 intervention services
● Time for implementation of data analysis protocols continues to be a challenge for schools as time for facilitated collaborative team planning, which would involve data analysis, is limited due to self-directed planning time	● Provide PL to classroom teachers at the district and school levels to support the implementation of Tier 2 services during daily flex times, including progress monitoring and data analysis that helps teachers identify students and supports an understanding of when students are ready to exit intervention services ● Support the work of negotiation team to mitigate the challenges of 100% self-directed planning time ● Use of 40% of time in the career ladder, when implemented, for use of team planning with protocols.
● Current online testing platform does not have a drawing tool which makes efficient online testing and data collection a challenge in grades 3-5	● Adoption of new testing platform
Future Focus of Work for SY2024-25 and Beyond ● Review schools' master schedules to ensure time allocations for core and intervention are met for every student ● Continued focus on implementing Tier 2 instruction during flex time to increase the effectiveness and amplify the number of students we are servicing for intervention ● PL that aligns with the goal of increasing classroom teachers' use and implementation of Tier 2 during flex time ● Continued use of district common assessments to monitor pacing with an increased focus on using the data to inform instructional planning through common data-analysis protocols ● CCPS has adopted Mastery Connect as the online testing platform beginning in SY2024-25 which has both an equation editor and a drawing tool ● Expansion of job-embedded professional learning, inclusive of coaching, peer classroom visits with feedback, data dives, and other identified practices, with the implementation of the career ladder	

Assessment Chart

Assessment	Purpose/Formative or Summative	Data Points are Used for…	Timing/Frequency/Student Group
i-Ready Diagnostic	Provides a comprehensive picture of student instructional needs Formative	● Screening for intervention/enrichment instruction ● Setting growth goals for students ● Beginning to plan intervention/enrichment instruction	Fall, Winter, and Spring windows for grade 1-5
Illustrative Mathematics End of Unit Assessments	These assessments are intended to gauge students' understanding of the key concepts of the unit while also preparing students for new-generation standardized exams. Problem types include multiple choice, multiple response, short answer, restricted constructed response, and extended response. Problems vary in difficulty and depth of knowledge. When used as a common assessment, also served to monitor pacing across district, schools, grade levels, and with individual teachers Summative	● Communicating standards mastery at a given point in the school year to families, students, and teachers ● Evaluating instructional effectiveness for all students ● Planning and measuring the effectiveness of reteaching/intervention/enrichment instruction	At the conclusion of each Unit in grades K-5, 8-9 units per grade level
Illustrative Mathematics Section Checkpoints	Monitor student understanding of section learning goals prior to end of unit assessment Formative/Summative	● Communicating standards mastery at a given point in the school year to families, students, and teachers ● Evaluating instructional effectiveness for all students ● Planning and measuring the effectiveness of daily core instruction and reteaching/ intervention/enrichment instruction	At the conclusion of each section with a unit, 2-3 times per unit
Illustrative Mathematics Cool Downs	Serves as a brief check-in to determine whether students understood the main concepts of that lesson Formative	● Evaluating instructional effectiveness for all students ● Planning and measuring the effectiveness of daily core instruction ● Examining student misconceptions ● Shaping instruction for the following lesson	Daily

Strategic use of funding for Transitional Supplemental Instruction Aid for K-3

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School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
2019-2020	No funds were used for mathematics	N/A	N/A
2020-2021	No funds were used for mathematics	N/A	N/A
2021-2022	Hired Math Interventionists who worked with students in grades K – 3. Used "Do the Math" Intervention.	Decrease in the number of students scoring below benchmark in numbers and operations on iReady	iReady and end of module assessments from illustrative Math.
2022-2023	Continued to provide scientifically based intervention through Math Interventionists. Attempted to expand to more positions but could not due to lack of qualified applicants.	Decrease in the number of students scoring below benchmark in numbers and operations on iReady	iReady and end of module assessments from illustrative Math.
2023-2024	Provide high quality professional learning to math interventionists on the Ongoing Assessment Project (OGAP) and coaching of their intervention delivery	Decrease in the number of students scoring below benchmark in numbers and operations on iReady	iReady and end of module assessments from illustrative Math.
2024-2025	CCPS is currently exploring options for contracted services in the 2024-2025 school year		

Feedback from March 2023 Plan

The feedback from the AIB and MSDE on the March 2023 CCPS Blueprint Plan encouraged CCPS to provide additional action for staff that need support based on the training received and the effective implementation of training. CCPS continues to collect evidence of implementation of professional learning through various checkpoints including student work, assessment data, and classroom observations. These checkpoints are used to provide additional support for teachers that need it. With the implementation of the career ladder in future years, this work will be expanded during the 40% of time teachers will have outside of providing direct instruction.

CCPS will be making changes to its school improvement plan (SIP) process beginning in the summer of 2024. The changes in the SIP process for CCPS will have a heavy focus on improvement science. Improvement science is a systematic approach to identifying, testing, and implementing strategies for improving outcomes in complex systems, such as education. The revised CCPS SIP will provide a structured framework for schools to identify areas for improvement, develop targeted interventions, and monitor progress towards achieving desired outcomes. This process will involve several key steps, including identifying a specific problem of practice, collecting and analyzing data to understand the root causes of the problem, designing and implementing small-scale tests of change (known as Plan-Do-Study-Act cycles), and scaling up successful interventions to achieve broader impact. This improved process emphasizes continuous learning, iteration, and collaboration among stakeholders, including teachers, administrators, students, families, and community members. By implementing this new process, schools can foster a culture of innovation, evidence-based decision making, and continuous improvement, leading to more effective and equitable educational experiences for all students. This will help CCPS monitor its implementation of specific goals, including those outlined in AIB's Outcome Measures Workgroup.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS continues to focus on providing evidence-based core instruction to students. Professional learning for educators ensures they are equipped with the latest teaching methodologies and strategies to effectively engage students and foster their academic growth. High-quality instructional materials provide students with relevant and

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rigorous content aligned with college and career standards, preparing them for the demands of higher education and the workforce. Assessment tools enable educators to gauge students' progress and tailor instruction to meet their individual needs, ensuring no one falls behind. Additionally, targeted interventions offer support to students who may require extra assistance, helping them overcome challenges and reach their full potential. Together, these components create a comprehensive educational ecosystem that cultivates the knowledge, skills, and competencies necessary for college and career readiness, empowering students to thrive in an ever-evolving global landscape.

12. Algebra Readiness and Success

Describe the LEA's plan to **increase student readiness and success in Algebra I at both the middle and high school levels,** including specific strategies and supports to intervene with students struggling with math. Discuss related challenges and data as needed.

Considerations:

- Analysis of student-level data by specific skills
- Intervention models and progress monitoring
- Training and professional development for teachers
- High-quality school day tutoring

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint outcome of increasing middle and high school students' college and career readiness in mathematics.

Data Analysis

CCPS continually conducts data analysis (see artifact *12_Analysis of math data*) to determine next steps for student learning, interventions that are needed, professional learning for students, and high-quality school day tutoring. See the data in data table labeled *12-Algebra, 12B-Enrollment Math Labs, 12C-Placement Distribution, 12D- Middle Alg I MCAP Gains, 12E-Middle Alg 1 Enrollment.* In grades 6-9, students showed growth on their i-Ready from fall to winter.

In SY2023-24, middle and high school Algebra 1 students take a Common Assessment three times a year and the MCAP Algebra 1 at the end of the school year. Starting in SY2024-25, middle school students enrolled in Algebra 1 will take two common assessments, 9th graders will continue to take periodic common assessments (see artifact *12_Algebra I Common Assessment Data*) to more closely monitor student progress in math.

As data is made available to the schools from CCPS Common Assessments and MSDE MCAP Assessments (see artifact *12_MCAP Algebra I Data*), teachers, resource teachers, administration, and Content Specialists meet in teams to analyze the data (see artifact *12_Data Analysis Protocol Triple A*) and make instructional decisions.

In SY2022-23, CCPS had five middle schools increase Algebra 1 proficiency by at least 10% from SY2021-22. Benjamin Stoddert increased 28%, Theodore Davis increased 18%, Mattawoman increased 15%, Milton Somers increased 15%, and General Smallwood increased 15%.

As a major instructional change, CCPS has implemented the use of the Illustrative Math curriculum system-wide. The curriculum vetting process allowed stakeholders to give input on the problem-based curriculum resource. IM has a standards-based alignment including reasoning and modeling throughout every lesson. Supports are embedded throughout the curriculum for teachers, multilingual learners, struggling learners and families. Another major instructional change at the middle school level is the implementation of Math Labs to support and increase Algebra readiness in CCPS.

CCPS continues to closely monitor [Algebra I enrollment in middle school](#) (see artifact *12_Algebra I Enrollment in Middle School*) Starting in 5th grade, students are selected to be accelerated into 6A through the subject acceleration process. At the end of 6th grade, iReady data is reviewed again to capture any students who show Algebra I readiness. These students are then enrolled in 7A and supported through Math Lab 3. Students who transfer in who have potential, are then recommended for the Subject Acceleration process. Currently, CCPS has 762 middle school students enrolled in Algebra 1. This is an increase of 89 students from SY2022-23. The current projection for SY2024-25 Algebra I enrollment is 786, which would be an increase of 113 students over two school years.

Math Plan
The Math content specialists and a group of stakeholders developed the CCPS Math mission, vision, and goals. Please see the mission, vision, and goals listed in the previous question. These were developed together with both elementary and secondary instructional experts.

Acceleration/ Remediation Plan
Starting in 4th grade, each elementary school in CCPS identifies students who have met the criteria and show potential for math acceleration. CCPS has developed a [grade acceleration process](#) (see artifact *12_Grade_Subject Acceleration Checklist*). The schools then hold [school-based acceleration meeting](#)s (see artifact *12_Guidelines School-based Acceleration Referral Committee*) to determine if the team (including parents) believes the student is ready for the next level. Once the team approves the acceleration, the student is placed into the next grade level math class. 5th grade students taking 6A are taught by a secondary CCPS teacher virtually to provide this opportunity to 5th grade students across the district.

Strategies and Supports

Middle School Math Intervention
Middle school math labs were created to address both acceleration and remediation. Students are recommended for a math lab based on various assessment criteria. Labs are designed to address prerequisite skills needed for Algebra I and provide enrichment for students above grade level.

In SY2021-22,1,396 out of 1,885 tested 5th graders scored one or more grade levels below on their end of year iReady benchmark assessment. Therefore, starting in 6th grade, all students take a math lab depending on their level. Math Labs 1 and 2 are designed to support students with prerequisite skills needed to access grade level standards while Math Lab 3 provides access to accelerated and Algebra I standards.

Math Lab 1 is our tier 3 intervention. Currently we use Number Worlds as our tier 3 intervention. Our ATSI schools are looking to use grant funding to purchase a new program, Math 180, to increase algebra readiness for students who need it the most. Students are placed in the Number Worlds' program based on a placement test and then receive instruction based on their level. Students take weekly assessments for progress monitoring and complete an assessment at the end of year to determine placement for the following school year. Math Lab 1 classes are capped at 7 to ensure fidelity to the program.

Math Lab 2 is our tier 2 intervention. Math Lab 2 is a combination of small group instruction and personalized instruction. After the students complete their iReady assessment, a personalized pathway to grade level is provided to the students in the iReady platform. Students complete these lessons at least 45 minutes a week. Teachers receive personalized data reports to further guide their instruction.

In grades 6-8, students showed growth on their i-Ready from fall to winter. See the artifact outlining this as well as the data appendix for disaggregated data.

Based on their level, students are placed into Algebra I in grades 7 or 8. 9th grade students who are identified as needing an intervention are placed into Foundations of Algebra concurrently with Algebra I. Approximately 460 students across the district are recommended for this pathway by their 8th grade teacher based on various assessment criteria. Foundations of Algebra is designed to support students with foundational skills needed for Algebra I.

New IM curriculum
- Teachers were required to attend Mandatory Training over the summer to learn IM curriculum/resources.
- Teachers new to the county were trained in the summer of 2022. Every other month new teachers are provided PL by the Office of Teaching and Learning math Content Specialists as ongoing support and learning
- Evening professional development opportunities are available for teachers to learn more strategies teaching with the IM curriculum.

Professional Learning
- Focus on reasoning and modeling questions, writing in math; looking at student work protocol – common task in Algebra 1 and FOA

High School Math Intervention
There are currently 460 students enrolled in Foundations of Algebra, the intervention course for Algebra I, for the SY2023-24. The plan for next school year is to have students take a diagnostic assessment using IXL which will then place them immediately into a personalized learning path. Teachers will use this path to support prerequisite skills as well as small-group instruction and support lessons from IM to prepare students for the Algebra 1 curriculum.

Students with Interrupted Education are placed into a 9th grade math course "ESOL Math" to build prerequisite skills for Algebra 1. In 10th grade, students then take Foundations of Algebra and Algebra 1 in order to maintain the progress towards four credits of math for graduation. In addition, the ESOL teacher coteaches the FOA class to provide additional support to students.

Direct Teacher Coaching on Standards Based Instruction
Lavinia Group, an approved MSDE Leads vendor, provides instructional coaches to support teachers who are uncertified or new to the profession. CCPS currently has Lavinia coaches in three middle schools and one high school to support math and ELA instruction.

Creation of a Middle School Program of Studies
CCPS worked to draft a Program of Studies in SY2022-23 that included all courses, requirements, supports, etc. that exist in CCPS middle schools, similar to the High School Program of Studies. Each year, a committee of school administrators, counselors, and other school leaders meet for at least 10 sessions to revise and update middle school courses and procedures.
Middle School Program of Studies - Charles County Public Schools (ccboe.com)
In addition, CCPS created a guidance document (see artifact *12_MS Course Placement Guidelines*) that helped teachers place students into the appropriate course level and intervention.

Support for Teachers – Course Recommendation
At the high school level, teachers are given guidance on course recommendations for scheduling students into classes. The linked artifact for Sequence of Courses (math sequence of courses- see artifact 12_*HS Math Sequence of Courses with Scheduling Summary*) shows the multitude of options for students to take at the high school level. There is also a middle school course recommendation document available to teachers for course scheduling for 5th to 6th grade (see artifact *12_5th to 6th CoursePlacementGuidelines*).

Barrier or Challenge	Plan to Mitigate
• Implementation of new math curriculum- Illustrative Math (IM)	• Provide Illustrative Math training before school year during Mandatory Summer Professional (see artifact *12_2023_Mandatory Professional Learning*) • Offer virtual and in-person options for teachers to provide flexibility • Professional learning for school-based administrators on new curriculum
• Workforce shortage, especially in the subject area of secondary math	• Professional learning (see *artifact 12_HS Math Evening PD 2.08.24*) has focused on the basics of

	teaching such as lesson planning and unpacking standards ● Continued recruiting efforts focused on subject areas with the highest need ● Expansion of relationships with IHE to help build teacher pipeline
● Change of course format in Middle School from 90-minute core block to 45 minutes of core math, 45 minutes of math lab	● Weekly planning meetings with Resource Teachers focus on unpacking standards and making instructional decisions

Future Focus of Work for SY2024-25 and Beyond
● All middle schools will implement block scheduling to help increase time for student-to-student and student-teacher collaboration and increase opportunities for deeper learning and enrichment opportunities ● Continued summer professional learning for new math teachers to ensure fidelity of implementation of new curriculum ● Progress monitoring of curriculum through classroom visits and assessment data ● Expansion of job-embedded professional learning, inclusive of coaching, peer classroom visits with feedback, data dives, and other identified practices, with the implementation of the career ladder ● Update to School Improvement document and process for all schools

Feedback from March 2023 Plan

The feedback from the AIB and MSDE on the March 2023 CCPS Blueprint Plan encouraged CCPS to provide additional action for staff that need support based on the training received and the effective implementation of training. CCPS continues to collect evidence of implementation of professional learning through various checkpoints including student work, assessment data, and classroom observations. These checkpoints are used to provide additional support for teachers that need it. With the implementation of the career ladder in future years, this work will be expanded during the 40% of time teachers will have outside of providing direct instruction.

CCPS will be making changes to its school improvement plan (SIP) process beginning in the summer of 2024. The changes in the SIP process for CCPS will have a heavy focus on improvement science. Improvement science is a systematic approach to identifying, testing, and implementing strategies for improving outcomes in complex systems, such as education. The revised CCPS SIP will provide a structured framework for schools to identify areas for improvement, develop targeted interventions, and monitor progress towards achieving desired outcomes. This process will involve several key steps, including identifying a specific problem of practice, collecting and analyzing data to understand the root causes of the problem, designing and implementing small-scale tests of change (known as Plan-Do-Study-Act cycles), and scaling up successful interventions to achieve broader impact. This improved process emphasizes continuous learning, iteration, and collaboration among stakeholders, including teachers, administrators, students, families, and community members. By implementing this new process, schools can foster a culture of innovation, evidence-based decision making, and continuous improvement, leading to more effective and equitable educational experiences for all students. This will help CCPS monitor its implementation of specific goals, including those outlined in AIB's Outcome Measures Workgroup.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. Algebra I serves as a foundational course that not only builds essential mathematical skills but also fosters critical thinking and problem-solving abilities. By introducing students to algebraic concepts earlier, they have more time to master fundamental mathematical principles, develop abstract reasoning skills, and gain confidence in tackling complex problems. Early exposure to algebra lays a solid groundwork for advanced coursework in mathematics and related fields, opening doors to various academic and career opportunities in STEM (Science, Technology, Engineering, and Mathematics) disciplines. Additionally, starting algebra earlier can help mitigate achievement gaps by providing equitable access to rigorous coursework for all students,

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regardless of background or ability. Increasing access to Algebra I earlier in school not only enhances students' mathematical proficiency but also better prepares them for future academic success and professional endeavors.

13. High-Quality School Day Tutoring

Initial Blueprint Implementation Plan Reference: Questions 77 and 101

In March 2023, the LEA discussed how it **leveraged high-quality school day tutoring to accelerate instruction and provide additional support to students in literacy and math.**

Responses included considerations related to the LEA's organization of the school day, collaboration with external partners, and alignment of resources (e.g., Transitional Supplemental Instruction Aid).

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

Progress of Elementary Tutoring

Charles County Public Schools continues to provide high-quality high-impact tutoring within and beyond the school day for targeted students. Appropriate and highly qualified staffing for this is the priority. Elementary schools have a full time Reading Resource Teacher and a full time Math Resource teacher who work to identify students based on data, assign services, arrange staffing, schedule tutoring sessions, and monitor overall the tutoring services provided in each school. Each school also has two full time instructional assistants assigned to provide tutoring and intervention.

School teams use data including i-Ready, the Acadience screener, core curriculum embedded assessments and classroom data to identify the students needing tutoring and the content to be addressed. Based on current data, the greatest need for our students is in foundational reading skills, specifically phonemic awareness and phonics. In math, at the primary grades, the areas of focus are place value, and the four operations using strategies and models. At the intermediate level, there is some variance by school, but in general many schools need fractions, multiplication and division.

The specific content of the tutoring is based on student needs. For students receiving tutoring in-person, a small number of evidence-based resources have been selected, and tutors receive thorough training in how to select and plan lessons, deliver the lessons, and assess growth and mastery. Some of these resources include:
- Reading: Fundations, Wilson, Benchmark Phonics, Heggerty, Bridge the Gap
- Math: Do The Math, Number Worlds

The Transitional Supplemental Instruction (TSI) grant funds have been used to purchase some of these materials, as well as to provide high quality comprehensive professional learning on how to implement these. Tutors and the other school staff assigned this role participate in the professional learning.

CCPS also contracts with two different vendors to provide virtual high-impact tutoring. For reading, our vendor is Amplify tutoring, a K-5 tutoring service which focuses on Science of Reading principles for its instructional

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approach and is an MSDE Leads approved vendor. Amplify administers the Mclass assessment at the beginning of each session and then progress monitors with that measure. In math, most tutoring is in-person, however we do contract with FEV tutoring for math for the upper grades. FEV uses our system i-Ready data to identify areas of focus and monitor progress. Both virtual tutoring services are available within and beyond the school day.

For all tutoring programs, CCPS has guidelines for high impact tutoring, which calls for at least three sessions a week for at least 30 minutes a week. These are the same criteria used for the Specialized Instruction data collection.

Mitigation: Tutoring is provided before, during, and after school hours in many ways. Last year, many schools preferred doing after-school sessions to maximize in-school minutes with more core instruction. However, attendance for some of these sessions was not adequate. This year, more schools are exploring creative options for in-school tutoring. One of these includes scheduling the tutoring sessions during small group instructional time. Students receive small group instruction in rotations daily in addition to the core instruction block. In some instances, one of the rotations may be independent work time. Schools now adapt the small group time to accommodate small group and one-on-one tutoring as needed within these blocks.

In order to provide more school day tutoring, identifying who will be the tutors can be challenging. Teachers are often at full capacity with their regular teaching schedule and do not have the time to provide additional support. CCPS addressed this by contracting with vendors, as mentioned previously. In addition, each elementary school has a reading instructional assistant and a math instructional assistant. These two positions, which were originally hired using TSI funding, are now being used during part of their day for high frequency, high intensity tutoring in grade levels K – 3.

As of the midpoint of SY2023-24, 696 elementary students were involved in tutoring programs. This represents less than 6% of the elementary students in elementary school. While there is still work to be done, the initial data for the year does show that at all elementary grade levels, the numbers of students scoring one or two years below grade level on the mid-year i-Ready assessment continue to decrease.

iReady fall to winter data (see artifact *13_Charles Co_MOY 23 and MOY 24*) comparison shows student performance in the fall and winter i-Ready Diagnostic Assessment. Providing tutoring to students across all levels of performance has resulted in a decrease in the number of students performing below and significantly below grade level, and an increase in the number of students performing at and above grade level.

Amplify tutoring data (see artifact *13_AmplifyTutoringData*) is an example of the data Amplify provides at regular intervals on student progress. Individual student data is also provided.

The math interventionist schedule (see artifact *13_Math Interventionist&Tutoring Schedule*) outlines a typical day for our Instructional Assistants who provide direct individual and small group tutoring on a regular scheduled.

Secondary Tutoring

Progress
Charles County Public Schools continues to provide high-quality, high impact tutoring within and beyond the school day for targeted students. High schools have a full time High School Resource Teacher and middle schools have a full time Reading Resource Teacher and Math Resource teacher who work to identify students based on data, assign services, arrange staffing, schedule tutoring sessions, and monitor overall the tutoring services provided in each school. In addition, each school has an Extended Learning Opportunity (ELO) coordinator who works with the above individuals to create an ELO program addressing their specific school's needs.

School teams use data including i-Ready, core curriculum embedded assessments, and classroom assessment data to identify students needing tutoring and the content to be addressed. The specific content of the tutoring is based on student needs. For students receiving tutoring in-person, a small number of evidence-based resources

have been selected, and tutors receive thorough training in how to select and plan lessons, deliver the lessons, and assess growth and mastery. Some of these resources include:
- Reading: Fundations, Wilson, Leveled Literacy
- Math: Number Worlds and My Path

CCPS currently has over 714 secondary students enrolled in a tutoring program after school and over 1,060 students enrolled in a program that runs during the school day.

CCPS also contracts with FEV Tutor to provide virtual high-impact tutoring. FEV uses CCPS i-Ready data to identify areas of focus and monitor individual student progress. Virtual tutoring services (see artifact *13_Charles Parent Info Meeting Summer Tutoring*) are available both within and beyond the school day. CCPS currently has over 1,740 students in middle and high school participating in tutoring with FEV (see artifact *13_FEV MOY 23-24*).

i-Ready data supports interventions, including high dosage tutoring during the school day, are having an impact on CCPS math and reading scores. From fall to winter of SY2023-24, CCPS saw an increase in student performance overall on the i-Ready Diagnostic Assessment (see artifact *13_Charles Co_MOY 23 and 24*). Providing tutoring to students across all levels has resulted in a decrease in the number of students performing below and significantly below grade level, and an increase in the number of students performing at and above grade level.

Each Spring, FEV and CCPS offer "Sprint to Spring" (see artifact *13_Sprint to Spring CCBOE*), a five-to-seven-week program designed to prepare students for MCAP. Schools can offer this opportunity to students during the school day or after school. CCPS content specialists worked with FEV curriculum specialists to determine highly tested standards to focus the targeted instruction.

CCPS and FEV also offer an SAT tutoring course (see artifact *13_Spring SAT PREP CCBOE*) available to high school students as they prepare for the exam. This course is available to students during the second semester and into the summer.

In addition to tutoring support embedded and scheduled during the school day and after school, CCPS also partners with FEV to offer Homework Help (see artifact *13_FEV Homework Help*) to students. This service is available 24/7, on-demand to students through their Clever app.

For all tutoring programs, CCPS has guidelines for high impact tutoring, which calls for at least three sessions a week for at least 30 minutes a week. These guidelines are shared with school principals and ELO coordinators (see artifact *13_ELO_Tutoring_SLOs_September*) at the start of each school year. These are the same criteria used for the Specialized Instruction data collection.

Challenges
Attendance continues to be a challenge for tutoring programs that take place after school day. Research supports high dosage tutoring efforts during the school day and CCPS encourages and works with school leaders to find the time to embed tutoring during the school day. In addition, CCPS continues to work with parents to inform them on the benefit of high dosage tutoring by hosting parent information nights. The artifact Charles Parent Info session is an example of a flier distributed to the CPS community about summer learning opportunities.

Mitigation to Challenges
CCPS revised the school day in middle school to de-couple core math and reading instruction from interventions. The 90-minute block for ELA and math was changed to a 45-minute period for ELA and math with an opportunity for identified students to be enrolled in a 45-minute ELA/math lab. The lab classes are designed to support student needs by using diagnostic data so teachers can provide focused instruction. Teachers are provided professional learning in both core math instruction and interventions. This effort has proven to help teachers focus on directly teaching prerequisite skills in the lab classes.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● Workforce shortage to provide in-person tutoring for students	● Work with outside vendors to provide tutoring or provide tutoring during small-group instruction
● Attendance is declining for tutoring sessions	● Lab classes built in the schedule to allow students to have tutoring during the school day
Future Focus of Work for SY2024-25 and Beyond	
● Change in block scheduling for middle school to allow students to participate in tutoring during the school day ● Expansion of job-embedded professional learning, inclusive of coaching, peer classroom visits with feedback, data dives, and other identified practices, with the implementation of the career ladder ● Update to School Improvement document and process for all schools	

Feedback from March 2023 Plan

The feedback from the AIB and MSDE on the March 2023 CCPS Blueprint Plan encouraged CCPS to provide additional action for staff that need support based on the training received and the effective implementation of training. CCPS continues to collect evidence of implementation of professional learning through various checkpoints including student work, assessment data, and classroom observations. These checkpoints are used to provide additional support for teachers that need it. With the implementation of the career ladder in future years, this work will be expanded during the 40% of time teachers will have outside of providing direct instruction.

CCPS will be making changes to its school improvement plan (SIP) process beginning in the summer of 2024. The changes in the SIP process for CCPS will have a heavy focus on improvement science. Improvement science is a systematic approach to identifying, testing, and implementing strategies for improving outcomes in complex systems, such as education. The revised CCPS SIP will provide a structured framework for schools to identify areas for improvement, develop targeted interventions, and monitor progress towards achieving desired outcomes. This process will involve several key steps, including identifying a specific problem of practice, collecting and analyzing data to understand the root causes of the problem, designing and implementing small-scale tests of change (known as Plan-Do-Study-Act cycles), and scaling up successful interventions to achieve broader impact. This improved process emphasizes continuous learning, iteration, and collaboration among stakeholders, including teachers, administrators, students, families, and community members. By implementing this new process, schools can foster a culture of innovation, evidence-based decision making, and continuous improvement, leading to more effective and equitable educational experiences for all students. This will help CCPS monitor its implementation of specific goals, including those outlined in AIB's Outcome Measures Workgroup.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. Tutoring plays a crucial role in preparing students for college and careers by providing personalized support and guidance tailored to their individual needs. Through one-on-one or small group sessions, tutors can identify students' strengths and weaknesses, address gaps in understanding, and reinforce key concepts and skills essential for success in higher education and the workforce. Tutoring offers a supportive environment where students can ask questions, receive immediate feedback, and engage in targeted practice, which fosters deeper comprehension and mastery of academic content. By receiving additional academic support and mentorship, students gain confidence, motivation, and resilience, which are invaluable qualities for achieving their college and career aspirations. Ultimately, tutoring empowers students to overcome challenges, maximize their potential, and embark on paths toward fulfilling and prosperous futures. CCPS will continue to monitor the implementation of tutoring programs in the district. Adjustments will be made, when needed, and CCPS hopes to implement tutoring opportunities differently once the career ladder is implemented during the 40% of time teachers will have outside of providing direct instruction.

14. Support for Students to Demonstrate College and Career Readiness in High School

Initial Blueprint Implementation Plan Reference: Questions 109 – 110 and 112 – 115

In March 2023, the LEA described the **services and support provided to students identified as not on track to graduate in 9th grade and/or not demonstrating college and career readiness (CCR) by the end of 10th grade.**

Responses included creating and implementing student support pathways, collaborating with institutions of higher education partners, developing individualized CCR plans for each student, and engaging families in supporting student success.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome of providing support to students identified as not on track to graduate in 9th grade and/or not demonstrating college and career readiness (CCR) by the end of 10th grade.

CCPS continues to monitor student data to monitor the students that are in need of support to become college and career ready. See the data in data table labeled *14A-9th Grade On Track, 14B-College Career Readiness, and 14C-9th Grade Tracker.* CCPS continues to monitor students who have met CCR status.

CCPS has made significant progress in implementing planned activities. Support pathways (see artifact *14_Non-CCR Plans*) have been developed and plans to support students who have not met CCR status are underway.

CCPS continues to monitor students using the 9th grade tracker to ensure students are on track to graduate. Students, parents, teachers, and administrators have been trained on how to access the information in the 9th grade tracker tab in the student information system (SIS) via Synergy.

CCPS offers several opportunities for students to help them return to "on-track" status. Last summer (see *14_Summer School Flier*) 1,154 high school students attempted 1,873 summer school make-up courses to help develop proficiency in the subject area and receive required credit. 1,749 were passed for a pass rate of 93.4%. In addition, in SY2022-23, 404 middle school students participated in grade recovery throughout the school year to help bring their grades up to passing.

672 high school students successfully completed credit recovery (*14- Credit Grade Recovery Guidelines 22-23*) throughout the school year allowing them to make-up credit for courses failed while taking a full schedule of classes. Schools submit grade/credit recovery proposals at the start of each school year. Student transcripts are reviewed and once approved, schools begin to work with students on recovering grades/credits. All work is

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completed in Apex Online Learning Platform. Students are required to attend 5 in-person sessions for grade recovery and 10 in-person sessions for credit recovery. During these sessions, a content area teacher provides direct instruction to students in the course they are recovering. At the conclusion of the allotted time, student work is reviewed to establish an average score of at least a 60%. Once all requirements have been met, the student is awarded credit/passing grade based on the program they participated in.

During SY2023-24, CCPS has 575 high school students working to complete a course through the Extended Day Original Credit (EDOC) (see artifact *14_OC_Extended Day*) program which runs virtually in the evenings. This program, which was first implemented in SY2022-23, allows students to take up to one credit outside of the regular school day. Students can self-select to participate in this opportunity. Once enrolled, transcripts are reviewed, and home school counselors are notified of enrollment. EDOC teachers communicate expectations and timelines for work completion directly to students and parents. The classes meet virtually in the evenings and student grades are reported on report cards.

CCPS continues to collaborate with institutions of higher education partners (College of Southern MD) to discuss support pathways for students. For SY2024-25, CCPS and CSM (see artifact *14_CSM_CCPS_Early College_Pathways*) will roll out three new pathways aimed at providing students with an opportunity to earn industry certification. While these are considered Early College programs at this time because of the number of college credits a student will earn at the completion of the program, the hope is that CCPS and CSM can build in support coursework to assist students in becoming CCR.

CCPS recently added and hired Career Coaches at each middle school. These coaches and the established College and Career Advisors at the high school level will help students develop their individual CCR plan. Work will begin this summer through a Career Exploration camp designed for middle school students to gain exposure to various careers in the community and the corresponding CCPS pathway that will help to prepare them for that pathway. Success of this program will be measured by looking at the students who participate in the camp and if they choose to enroll in one of the pathways from the camp.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● Difficulty identifying the number of students who are College and Career Ready based on the new criteria. Need the capacity to pull grades for those students who did not pass the assessment. Additionally, students who took Algebra I in 8th grade previously had the course transcripted as pass/ fail.	● Eighth grade students will have a letter grade transcribed for all high school courses taken starting in SY2024-25. The Office of Accountability is currently pulling student data to assess CCR based on the new criteria.
● Algebra with Trigonometry and Statistics (ATS) does not align with the reteaching needed for students to retest on the Algebra 1 exam, after not being deemed CCR.	● Currently, a review unit has been embedded in ATS to prepare students to successfully retest. Starting in SY2024-25, ATS curriculum will be rewritten to embed the necessary standards for students to successfully retest. Students who are not CCR will be placed in ATS.
● Foundations of Algebra is not currently designed as a true intervention. Teachers simply spend more time teaching Algebra I core content.	● The ninth grade Foundations of Algebra course is currently being re-designed, so students are engaged in direct small group instruction based on identified needs. Teachers will use IXL as a diagnostic tool to identify needs and then develop small group lessons using a variety of provided resources.
● The current testing windows do not allow students an opportunity to test multiple times a year.	● CCPS will continue to advocate with MSDE for multiple opportunities for students to test each year.
● CCPS has a high percentage of conditionally certified teachers and early career educator (see data appendix, table 5F.) Not all teachers are comfortable with the core content and struggle to align lessons to grade level standards. In addition,	● District wide professional learning for SY2024-25 will focus on Teacher Clarity to support our novice teachers. Four times a year, professional learning teams from each school will gather for a full day to review their current cycle of professional learning,

not all teachers have the capacity to provide direct instruction in pre-requisite skills.	engage in an in-depth data dive of their current data, collaborate and share lessons learned among like schools, and participate in professional learning to build capacity in our leaders. ● Continued recruiting efforts focused on subject areas with the highest need ● Expansion of relationships with IHE to help build teacher pipeline
● Our local Institution of Higher Ed is reluctant to assist with support pathways.	● CCPS will continue to advocate for support pathways through our local community college. CCPS has partnered with College of Southern Maryland (CSM) to develop new Early College pathways. CCPS plans to work with CSM to look at potential support pathways that align to various trade programs that currently exist.
● Engaging families in the path to CCR has been difficult. CCPS finds that many parents sign up for evening opportunities to learn however, few actually attend such events.	● CCPS plans to increase parent and family engagement by creating additional options for participation
Future Focus of Work for SY2024-25 and Beyond ● Design a Parent Academy, a resource hub for families that will include live and asynchronous webinars on a variety of topics, online tutoring information, and other topics aimed at build the capacity of families in the district ● Expand support pathways for students based on needs ● Expansion of job-embedded professional learning, inclusive of coaching, peer classroom visits with feedback, data dives, and other identified practices, with the implementation of the career ladder ● Update to School Improvement document and process for all schools	

Feedback from March 2023 Plan

Specific feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

CCPS will be making changes to its school improvement plan (SIP) process beginning in the summer of 2024. The changes in the SIP process for CCPS will have a heavy focus on improvement science. Improvement science is a systematic approach to identifying, testing, and implementing strategies for improving outcomes in complex systems, such as education. The revised CCPS SIP will provide a structured framework for schools to identify areas for improvement, develop targeted interventions, and monitor progress towards achieving desired outcomes. This process will involve several key steps, including identifying a specific problem of practice, collecting and analyzing data to understand the root causes of the problem, designing and implementing small-scale tests of change (known as Plan-Do-Study-Act cycles), and scaling up successful interventions to achieve broader impact. This improved process emphasizes continuous learning, iteration, and collaboration among stakeholders, including teachers, administrators, students, families, and community members. By implementing this new process, schools can foster a culture of innovation, evidence-based decision making, and continuous improvement, leading to more effective and equitable educational experiences for all students. This will help CCPS monitor its implementation of specific goals, including those outlined in AIB's Outcome Measures Workgroup.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. CCPS continues to put in place supports for students to be college and career ready. Equipping students with the necessary academic skills, career readiness competencies, and social-emotional abilities prepares them to thrive in post-secondary education, vocational training, and the workforce. By offering guidance, resources, and opportunities for exploration and skill development, schools ensure that students are well-prepared to pursue

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their chosen paths with confidence, contributing positively to their communities and the global economy. Ultimately, investing in college and career readiness sets students on a trajectory toward fulfilling and meaningful lives, empowering them to achieve their full potential and make informed choices about their futures.

15. Access to Post-CCR Pathways

Initial Blueprint Implementation Plan Reference: Questions 118 – 122 and 128 – 133

In March 2023, the LEA discussed how it would **ensure every student has access to post-CCR pathways, including college preparatory programs** (IB Diploma Programme, Cambridge AICE Diploma Program, and Advanced Placement Program)**, dual enrollment programs, middle and early college high school programs, and CTE programs that include opportunities for apprenticeships and other industry-recognized credentials**.

The LEA's response included descriptions of current offerings and proposed expansion plans if applicable, strategies to recruit students representative of the school system's demographics, and plans to overcome barriers for student enrollment such as transportation, scheduling, entry requirements, or inadequate academic support.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

Advanced Placement (AP)

CCPS continues to expand its AP course offerings to students. CCPS does not offer IB Diploma Programme nor Cambridge AICE Diploma Program. CCPS offered AP African American Studies to students in five of our seven high schools as part of the College Board pilot. All seven high schools will be offering the course in SY2024-25. CCPS offered AP Precalculus for the first time in all seven high schools in SY2023-24. CCPS will be piloting AP Seminar English II in SY2024-25 at two high schools which will have aligned course standards and content to the AP Seminar. With the addition of AP Seminar English II in SY2024-25, CCPS offers a total of 33 AP courses.

In order to help expand AP course enrollment, CCPS has provided outreach to different stakeholder groups. Students and parents receive specific marketing materials from the district when developing their individual career plans. School counselors present various options to students in targeted presentations, as well as through the CCPS Program of Studies document. Parent information nights are held at individual schools to help build parents' capacity before decisions are made about course selection.

AP Information Nights are hosted for students and families who have signed up for an AP course. These information nights are hosted so families and students have the opportunity to learn about AP courses and the supports that are in place at the school. Included in these meetings are summer assignments, resources available, and information about summer AP Bootcamp that students are encouraged to attend. Information about *Seminar*, a course to support students in an AP exam is also provided. The course description is below:

This elective course is designed to prepare students for success in pursuing advanced level courses. Through a variety of instructional strategies, students develop skills in higher-order thinking, writing across the curriculum, and reading across the curriculum to access challenging course material. The seminar elective class provides support through guidance, and experiences beyond those available in their AP course, for success on the AP exam and to be effective readers and writers in college and in their careers.

CCPS received additional guidance from MSDE in April 2024 that will help CCPS develop a more clearly defined pathway for AP courses. CCPS is beginning to meet within the Office of Teaching and Learning in order to make necessary adjustments to future programming to align to the guidance. CCPS will work to define a series of courses that will comprise the pathway that would be similar to the AP Diploma. Once developed, CCPS will communicate the information internally to stakeholders and then to the community.

CCPS coursework includes honors classes to help prepare students for AP coursework in high school. CCPS is giving some consideration to offering additional pre-AP courses in CCPS. CCPS plans to explore this idea in SY2024-25. CCPS will determine how Pre-AP courses can play a valuable role in supporting student achievement, promoting college readiness, and advancing educational equity.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● Lack of guidance from MSDE regarding AP pathway	● CCPS received guidance in April of 2024. An internal group has met to identify next steps.
● Not all AP courses are offered at all high schools	●Expansion of AP African American Studies to all high schools, AP Calculus at all high schools, AP Seminar English II is being piloted
● Parents and families had questions about AP programs offered at schools	●AP Information nights and summer boot camps are offered to share information
Future Focus of Work for SY2024-25 and Beyond ● Program adjustments and pathway development based on MSDE guidance ● Review to determine feasibility of Pre-AP courses ● Increase number of students taking AP courses and passing assessment ● Expand AP language options and increasing seal of biliteracy through advanced coursework	

Early College
CCPS continues to increase Early College and Dual enrollments and the pathways students can choose from each year (see artifact CCPS Early College Dual Enrollment). Early College Parent information nights were held in-person around various locations as well as virtually in order to advertise to potential students and their families the opportunities that are available to students. See the data in data table labeled *15-Dual Enrollment Early College.*

CCPS continues to work with its local community college, the College of Southern Maryland (CSM), for early college and dual enrollment programs. CCPS has worked hard to continue to build the accessibility of different college programs to students. Beginning in SY2022-23, CCPS piloted the General Studies Transfer Certificate (GSTC) at four high schools. In SY2023-24, CCPS offered the GSTC one-year program and the Business Administration AAS two-year program. For SY2024-25, students were offered the Business Administration AAS, Medical Coding, Pharmacy Technician, and Electrical Technician to all high school students. CCPS has seen a decrease in dual enrollment in SY 2023-24 from SY 2022-23 that is attributed to the expansion of Early College. A decrease of 8.4% was seen in dual enrollment. With that small decrease, CCPS saw an 81% increase in the number of students participating in Early College. All 601 students who participated in either dual enrollment or Early College at CSM (see artifact *14_CCPS Early College_Dual Enrollment*) graduated from CCPS.

The goal for SY2024-25 was to create some pathways aligned to trades. These pathways have different enrollment criteria and do not require that students have passed Algebra II with a C or better. There are tutoring services through CSM once students have been accepted and enrolled, but most eligibility requirements are based on GPA and final course grades.

CCPS and CSM want to ensure that all students feel supported. There have been special presentations to AVID students to deliver information about Early College. "AVID" stands for Advancement Via Individual Determination. It's a college readiness system designed to increase the number of students who enroll in four-year colleges, especially those from underrepresented groups in higher education. CCPS has 10 schools with AVID programs.

CCPS, along with its partnership with CSM, has held several information nights for dual enrollment and Early College. The purpose of these meetings was to help students and families understand the difference between Early College and dual enrollment, review admission criteria, and learn more about the options available. In the future, CCPS would like families who have students who went through the Early College program to talk to families that are considering the option.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● No staffing position at the district office assigned to support Early College students and it becomes an additional responsibility for assigned staff	● The SY2024-25 budget request includes staffing for a district level staff member to support Early College and Dual Enrollment to ensure fidelity of programming and support
● Parents do not have access to student grades at the college	● CCPS has helped with this barrier by requesting mid-point grades from CSM which are then shared with school counselors who reach out to students in danger of failing.
● Admissions relies on school counselors to go through transcripts of students who are applying to ensure they are on track to graduate. There have been many mistakes which result in CCPS needing to come up with individual plans for students who have not yet met graduation requirements.	● CCPS has implemented a data collection tool shared with CSM containing all course information for students who apply to CSM. ● CSM and CCPS staff work together to accept students based on graduation status and eligibility requirements.
Future Focus of Work for SY2024-25 and Beyond ● College representatives to visit each high school prior to application window opening to promote various pathways. This will allow students to learn first-hand of the programs available to them at CSM. ● Future meetings for future families of Early College students with families and students learning about Early College experience ● Expand Early College programs including Pharmacy Technical, Medical Coding, and Electrical Technician for the SY2024-25. ● Review the need to expand other Early College programs including Engineering and Education pathways	

Career and Technical Education (CTE) Programs

A steering committee (see artifact *15_CCPS CTE Committee*) was developed that included parents, members of the workforce, former students, teachers, administrators, and additional CCPS staff members. The CTE Steering Committee met in the fall of 2024 to assess the current offerings in comparison to workforce needs and student interest. Data that was analyzed included enrollment, student certification, apprenticeship, and completion of programs. The committee also discussed the challenges outlined in the 2023 Blueprint submission (staffing and classroom/equipment needs) when discussing expansion and/or elimination of pathways. Recommendations were made by the committee that will be presented to the Board of Education after additional focus groups provide feedback. The focus groups will include current students and additional community members.

CCPS has several over-subscribed high school CTE programs where there are not enough spots for the number of students who have applied for the programs that require essential, expensive equipment and staffing. In response to the over-subscription of programs, CCPS has created alternative pathways (see artifact *15_CCPS CTE Committee*) for students to participate in located in their high school or another location with lower enrollment.   The chart below illustrates the alternative pathways that have been created in order to allow students to pursue specific career clusters.

Over-subscribed CTE program	Alternative CTE Program(s) Available
● Certified Nursing Assistant (CNA)	● Project Lead the Way (PLTW) Biomedical Science, AHP: Pharmacy Technician, AHP: Physical Rehabilitation, Fire Science
● Biotechnology	● Project Lead the Way (PLTW) Biomedical Science, Project Lead the Way (PLTW) Engineering, AHP: Pharmacy Technician,
● Construction, Design, and Management	● HVAC, Business Management and Finance
● Child Development Professions	● Teacher Academy of Maryland (TAM), Business Management and Finance
● CISCO Cyber Security	● Computer Science, Business Management and Finance, Project Lead the Way (PLTW) Engineering
● Cosmetology	● Barbering, Business Management and Finance
● Criminal Justice	● Fire Science, Project Lead the Way (PLTW) Biomedical Science
● Culinary Arts	● ProStart: Food and Beverage Management, Business Management and Finance
● Drafting and Design Technology	● Project Lead the Way (PLTW) Engineering, Business Management, and Finance, Interactive Media Production
● Electrical Construction	● HVAC, Business Management and Finance
● Engineering	● Project Lead the Way (PLTW) Engineering, Business Management and Finance
● Graphic Communication	● Interactive Media Production, Business Management and Finance
● Welding	● HVAC, Business Management and Finance

In SY2022-23, CCPS had zero students placed in an apprenticeship. In SY2023-24, CCPS has 11 students placed in an apprenticeship across two different employers. CCPS has nine approved youth apprenticeship sites but only two hired students this school year. In SY2022-23, 59% of students attained an industry recognized credential.

Barrier or Challenge	Plan to Mitigate Barrier or Challenge
● Increasing the number of approved apprenticeship sites for Charles County Public Schools students	● Partnerships through the Maryland Works grant, local Chamber of Commerce, and Tri-County Council.
● Increasing the number of students attaining industry-recognized credentials	● Requirement of all students to attempt the IRC for their CTE program and payment of all exams.
● Increasing the number of students enrolling in non-application based CTE programs.	● Utilization of Career Exploration starting in 6th grade to develop individualized Career Plans for all students.
Future Focus of Work for SY2024-25 and Beyond ● CCPS is working with The Patuxent Partnership and the College of Southern Maryland to increase the number of approved youth apprenticeship sites and positions offered to CCPS students in SY 24-25. By partnering with larger entities skilled in attaining apprenticeships, additional employers will sign on. Additionally, these partners can support employers as they navigate the barriers of funding. ● Instructors who have not attained the industry recognized credential themselves are tasked with taking the necessary courses and attaining the credential prior to SY2024-25. Examination preparation materials are being purchased for all programs that do not already have those materials. Instructors need to master the content prior to getting students to master the content. Materials aligned to the examinations are necessary for successful attainment of the credential.	

> - A professional development plan for administrators, teachers, students, and parents will be rolled out starting in the summer of 2024. The goal is to have administrators, teachers, students, and parents knowledgeable in RIASEC and the Xello platform. If conversations and work to develop an individualized career plan are occurring in multiple places, then students will become well-versed in the living document. Students will start to know the necessary next steps they need to take toward their career goals.

Feedback from March 2023 Plan

Specific feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

CCPS will be making changes to its school improvement plan (SIP) process beginning in the summer of 2024. The changes in the SIP process for CCPS will have a heavy focus on improvement science. Improvement science is a systematic approach to identifying, testing, and implementing strategies for improving outcomes in complex systems, such as education. The revised CCPS SIP will provide a structured framework for schools to identify areas for improvement, develop targeted interventions, and monitor progress towards achieving desired outcomes. This process will involve several key steps, including identifying a specific problem of practice, collecting and analyzing data to understand the root causes of the problem, designing and implementing small-scale tests of change (known as Plan-Do-Study-Act cycles), and scaling up successful interventions to achieve broader impact. This improved process emphasizes continuous learning, iteration, and collaboration among stakeholders, including teachers, administrators, students, families, and community members. By implementing this new process, schools can foster a culture of innovation, evidence-based decision making, and continuous improvement, leading to more effective and equitable educational experiences for all students. This will help CCPS monitor its implementation of specific goals, including those outlined in AIB's Outcome Measures Workgroup.

Interconnectivity of the Pillars and CCPS Goals

Giving students access to Career and Technical Education (CTE), Advanced Placement (AP) courses, and Early College programs opens doors to a diverse range of educational opportunities and pathways to success. CTE programs provide hands-on learning experiences that equip students with valuable technical skills and industry certifications, preparing them for high-demand careers in fields such as healthcare, engineering, and information technology. AP courses offer rigorous academic instruction that challenges students to excel in college-level coursework and earn college credit, setting them up for success in higher education. Early College programs allow students to earn college credits while still in high school, reducing the time and cost of earning a degree and expanding access to post-secondary education. By offering these pathways, schools empower students to explore their interests, develop essential skills, and pursue rewarding careers and educational opportunities beyond graduation.

PILLAR 4

More Resources to Ensure All Students are Successful

16. Engagement and Communication with Multilingual learner (ML) families

Initial Blueprint Implementation Plan Reference: Question 137

In March 2023, the LEA described how it would **engage and communicate with Multilingual learner (ML) families, also known as English learners (EL), including leveraging the EL family coordinator position**.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

The high priority strategies identified in the March 2023 submission include increasing the time that the EL family coordinator spends supporting bilingual outreach, increasing events to support families, increasing collaboration with external organizations to support bilingual families, and quarterly Bilingual Parent Advocacy meetings.

The EL family coordinator has fully transitioned to a full-time employee, which has allowed CCPS to develop a more comprehensive outreach plan (see artifact *16_BilingualOutreachEventsforSY23-24*) for bilingual families. This transition has revealed areas where effective support (see artifact *16_BilingualSpanishParentAdvocacyGroupEvaluationResultsFeb2024*) is ready for expansion and areas that need to be updated. Areas that are ready for expansion include more community collaboration and adjusting the duties of the EL family coordinator.

CCPS has partnered (see artifact *16_InvitationtoColaboratewithLocalOrganizations*) with the Charles County Government, Department of Community Relations to meet with community organizations who can support the specific needs of the bilingual community starting in Spring 2024. The library, community college, food banks, clothing organizations, health department, faith-based organizations, and others have been invited to participate in this committee. The goal of the committee is to better understand the needs of the bilingual community and identify practices to better meet those needs across organizations. The initial meeting is set for April 2024 and will continue into future years, though no calendar has been set. CCPS will request that the committee develop a bilingual community resource directory. Though there are many resources available, bilingual families often find it difficult to access them due to needing language support and not understanding when to access the resources or what the minimum requirements are.

CCPS ESOL Program has a long-standing partnership with the Charles County Public Library (CCPL). Monthly, the EL family coordinator coordinates a Bilingual Storytime event at CCPL. Starting in SY2022-23, the CCPS Early Learning Program will include a Bilingual math event each month (one literacy and one math event each month). The goal of this program is to increase student preparedness for kindergarten by learning basic literacy and math skills.

CCPS has five community schools. Four of these schools have a large population of students with a home language of Spanish. Where possible, the community school coordinator works closely with a bilingual staff member to ensure that the Spanish-speaking families have access to culturally appropriate supports and events. This work will continue with the increase in community schools beginning in SY2024-25 and beyond.

An additional program that will be expanding is the Bilingual Video Library (see artifact *16_BilingualNewcomerVideoLibrary*). CCPS has published a series of short informational videos for parents in both Spanish and English to support their introduction to the US school system, provided at the time of registration. CCPS has received anecdotal feedback indicating that this is a valuable resource but needs to develop a quantitative method for evaluating its effectiveness (in development in Spring 2024, implemented in Summer 2024). Based on the anecdotal feedback, CCPS will develop 5-6 additional short videos, and will publish the entire video collection onto the CCPS website in summer of 2024. The new video topics will be selected based on parent feedback on a needs assessment.

The quarterly Bilingual Parent Advocacy group (see artifact *16_AgendaforBilingualSpanishParentAdvocacyGroupMeeting*) meetings have increased attendance in SY2023-24. The average attendance at the Bilingual Parent Advocacy meetings in SY2022-23 was 17 and has increased to 24 in SY2023-24. These meetings serve two purposes: to provide training and opportunities for parents to advocate for their children and school, and to provide information and resources directly to parents.

The ESOL Blueprint Subcommittee has conducted a review of the EL family coordinator position provided by MSDE and compared it to the current duties of the EL family coordinator. See the analysis in the tab *16-EL Coordinator Job Duties*. Some of the requirements are met by the EL family coordinator, some are met by the ESOL program specialists, and some are not currently part of any program or staff member's duties. The Blueprint subcommittee is in the process of identifying which parts of the EL family coordinator position should be eliminated, reduced, or transferred to another staff member or program. Official recommendations from the ESOL Blueprint Subcommittee will be available in May 2024, for implementation starting in summer 2024. Currently, the EL outreach facilitator is facilitating 10-12 parent support events per year. In SY2022-23, an average of 22 parents attended the support nights. In SY2023-24, 28 parents on average have attended the events. CCPS has included childcare for all outreach events in SY2023-2024. The growth can be attributed to providing childcare at all parent events in SY2023-24. The ESOL Blueprint Subcommittee has recommended that CCPS reduce the number of parent events facilitated by the Central Office and increase the number of parent events hosted by individual schools to their own school community.

The ESOL program specialists and the EL family coordinator are ready to support individual schools for school-based events using the feedback and needs identified from schools. The ESOL Program that schools would like additional support and training for is how to develop a bilingual outreach event that is welcoming and successful. The ESOL Program, Office of Family and Community Engagement, and Title I will invite the seven schools with the highest number of ELs to participate in a two-day training that will include best practices for community engagement, EL family engagement, and immigrant family engagement. Additionally, the schools will spend time developing two bilingual outreach events for SY2024-25, one in each semester. The school teams will submit plans and accountable staff names at the end of the event. The ESOL Program will meet with each school quarterly to support them with the event before and after. Each school will set a goal for parent attendance based on the percentage of students with a home language of Spanish, and evaluation will be based on both success in implementing best practices for bilingual outreach to immigrant students and ELs, and attendance data from the events. In SY2025-26, additional schools will be selected for training and bilingual outreach support, pending Title III funding.

The ESOL Blueprint Subcommittee has recommended that a needs assessment be created and provided to CCPS families to better provide events, support, and connections for the bilingual community. Plans and goals for SY2024-25 will be developed after the needs assessment has been completed in summer of 2024.

Feedback from March 2023 Plan

Specific feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. Expanded communication and engagement with multilingual families plays a crucial role in improving student outcomes by fostering a more inclusive and supportive educational environment. When CCPS and its schools establish effective channels of communication with families who speak languages other than English, they create opportunities for mutual understanding, collaboration, and partnership in their children's education. By providing information, resources, and support in families' native languages, schools empower parents to actively participate in their children's learning journey, from supporting homework assignments to attending parent-teacher conferences and school events. This increased involvement not only strengthens the home-school connection but also enhances students' sense of belonging and academic success. Moreover, when educators value and celebrate the linguistic and cultural diversity of their student body, they create a more culturally responsive learning environment where all students feel respected, understood, and valued. Ultimately, expanded communication and engagement with multilingual families contribute to improved student outcomes by bridging cultural and linguistic barriers, promoting family involvement, and fostering a sense of community within the school.

17. Supporting Multilingual Learners and Increasing Language Acquisition

Initial Blueprint Implementation Plan Reference: Question 138 – 139

In March 2023, the LEA described how it would **support Multilingual learners (ML), also known as English learners (EL), and implement the recommendations of the ML workgroup to increase English proficiency for ML students.**

Responses included strategies to increase language acquisition and ensure the alignment and investment of resources.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome of increasing English proficiency for Multilingual learner students.

CCPS continues to review data to measure its progress towards meeting the Blueprint Outcomes of increasing English proficiency students. See the data in data tables labeled *17A-EL County by Year, 17B-English lang proficiency, 17C-Report Card ELP Data, 17D-ELP Data Analysis Example*. The high priority strategies identified in the March 2023 submission include increasing ESOL teacher positions to lower ESOL teacher caseload and changing the model of ESOL services.

ESOL teacher positions (see artifact *17_NewELDModelTraingJan2023*) were increased by three FTE in SY2023-24, however due to staffing challenges, CCPS has 4 long-term substitutes providing services to ELs. In order to increase the number of filled ESOL teacher positions for SY2024-25, the ESOL Program has started interviewing and offering positions in March instead of April and has directly recruited excellent and qualified internal teachers to apply for the ESOL position. ESOL teacher caseloads have been incrementally decreasing over the past two years. The small decrease, despite the increase in FTE each year, is due to the increasing number of ELs enrolling in CCPS each year (approximately 10% increase each year).
- October SY2021-22, average ESOL teacher caseloads were 47 to 1
- October SY2022-23, average ESOL teacher caseloads were 46 to 1
- October SY2023-24, average ESOL teacher caseloads were 45 to 1
- April 2024, average ESOL teacher caseloads were 49 to 1

CCPS has included two additional ESOL teachers in the budget request for SY2024-25. The goal caseload for ESOL teachers is 35 to 1. Additional ESOL teacher positions will be requested each year, both to meet the demand of EL population growth (see artifact *17_EL County By Year*) and to continue lowering the caseload of

ESOL teachers. ESOL teacher caseloads are reviewed each fall, spring, and summer to evaluate the need for additional ESOL teacher positions.

As described in the Spring 2023 submission, CCPS has also transitioned its English Language Development (ELD) program from exclusively pull-out services to individualized services based on the needs of the students beginning in SY2023-24. Newcomers will have 2-3 pull-out sessions, mid-level English Language Proficiency (ELP) students will have a combination of pull-out and push-in services, and high ELP students will have 1-2 push-in services, with additional services provided as the ESOL teacher deems necessary. Two of the four high schools with an ESOL program have transitioned to co-taught ELD services for all students within the general education English classroom. Newcomers or low proficiency ELs are still enrolled in sheltered ELD classes with the ESOL teacher. ESOL teachers and classroom teachers are also encouraged to plan together to support EL academic success and ELD. Data to begin to determine if this program model transition has increased reclassification will be available in May 2024

Based on ACCESS 2023 data, CCPS elementary schools earned 6.6 of 10 points for the ELP Indicator on the MD Report Card. Elementary schools as a whole met both the annual target and the growth indicator. Middle schools earned 1.9 of 10 points and high schools earned 2.0 out of 10 points. Neither middle nor high schools met the annual target nor the growth indicator. Additionally, fewer than 5% of ELs in high school met their ELA or Math MCAP targets. ELs in middle and high school have the highest need, especially Long-Term English Learners (LTELs) and students with limited or interrupted education (SLIFE). District-wide, 41.5% of ELs met one or both of the ELP indicators on ACCESS 2023. CCPS has identified secondary ELs as high needs for the district, specifically LTELs and SLIFE students. In June 2024, the ESOL Program will be coordinating with other programs at all levels to create an implementation plan for professional learning for administrators and classroom teachers, with an emphasis on middle and high school staff, preventing LTELs, and increasing ELP growth towards reclassification.

In order to increase the number of students eligible for reclassification, CCPS has implemented multiple new strategies targeting secondary students and LTELs. In summer 2023, 14 schools with 65% or less of ELs meeting the ELP indicator were targeted to complete an ELP analysis. School teams identified students who are on track for reclassification or in danger of missing their reclassification goals. School teams also reviewed students who have regressed in their ACCESS scores, who are scheduled to exit in the upcoming school year, or who are LTELs. School principals were asked to develop a plan to provide increased support to students identified in the ELP analysis. Student results will be available in May 2024. In SY2024-25, schools will continue to complete ELP analysis as a team, create a support plan, and a new component will be collecting data on student progress and fidelity of support implementation. CCPS has also partnered with the Danielson Group to participate in the Pledge Project. The Pledge Project is a national professional project funding by Office of English Language Acquisition and the US Department of Education. CCPS staff have participated in two cohorts and have received training from the Danielson Group on best practices for supporting ELs in the classroom, paired with training for administrators on how to connect those practices to the Danielson Model for evaluation to improve outcomes for ELs.

CCPS has implemented multiple new strategies in SY2023-24. The ESOL program has offered multiple book studies to build the capacity of general classroom teachers to support the academic progress of ELs (*Portrait of Collaboration* for secondary partner teachers and *7 Steps to a Language Rich Classroom* for primary teachers). Through the ESOL Program, TSI, and Title I, classroom teachers have been provided additional resources to support the growth of ELs and LTELs, including access to the Virtual Non-Glossary, Flashlight 360, tutoring, and Imagine Learning. The ESOL Program is also working with content specialists in both elementary and secondary to embed additional supports for ELs in ELA and math curricula. Ongoing training will also teach classroom educators how to create these supports themselves to increase the academic success of ELs and LTELs. CCPS will open a Dual Language, Two-Way Immersion program in an elementary school starting in SY2024-25. This program will support the language development of all students and is a preventative program for LTELs. In SY2023-24, CCPS is piloting new curriculum for Newcomer ELs in order provide a comprehensive, research-based program to support rapid ELD growth.   Implementation of new curricula for Newcomer ELs at all levels is tentatively scheduled for SY2024-25.

In order to support and prevent LTELs, CCPS is building capacity in teachers to develop strong literacy skills in students in kindergarten, which is a research-based strategy for preventing LTELs. This is supported by the Dual

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Language program, the *7 Steps for a Language Rich Classroom* book study, and by including ESOL teachers in the LETRS training, which is being provided to all primary and early childhood teachers. The ESOL program is collaborating with Student Services to include LTELs in the MTSS process (starting in SY2024-25) so that at risk ELs will be identified and supported as quickly as possible. Additional upcoming support includes training teachers on using translanguaging strategies to support students processing complex ideas, providing training on how to select vocabulary for direct instruction, and training on how to embed opportunities for structured oral language practice.

CCPS is implementing a Dual Language Program in SY2024-25 starting with Prekindergarten and Kindergarten. Arthur Middleton Elementary School (AMES) was selected for the program due to its high number of Spanish-speaking ELs and its proximity to other schools with high numbers of Spanish-speaking ELs. If AMES has available seats in a classroom, Spanish-speaking ELs from the near by schools (sister schools) will be invited to participate in the program so that as many ELs are benefiting from the program as possible. Preparation for the dual language program has been taking place since March 2022. Central Office staff has worked closely with school leadership and an industry expert to develop a plan for implementation that fits the school, the community, and the staff. A steering committee including school leadership, parents speaking both languages, school staff, and Central Office staff meets a minimum of one time per month to review developments and provide feedback. The steering committee facilitates community outreach by advertising, connecting with parents, and developing information sessions and parent workshops (see artifact *17_ParentWorkshopDualLanguageFlyer*). AMES had three dual language-specific events in SY2023-24 and will continue to connect with and support the community as the program begins in August 2024. Aside from the steering committee's work, AMES and Central Office staff have also been developing a biliteracy framework for both grades, providing training (see artifact *17_DualLanguageStaffTrainingandCommunityOutreachEventCalendar*) to the whole staff (monthly dual language staff meetings, book study), providing specific training to Prekindergarten and kindergarten staff (biliteracy training), taking staff to visit other dual language programs in the region (four visits in SY2023-24), and developing logistical policies. CCPS is using a paired literacy approach for the biliteracy curriculum, teaching literacy through both the English and the Spanish curriculum of Into Reading (K-5) and Frog Street (PreK).

In summer 2025, CCPS will transition the name of the ESOL Program to Multilingual Learner Program per the Blueprint recommendations.

Feedback from March 2023 Plan

Specific feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. Supporting multilingual learners in increasing language acquisition not only enriches their linguistic abilities but also significantly enhances their prospects of becoming college and career ready (pillar 3). As students develop proficiency in multiple languages, they gain invaluable cognitive and communicative skills that are highly valued in today's globalized society. Multilingualism equips students with the ability to navigate diverse cultural contexts, collaborate effectively with individuals from different backgrounds, and adapt to various academic and professional settings. Additionally, proficiency in multiple languages enhances students' critical thinking, problem-solving, and creativity, which are essential competencies for success in higher education and the workforce. By providing targeted support and resources for multilingual learners, CCPS and its schools can ensure that these students have equitable access to educational opportunities and support their academic achievement across all content areas (pillar 4). Moreover, multilingualism opens doors to a broader range of career opportunities, as employers increasingly seek candidates who can communicate and interact proficiently in multiple languages. Thus, by nurturing and fostering the linguistic development of multilingual learners, CCPS and its schools not only promote academic success but also empower students to thrive in a diverse and interconnected world, positioning them for success in college and career endeavors (pillar 3).

18. Improve Education for Students with Disabilities

Initial Blueprint Implementation Plan Reference: Question 140 – 142

In March 2023, the LEA described how it would **improve education for students with disabilities.**

Responses addressed supporting general and special education teachers in the implementation of effective classroom instructional practices and increasing and aligning investments in talent, time, and resources.

Considerations included:
- Strategic staffing to implement a co-teaching model that allows for two teachers to share all responsibilities for a single classroom.
- Professional development to support all teachers in differentiating instruction effectively.
- Scheduling models to support collaboration and co-planning between general and special education teachers.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.
- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.
- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome of improving education for students with disabilities.

Three specific areas were identified in the plan for improving education for students with disabilities, expanding staff to support conditionally certified teachers and fully certified teachers new to the profession, increased opportunities for professional learning for all teachers of students with disabilities, scheduling support to ensure students with disabilities are included to the fullest extent possible with their non-disabled peers and are provided with a well-rounded curriculum. CCPS continues to analyze data in order to meet the Blueprint Outcome of improving education for students with disabilities. See the data in the data table labeled *18-Students with Disabilities.*

Staffing		
Current Progress/ Challenges	**Effectiveness of Strategies**	**Next Steps**
Budget allocations were used to include three new positions (Instructional Specialists- Early Childhood and K-12) and an Instructional Assistance Coach at the Central Office to support instructional staff in schools. As a result of a freeze put into place across the county due to the workforce shortage, the department was not able to pull personnel from school building until November of 2023 leaving some positions "vacant" for the start of the year. As of January 2024, all newly added positions were filled and work for everyone was more manageable and there was an increase in effective supports provided to school teams.	As a result of the newly added positions: ● The Special Education Department Special Education was able to increase evening opportunities for professional development from one time a month to twice a month, for a total of 20 sessions throughout the year during SY2023-24. ● The Special Education Department was able to insert special education staff into the New Teacher Academy to ensure the needs of special education teacher were met in these sessions. ● The Instructional Assistant Academy entered its second year poised to serve ~100 IAs through their participation in the academy. Thirty-six learning sessions were held during SY2023-24. ● Through job-embedded professional development, the Instructional Assistant Coach provided twenty school teams and thirty-five IAs the opportunity to build their capacity with instructional and behavioral supports, and data collection.	To maintain the momentum with providing high quality supports to the CCPS community of learners, the Special Education Department plans to: ● Add an interventionist to the Central Office staff to support the delivery and analyze the fidelity of Tier 3 interventions being provided at all levels. ● Allot teachers to elementary schools and provide guidelines for an intensive structured instructional environment for those students with more intense academic and behavioral needs.

Professional Learning		
Current Progress/ Challenges	**Effectiveness of Strategies**	**Next Steps**
The Special Education Department entered the SY2023-24 with a focus on building capacity of all instructional staff to provide high quality support to students with disabilities. ● Held a system wide training on MTSS in collaboration with Students Services and Instructional Programs ● Outlined clear processes for timelines and documentation of student supports provided prior to referral for special education services.	As a result of the professional learning: ● Schools received resources to support the efficient matching of academic need and academic intervention. ● Implement selected district offerings while closely monitoring their impact. ● Collect data, gather feedback, and assess the effectiveness of resources in addressing identified needs. ● CCPS elevated the standards for students with disabilities by assuming their competence and	To maintain the momentum we have with growing our staff the Department plans to: ● Develop a series of mandatory targeted and intense training for all half days in SY2024-25 for instructional assistants. ● Increase collaboration with the Office of Professional Learning so that efforts to grow teachers new to the professional are not

- Created guidance and support for special education in ATSI and CSI schools.
- Crafted a detailed Action Plan to drive positive changes in academic outcomes, teacher capacity, school culture, operations, and compliance.
- Worked to improve the time it takes to respond to the various needs of schools that included addressing individual and school-based needs .

integrating culturally relevant, growth-focused approaches.
- Allocated resources to develop all instructional staff to foster highly qualified and proficient staff possess the necessary skills and training to deliver services and support that facilitate the achievement of a wide range of learners.

duplicated and are comprehensive.
- Rank department professional learning offerings based on the established criteria to identify high-priority offerings.
- Focus on monitoring and evaluating interventions to support students with disabilities

Scheduling		
Current Progress/ Challenges	**Effectiveness of Strategies**	**Next Steps**
- Students with disabilities are included in electives that best fit the master schedule instead of being based on their patterns of strength or interest. - Students with disabilities at the secondary level are offered both self-contained and included settings in all core academic subjects. - At the elementary level there is not an option for an intensive structured instructional environment. - All students with disabilities have not been allowed access to a well-rounded curriculum due to the focus on decoding, comprehension, calculation, and problem-solving interventions. - The Special Education Department has met with each secondary school to discuss: 1) successes and barriers to master scheduling; 2) effective and efficient use of human resource allocations prior to the final staffing allocations. - The Special Education Department met with all elementary schools to review a strategic staffing plan that aligns staffing resources with the goals of enhancing education outcomes.	As a result of the scheduling conversations: 61% (11/17) of ATSI and CSI schools identified as requiring supports with SWD have met the 2023 accountability threshold of 32.23%. 94% (16/17) of ATSI and CSI schools identified as requiring supports with SWD have made increases over their 2022 accountability results.	To maintain and the growth noted in ATSI and CSI schools, the Special Education Department will: - Involve key stakeholders, in the decision-making processes related to staff allocations and scheduling. - Assess all available resources, including budget and time to widen the opportunities for inclusion of SWD with non-disabled peers. - As identified scheduling practices demonstrate positive results and growth, consider expanding or introducing to additional schools and programs.

Feedback from March 2023 Plan

Specific feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. Supporting both general and special education teachers in the implementation of effective classroom instructional practices while increasing and aligning investments in talent, time, and resources is crucial for creating inclusive learning environments that meet the diverse needs of all students. By providing professional development opportunities, ongoing training, and access to evidence-based instructional strategies, CCPS and its schools can empower teachers to effectively differentiate instruction, accommodate diverse learning styles, and address the individualized needs of students with disabilities or learning differences (pillar 2). This support helps ensure that all students have equitable access to high-quality education and opportunities for academic success. Additionally, aligning investments in talent, time, and resources allows CCPS to allocate resources more efficiently and strategically, maximizing the impact of interventions and support services (pillar 4). This includes hiring and retaining qualified teachers, paraprofessionals, and support staff, as well as providing adequate instructional materials, assistive technologies, and specialized programs to meet the needs of diverse learners, all of which CCPS continues to do. By investing in the professional growth and development of teachers and aligning resources to support inclusive practices, schools can create a culture of collaboration, continuous improvement, and student-centered learning that promotes positive outcomes for all students, regardless of their abilities or backgrounds (pillar 3).

19. Disproportionate Identification and Disciplinary Practices

Discuss the LEA's plan to **improve education for students with disabilities through accurate screening and disciplinary practices**. Provide an analysis of current data related to both the under- and over-identification of students with disabilities and disproportionality of student discipline during the pre-referral process or once identified as a student with a disability.

Identify affected student groups and areas of disproportionality, the root causes for the disproportionality(ies), and the specific strategies the LEA uses or intends to use to mitigate and eliminate such occurrences at individual schools and across its system of schools.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome to mitigate disproportionate identification and disciplinary practices.

CCPS continues to analyze data and make plans to meet the Blueprint Outcome to mitigate disproportionate identification and disciplinary practices. See the data in the data table labeled *19-Disproportionate ID*.

CCPS follows the state of Maryland and continues to lead the way nationally in addressing student discipline disproportionality. The CCPS discipline review team is made up of Special Education and Student Services team members that examine and respond to the removal of students by increasing the use of effective alternative discipline practices. Identification of discipline disproportionality occurs when a school meets and/or exceeds a 3.0 risk ratio on two measures: the comparison of the removal of student groups within the school and, the comparison to the state percentage number. A school must meet both measures for EITHER a student group of races OR the students with disabilities group during each year in the three-year identification period.

Given MSDE Part B indicator data from the past four years, disproportionality in the identification of students with disabilities overall (indicator 9) / category (indicator 10) by race or ethnicity was not identified. While exact remedies vary based on factors that contribute to disproportionality CCPS Special Education Department combats this phenomenon by ensuring all students access to a rigorous core curriculum, providing fewer and more targeted interventions to struggling students and making the referral and assessment process more objective and consistent.

In SY2022-23 there were concerns related to the disproportionality of suspension rates for students based on race and those who have been identified as students with disabilities.

The disaggregated school level data from SY2022-23 reflects the following:
- 8 schools above 3.0 risk ratio for African American students
- 2 school above 3.0 risk ratio for Hispanic students
- 1 school above 3.0 risk ratio for students of two or more races
- 10 schools above 2.0 risk ratio for African American students with special education service

For SY2023-24 to date, system wide, our suspension practices are not disproportionately impacting any specific groups of students. The "n size" for Native American students is not large enough to be statistically significant. The data that is centered at the school level is not yet available for SY2023-24.

Academic, behavioral, and social-emotional intervention training is an ongoing effort of the Office of Teaching and Learning through the Student Services Department and the Special Education Department. Through a

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robust calendar of training opportunities throughout the school year, in the summer months, and during pre-service for all school system stakeholders, these offices address de-escalation strategies, restorative practices, school-wide positive behavior expectations and procedures, strategies and tools for social skills instruction, and school-based mental health services. Mandatory training from the Student Services Department was provided to over 200 for elementary teachers before SY2023-24 and will occur for secondary teachers before the beginning SY2024-25 school year. This training highlighted the de-escalation strategies that encouraged the use of purposeful actions, verbal communications, and body language to calm a potentially dangerous situation.

The Special Education Department also deploys behavior specialists and behavior technician to support staff and student's countywide. This core of professionals assists with the identification and defining of target behaviors that are interfering with the educational setting or students' access to the general education curriculum, provide job-embedded professional learning for the effective implementation of behavior intervention and management plans, and provides feedback on the fidelity of implementation of identified strategies on an ongoing basis after training has occurred.

The CCPS SST Process includes MTSS guidance which was updated and shared with all stakeholders in the Fall of 2023.
- A teacher has concerns, consults with the Tier 2 team, tries Tier 2 intervention, and collects data, if the student does not make progress move to the next step.
- The teacher completes the MTSS referral.
- SST Chair accepts or denies request (based on the evidence of the implementation of Tier 2 strategies)
- SST Chair collects data
- Holds a meeting and creates a plan to address the identified area(s) of need.
- Goals monitored for 12 weeks.
- If no improvement – the option for IEP or 504 referral is considered by SST.

There is an expectation that school teams implement, monitor, and exhaust all school-based interventions before considering a referral to special education unless extraordinary circumstances are impacting the student or educational environment.

The team should reconvene after these interventions have been implemented, monitored, and evaluated after at least twelve (12) weeks. If the student continues to have trouble in the general classroom after the provision of interventions, district personnel or families may refer the student for consideration of an individual evaluation.

The data collected by the SST team is used to determine the suspicion of a disability and prompt a need for formal evaluation. A decision to conduct a formal evaluation for a student can only be made at an IEP team child find meeting.

Feedback from March 2023 Plan

This is a new question which means feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. The analysis of disproportionate identification and disciplinary practices of students plays a crucial role in breaking down barriers and promoting equity in education. By examining data on student identification for special education services and disciplinary actions, CCPS and its schools can identify and address systemic biases and disparities that may disproportionately affect certain student groups, such as students of color, students from low-income backgrounds, and students with disabilities. This analysis helps uncover underlying factors contributing to disproportionate identification and discipline, such as implicit bias, cultural misunderstandings, and inequitable policies and practices. Armed with this knowledge, CCPS and its schools can implement targeted interventions (pillar 3), provide professional development for staff (pillar 2), and adopt

policies and procedures that promote fairness, inclusivity, and cultural competence. By addressing these disparities and promoting equity in identification and disciplinary practices, CCPS can help its individual schools create a more supportive and inclusive learning environment where all students have the opportunity to thrive academically, socially, and emotionally. This not only improves educational outcomes for marginalized students but also fosters a more just and equitable society.

20. Effective Community Partnerships

How does the LEA **support students attending community schools where there is a higher concentration of poverty** by supporting their community schools through a collective impact approach?

Describe how the LEA ensures its schools align partnerships to their needs assessments and collaborate with partners to share leadership, establish goals, and increase accountability for achieving intended outcomes in service of a specific community and its students.

Note: This question is only required for LEAs with schools designated as community schools receiving concentration of poverty grants.

Charles County Public Schools currently has five schools identified as Community Schools by MSDE that receive Concentration of Poverty funds in SY2023-24. The five schools are Dr. Samuel A. Mudd Elementary School, Indian Head Elementary School, Dr. Gustavus Brown Elementary School, Eva Turner Elementary School, and J.P. Ryon Elementary School.

Each CCPS Community School aligns their partnerships to their needs assessments and collaborates with partners to share leadership, establish goals, and increase accountability for achieving intended outcomes in service of a specific community and its students.

MSDE requires all eligible Community Schools who receive Concentration of Poverty funds to conduct a needs assessment during the first year as a Community School. The Community Schools Coordinator (CSC) conducts the needs assessment in collaboration with the school administration, school staff, students, families, Community School Nurse, and steering committee partners. The District Community Schools Liaison submits the needs assessment to MSDE by June 1 of each school year. Community Schools are required to conduct a needs assessment once every three years.

The needs assessment utilizes multiple methods of data collection, including:
- Review and analysis of existing school and community data
- Asset mapping
- Surveys
    - Students
    - Families
    - School Staff
- Focus groups and interviews
    - Students
    - Parents/Guardians/Family Members
    - School Staff
    - Partner agencies/organizations/businesses
    - School Health Nurse and Community School Nurse
    - School Administration

Dr. Gustavus Brown Elementary School (see artifact *20_Dr.Brown presentation*), Eva Turner Elementary School (see artifact *20_Eva Turner Updates*), and J.P. Ryon Elementary School (see artifact *20_JP Ryon Updates*) are first year Community Schools and are in the process of completing their needs assessment for SY2023-24. The Community Schools District Liaison will submit their needs assessments to MSDE by June 1, 2024.

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The Community School Implementation Plan is developed during their second year as a community school. Based on MSDE current guidance, the implementation plan goals will be reevaluated every three years. The Community School uses data from the needs assessment to create the initial implementation plan that aligns with their School Improvement Plan (SIP). Implementation Plans are developed with the Community School Steering Committee that consists of diverse stakeholders, including school staff, families, community partners, and students. The Implementation Plan consists of a Needs Assessment Reflection of what the data identified as specific areas of need while summarizing the supporting data reference; four goals that include up to three goal categories that correlate to specific wraparound services. Additionally, goals are aligned with an academic, attendance, or school climate priority included in the School Improvement Plan; a community outreach plan to inform the staff and broader community of the supports available at the school for students and families, the needs for the supports, and how to engage the Community School Coordinator to access the supports; and an appendix of SMART Goals. The Community Schools District Liaison submits the finalized Implementation Plan to MSDE by June 1 of the school year when the plan is due.

Indian Head Elementary School (see artifact *20_Indian Head Elementary Updates*)

Indian Head Elementary School is in their second year as a Community School and completed their needs assessment during their first year and is in the process of completing their implementation plan due by June 1, 2024. Results from their needs assessment identified the following needs:

1. **Access to food.** Indian Head Elementary School community is a USDA certified food desert. Indian Head opened a food pantry on-site during the first year with refrigeration. The Community School Coordinator and steering committee addressed scheduling, access, and transportation issues that prohibit families from participating. Community School partners including Oasis Grocery, Schlegel Farms, Hancock Family Farms, Southern Maryland Food Bank, AKA Sorority, Metropolitan United Methodist Church, and Bridge Church collaborated with the Indian Head CSC to provide weekend meals to students and an open food pantry to self-identified families on a weekly basis.

2. **Mental-Health access.** Indian Head Elementary School has one counselor, one school psychologist, and one Center for Children agency counselor. The Community School Nurse assists with referrals to outside agencies; however, there are long wait lists at local agencies. Transportation is also an identified issue deterring families from accessing outside mental-health care. Hazel Health began to offer virtual mental health services at Indian Head Elementary School in April 2024 (and all elementary schools).

3. **Family engagement opportunities and activities within the school vicinity.** The lack of transportation to activities outside of the Indian Head community is also an issue that prevents access for students and families to participate in these opportunities. Steering Committee partners have collaborated with Indian Head Elementary Community School to provide Extended Learning Opportunities at the school site and local Community Pavilion to address this need.

Dr. Mudd Elementary School (see artifact *20_Dr. Mudd Updates*)

Dr. Mudd Elementary School is in their third year as a Community School and has completed their needs assessment, implementation plan, and is currently implementing the plan this school year through the subsequent two years through SY2025-26. After the needs assessment is conducted during the first year, the Community School steering committee collectively establishes goals and shares leadership to determine the implementation plan that aligns allowable wrap-around services and activities for students and their families based upon data received from the needs assessment for improved outcomes for students and their families. The implementation plan is a fluid document allowing for adjustments as needed to achieve the intended outcomes. The Community School Coordinator and the members of the steering committee regularly monitor the achievement of intended outcomes throughout the school year at steering committee meetings. Results from their initial needs assessment indicated the following needs:

1. **Access to additional mental health services for students and families.** The implementation plan included a goal to promote and integrate mental health services for students and their families through referrals to the following Dr. Mudd Community School partners. Dr. Mudd Elementary will promote and integrate mental health services for at least 10% of students and families throughout each school year by the end of SY2024-25; thereby, increasing the awareness and availability of mental health services. Participating partners include the Local Care Team, Maryland Coalition for Families, QCI Behavioral Health, and Center for Children. This school year, Dr. Mudd Community School contracted with the Community Wellness Center to provide counseling to additional students and their families.

2. **After school programming including academic interventions for students.** The implementation plan includes a goal that is aligned with their School Improvement Plan: Dr. Mudd Elementary will promote the improvement of academic achievement in math and reading, resulting in 80% of students in grades 1-5 making 50% progress toward their typical growth goal consistently each school year until the end of SY2024-25. In response to the need, the community school offers the Wise Dragons ELO Program. The program is a combination of academic and SEL-focused learning for students who are at risk based on i-Ready, KRA, Acadience, and PBIS data. This program is designed to increase academic achievement for students in the areas of reading, writing, math, and science while providing Social Emotional Learning (SEL) opportunities. The Wise Dragons ELO Program serves over 90 students three consecutive days each week throughout the school year who attend Dr. Mudd Elementary School. In addition to the 18 staff members who provide instruction for the program, other program partners such as Huntington Learning Center, SNAP ED, Stella's Girls, and Keith Elkins Karate also provide programming at the Wise Dragons ELO program.

3. **Access to food.** The implementation plan includes a goal that ties additional access to food to school attendance. The goal is Dr. Mudd Elementary will improve attendance for all students by developing and implementing a variety of programs and supports both during and outside the school day, resulting in a 5% gain per year with a total gain of 15% by the end of SY2024-25. Dr. Mudd Community School provides additional access to food for their students and families through distributing a piece of fresh fruit to each student each Friday dismissal through their Fresh Fruit Fridays program; Weekend Snack Sak to identified students in need in partnership with the Southern Maryland Food Bank; a weekly school-based food pantry open to students and self-identified school families in partnership with donations from the Retired Teachers of Charles County, Avert Church, and New Hope AME Church and purchases from the Southern Maryland Food Bank, Schlegel Farms, Hancock Family Farms, and BJ's Wholesale Club.

Dr. Mudd Elementary School must complete a revised needs assessment per MSDE guidelines during their fourth year as a Community School year which will be SY2024-25.

MSDE has identified five additional Community Schools to receive concentration of poverty funds at the beginning of SY2024-25. The additional schools are Daniel of St. Thomas Jenifer Elementary School, Benjamin Stoddert Middle School, General Smallwood Middle School, John Hanson Middle School, and Thomas Stone High School.

CCPS is committed to supporting all students who attend Community Schools where there is a higher concentration of poverty through the following collective impact approaches:

Steering Committee and Braiding of Program Services
The CSC in each school eligible for concentration of poverty funds forms a steering committee that meets bi-monthly and is comprised of community partner agencies, organizations, individuals, parents, students, school administration, and school staff. Each of the community school's steering committees meet jointly and in-person with the Judy Center steering committee for three of the five bi-monthly meetings during the school year. This allows both programs to share partners that increase the resources that provide wrap-around services to their students and families in need. The Judy Center Program is located at three schools during SY2023-24: Dr. Samuel A. Mudd Elementary School, Eva Turner Elementary School, and Indian Head Elementary School. The

Judy Center Coordinator and staff collaborate with the Community Schools District Liaison and each of the Community School Coordinators to braid funding and services to our students and their families.

The Charles County Public Schools Title I program attends the Community Schools and the Judy Center steering committee meetings. Each of the five current Community Schools are also Title I schools. The five CSCs work closely with the Title I Parent Liaisons to coordinate services and funding to provide critical services to students and families. The Community School District Liaison, CSCs, the Judy Center Coordinator and Judy Center staff, and the Director of Title I and Title I staff meet on a regular basis to jointly schedule programs at shared schools for each school year.

In addition, the CCPS Department of Community Engagement and Equity (DCEE) has implemented a Partner in Education Program in February 2023. The goal of the program is to increase access and opportunities for all students. The program provides community organizations and businesses with the opportunity to meet the needs of schools through donations, mentoring, academic tutoring, and professional learning. The application review process includes district level experts that can ensure that the partnership supports the Maryland Blueprint and the local district Strategic Plan. The DCEE partners with CSCs to provide professional learning to address culture and climate goals that include asset mapping and partnership development to increase school improvement outcomes.

Medical, Dental, and Healthcare Services

The Maryland Senate Bill1030 (5-203) states that eligible Community Schools receiving Concentration of Poverty funds must provide full-time coverage by a health care practitioner, who is a "licensed physician, a licensed physician's assistant, or a licensed registered nurse" practicing within the scope of the license. CCPS contracts with the Charles County Department of Health to provide Licensed Registered Nurses at each Community School funded through Concentration of Poverty funds. CCPS Community Schools Program also utilizes Concentration of Poverty funds to pay for needed dental care, immunizations, and other health care services for students attending community schools at the Charles County Department of Health. The Department of Health is currently collaborating with CCPS to open our school district's first school-based health center at Indian Head Elementary School. The Community School Nurse at Indian Head Elementary School wrote the grant application on behalf of the Charles County Department of Health and presented to the Charles County Commissioners with the support of Superintendent Dr. Maria Navarro to secure the building and establishment of the school-based health center. The center is projected to open at the beginning of SY2024-25. The school-based health center will serve the students at Indian Head Elementary School and will extend its health care services to students who attend General Smallwood Middle School and Henry E. Lackey High School located within the school community.

Behavioral Health/Mental Health and Wrap-Around Services

CCPS Community Schools program partners with the Charles County Local Management Board (LMB) to refer families in need of wrap-around services to the Local Care Team (LCT), Maryland Coalition of Families for family navigation services, Center for Children Youth Intervention and Engagement Program, Stella's Girls for youth mentoring, and the Parent's Place of Maryland for parent empowerment programs. Dr. Samuel A. Mudd and Dr. Gustavus Brown elementary schools recently partnered with The Community Wellness Center through contract services to provide additional mental health counseling to identified students at their schools. CCPS Community Schools partners with the Charles County Department of Social Services, LifeStyles of Maryland, Inc., Southern Maryland Tri-County Community Action Committee, Inc. to refer families in need of SNAP food benefits, temporary cash assistance (TCA), eviction prevention, rental assistance, utilities assistance, housing referrals, homelessness, child support, health insurance, medical assistance, emergency services, employment, and transportation services.

Trauma Informed Care Professional Development

CCPS Community Schools program has contracts with the Roper Victim Assistance Academy, Cheryl Fuller and Associates, and Rhema Counseling Services to provide annual Trauma Informed Care professional development to all staff at each community school. This annual professional development is a fundamental

activity that emotionally supports the school staff so that they are equipped to assist their students and families experiencing poverty at each community school.

Food Assistance

CCPS Community Schools partner with the Southern Maryland Food Bank to provide weekend meal backpacks and food for the Community Schools' food pantries for students and their families experiencing food insecurity. The Community Schools also partner with Schlegel Farms, Hancock Farms, Oasis Grocery, ALDI Grocery Stores, Target, and BJ's Wholesale Club to purchase food for their school-based food pantries that are open on a weekly basis to families with students attending the Community School. Each food pantry also provides hygiene products to students and families.

Extended Learning Opportunities

CCPS Community Schools work with multiple local partners to provide Extended Learning Opportunities for their students beyond the school day. These opportunities may include tutoring, academic interventions in the areas of Language Arts and Math, STEM programs, Social Emotional Learning (SEL) activities, Health and Wellness programs, field trips, etc. For example, Indian Head Elementary School has partnered with Boys and Girls Club for after school programming in their community pavilion which is in walking distance from the school. The Boys and Girls Club is now expanding to other schools within our district. Our Community Schools have a strong partnership with the University of Maryland SNAP ED program. This organization provides multiple programs at each of the schools. The program includes planting school gardens for food, sharing recipes, and cooking activities for students. Students at Dr. Gustavus Brown Elementary School recently planted a food garden in coordination with the local SNAP ED coordinator. The College of Southern Maryland (CSM) partners with the Community Schools Program at Indian Head to provide a week of STEM programs during the school system's spring break. The Community Schools program provides meals and transportation to and from the local CSM campus so that the students may participate in this program. Dr. Samuel A. Mudd Elementary School contracts with the Huntington Learning Program to provide additional tutoring services for their students. The Community School Nurse at Eva Turner Elementary School developed a Be Happy, Be Healthy ELO program in coordination with the Community School Coordinator that focuses on health and wellness for the participating students. JP Ryon Community School has partnered with Keith Elkins Karate to provide the HERO Leadership program which is a monthly leadership training program that covers essential skills such as better communication, coaching skills, leadership skills, as well as proven techniques for motivating yourself and others.

Parent Engagement

The Community Schools work with partners to provide parent engagement opportunities for their students and their families. For example, they contract with Pure Play Every Day to provide play activities between children and their parents using everyday household items that do not require additional purchases for the family to engage with each other. The University of Maryland SNAP ED program also presents at community parent nights which allows for parent engagement with their children by preparing a meal together.

Community Resource Day

Each CCPS Community School annually hosts a Community Resource Day to link resource services from local partner agencies, organizations, and businesses to the participating students and their families. Indian Head Elementary School hosted their annual Community Resource Day this past fall with approximately 30 partner vendors and over 320 student and family participants. Dr. Samuel A. Mudd, Dr. Gustavus Brown, Eva Turner, and JP Ryon Community Schools are hosting their Community Resource Day together at JP Ryon Elementary School in late April. These schools have registered over 60 partner vendors to provide services to the participating families. The four community schools are providing food, activities, and transportation to the participating families in addition to the distribution of resources, supplies, and materials provided by the vendors.

Feedback from March 2023 Plan

This is a new question which means feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. Community Schools play a vital role in supporting student achievement by addressing the diverse needs of students and fostering a holistic approach to education. The five (soon to be 10) community schools in CCPS serve as hubs for collaboration among educators, families, community organizations, and social services to provide comprehensive support services such as healthcare, counseling, academic tutoring, and enrichment activities. By addressing barriers to learning and promoting students' physical, emotional, and social well-being, community schools create a supportive environment that enhances students' readiness to learn and academic success. Moreover, they engage families and community members as partners in education, fostering a sense of belonging and shared responsibility for students' learning and development. This collaborative approach not only improves student outcomes but also strengthens communities and promotes equity in education.

21. Expanding Behavioral Health Support

Discuss how the LEA will **enhance and expand behavioral health support for students,** including how it leverages the Consortium on Coordinated Community Supports to provide services to students and communities.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint outcome to enhance and expand behavioral health support for students.

The transition back to in-person learning has led to an increase in social-emotional needs (see artifact *21_Comparison 2019_Mar2020 and 2021_22 and 2022_23 SAFE_BHA_TA*) among students. This includes challenges related to emotional regulation, anxiety, depression, trauma, and other mental health concerns resulting from the disruptions caused by the pandemic. CCPS has observed a surge in severe behavioral incidents, threat assessments (see artifact *21_SAFE_BHA_TATM*), and referrals (see artifact *21_BARK*) for mental health services. This indicates the heightened level of distress and behavioral challenges experienced by students as they readjust to the school environment. To address these pressing needs, CCPS is leveraging multiple funding sources to increase mental health staffing and implement programs aimed at supporting students' social-emotional well-being. These funding sources may include federal relief funds like the American Rescue Plan (ARP), state grants, local allocations, and other resources earmarked for mental health initiatives. CCPS is implementing various programs and interventions designed to support students' mental health needs. These programs include counseling services, group therapy, trauma-informed practices, social-emotional learning curriculum, crisis intervention teams, and partnerships with external mental health agencies.

As of January 2024, CCPS has implemented staffing strategies to address mental health needs, with updates including the following:

Mental Health Clinicians
During SY2022-23, CCPS secured a grant from the Charles County Department of Health to fund two mental health clinician positions. This grant aimed to support the provision of mental health services within the school system. One position out of the two funded by the grant was successfully filled. Specifically, one mental health clinician was hired in February of 2023, marking progress in implementing the staffing strategies outlined in the grant.

While there is still one position remaining to be filled as per the grant funding, the successful hiring of one mental health clinician demonstrates CCPS's commitment to leveraging external resources to bolster mental health support services for students. The .5 FTE position remains unfilled as of the submission of this report due to challenges with finding appropriately credentialed individuals. The ongoing efforts to fill the remaining position are likely to further enhance the capacity of CCPS to address the mental health needs of its student population.

Behavioral Support Teacher Positions
During SY2022-23, three behavioral support teacher positions were created to assist with rising behavioral concerns among K-2 students. Two positions are currently filled. The third position was filled at the beginning of SY23-24, but this individual accepted a promotion in October of 2023. This open position has not been filled due to concerns with losing direct staffing to school buildings. Services have expanded to include students in 3rd-5th grade, with a total of 36 students referred for support during SY2023-24. These positions will continue in SY 2024-25.

Regionalized Sites for Behavioral Support
In SY2022-23, CCPS created the ASPIRE Program where regionalized sites were established and staffed with a teacher and instructional assistant (IA) to work with referred K-2 students presenting significant behavioral challenges. ASPIRE classrooms are regionalized programs at four elementary schools for regular education kindergarten-second grade students requiring intensive levels of behavioral support. Students are only admitted into this program with parent permission. Regionalized staff are assisting school teams with behavioral support for both general and special education students. During SY2022-23, a total of three students were referred, with one student transitioning out of the program and back into their typical classroom. Two other students continued to be monitored through the program and eventually referred to special education. During SY2023-24, a total of seven students have been referred to the program, five of whom were referred beginning in February 2024. One of the two students referred in November of 2023 has successfully transitioned back into instructional time in their typical classroom. The other six students remain at different levels in the program, with three of the students referred to special education. These programs will remain for SY2024-25, with the possible expansion of a Pre-K program.

Addition of School Counselor Positions
In SY2021-22, 4.5 school counselor positions were added to the general budget, indicating a commitment to increasing support for students' social-emotional well-being through additional counseling services.

Between SY2021-22 and SY2023-24, there has been a decrease in the number of school counselors within the CCPS system. In SY2021-22, there were a total of 92 school counselors within CCPS. However, by SY2023-24, this number has decreased to 82 school counselors. Despite the decrease in the total number of school counselors, there hasn't been a change in the allocation of positions. The decrease is not due to a deliberate reduction in the number of allocated positions for school counselors. The reduction in the number of school counselors seems to be attributed to difficulties in both finding and retaining qualified professionals for these positions. This issue may stem from various factors such as high demand for school counselors, competition with other job opportunities, or challenges related to compensation, workload, and job satisfaction within the field. Overall, the decrease in the number of school counselors despite the unchanged position allocation underscores the challenges faced by CCPS in recruiting and retaining qualified professionals in the field of school counseling. Addressing these challenges may require strategies to enhance recruitment efforts, improve working conditions, and provide support for professional development and retention initiatives. Recruitment initiatives, including job fairs, and underway and professional development initiatives including obtaining ASCA status for school counseling programs is also taking place.

Workplace shortages in these critical areas continue to impact delivery of services. The table below highlights the personnel shortages in key mental health support areas.

Position title	Total allocated personnel (SY23-24)	Total filled positions	Shortage
School Counselors	96	82	-14
School Psychologists	47	41	-6
Behavior Support Teachers	3	2	-1
Mental Health Clinicians	1.5	1	-.5

Overall, CCPS is operating at a 21.5 FTE position shortfall in personnel areas directly responsible for the delivery of mental health services. In order to ensure students still have access to the necessary mental supports, has pivoted to working with outside agencies for additional support in addressing the mental health needs of students while still advertising open positions.

School Based Mental Health Services
CCPS has taken proactive steps to provide mental health support to its student population through partnerships with external agencies and leveraging different funding sources to meet students' needs across various grade levels.

CCPS has established various agreements and partnerships with external agencies to provide mental health services to students across different grade levels. Tri-County Youth Services Bureau and Center for Children provide direct services to students across K-12 grade levels under pre-existing agreements. A third agency was contracted through an RFP process in August-September 2023 to provide services specifically to middle school students. High school services are funded through ARP Behavioral Health ESSER funding, while elementary and middle school services are funded through the general budget. In July 2023, CCPS reached an additional agreement with Hazel Health to provide tele-mental health services (see artifact *21_School Based Mental Health Services and Hazel referrals*) to secondary school-age students, starting outside of school hours in December 2023 and transitioning to in-school settings in mid-January 2024. In April of 2024, Hazel Health services were expanded to include elementary schools.

Additional Programs (ARP – Behavioral Health ESSER funding)

Mental Health First Aid
CCPS implemented a Mental Health First Aid training program, offering sessions twice a month over a period of 10 months spanning SY2022-23 and SY2023-24. Mental Health First Aid training sessions are conducted twice a month, ensuring regular opportunities for CCPS employees to participate in the program. The program is open to all CCPS employees, indicating a commitment to providing mental health literacy and support across various roles within the school system.

The provided information outlines the progress updates regarding Youth and Adult Mental Health First Aid training within CCPS as of January 2024:

Time Period	Participants	Training Type	Purpose
January 2022-January 2023	347	Youth and Adult Mental Health First Aid	Recognizing and responding to mental health challenges among youth and adults
August 2023	51	Youth Mental Health First Aid (School Nurses)	Enhancing school nurses' knowledge on mental health concerns affecting students
September-November 2023	24	Youth Mental Health First Aid (Parents)	Engaging parents in understanding and supporting the mental health needs of their children

In summary, a total of 25 Mental Health First Aid classes were held between January 2022 and November 2023. These classes collectively involved 422 participants, including parents/caregivers and staff members. At least two more Mental Health First Aid classes will be offered through the end of SY2023-24.

Restorative Practices
In March 2023, CCPS implemented a "Restorative Practices Train the Trainer" program aimed at ensuring that restorative practices training occurs across all schools within the district. This initiative's main objective is to build capacity within CCPS by creating a cadre of trainers who can then disseminate restorative practices training to staff members across all schools in the district. Through ongoing training and capacity-building efforts, CCPS aims to promote positive relationships, conflict resolution skills, and social-emotional well-being throughout the school community. Thirteen schools with trained restorative practice trainers are implementing the approach at their buildings. We will continue to expand training to extend the program for more schools using an MSDE grant option for SY2024-25.

Time Period	Participant	Training Type	Purpose
February 2023	20	Restorative Practices Training	Provide staff with knowledge and skills for restorative approaches to discipline and conflict resolution within the school community
March 2023	20	Restorative Practices Train the Trainer	Equip selected individuals to deliver restorative practices training to others within CCPS schools,

			ensuring sustainability and scalability of implementation

Behavior Specialist Consultant
During SY2021-22, CCPS enlisted the support of a Behavior Specialist consultant to assist in developing behavior plans to support students in kindergarten through second grade (K-2). The consultant was tasked with providing expertise and guidance in developing behavior plans tailored to meet the needs of K-2 students. This position was absorbed as a Behavior Support Clinician for SY2022-23.

BASE Ed and BASEline

Initiative Name	Description
BASE Ed and BASEline Universal Screener	1. CCPS uses BASE Ed's BASEline universal screener to evaluate Behavior, Engagement, and Academic Self-Confidence for 6th to 12th-grade students. BASE Education, an online social-emotional program, covers 50 topics like suicide prevention, digital citizenship, anger management, and more. It offers over 100 interactive modules for individual support, with administrators accessing real-time student responses. "Firewords" alert for harmful or suicidal thoughts. The program aligns with MTSS, PBIS, and CASEL standards. The screener gathers self-reported information, generating overall percentiles for each domain and recommending individualized modules based on student responses. Data is categorized into three tiers for each domain, considering criteria like severity, frequency, or satisfaction level. Demographic information further categorizes and analyzes data to identify trends or patterns within different population groups. The survey was administered three times in SY2022-23 (beginning, middle, and end) with approximately 11,000 student participants. In the second year of implementation (SY2023-24), the survey (see artifact *21_BASEline Fall 2023 domains percentile by School*) was administered in the first semester with around 10,000 student participants, and a second administration is scheduled for the second semester. Designated School Administrative points of contact meet with BASE Ed consultants to review data, discuss trends, and identify focus areas for schools based on insights from survey results, contributing to informed decision-making for interventions and support strategies to enhance student well-being and academic success. 2. CCPS will continue data analysis utilizing BASEline universal screening data (see artifact *21_SOS and BASEline Fall 2023_Final*) to assist school teams with focusing their mental health efforts. Thus far, data from universal screenings indicate a slight improvement year-to-year (SY2022-23 to SY2023-24) in overall student perception of their school's focus on supporting student welfare.

Signs of Suicide (SOS)

Program Name	Implementation Year	Target Schools	Presentation Approach	Objective
Signs of Suicide (SOS) (see artifact *21_Signs of Suicide*)	Year 1 Pilot (SY2021-22)	Three high schools	Video vignettes featuring peer actors, guided discussion questions, exit ticket responses	Raise awareness about mental health issues, specifically suicide prevention; provide tools and resources for students to seek help in crisis situations
	Year 2 (SY2022-23)	All seven high schools	Same presentation approach as Year 1	Continue raising awareness and providing support for mental health challenges among students

	Year 3 (SY2023-24)	All seven high schools	Same presentation approach as previous years	Further enhance awareness, encourage help-seeking behaviors, and provide ongoing support for mental health issues among students
The Signs of Suicide (SOS) program at CCPS demonstrates a sustained effort to address mental health concerns and promote help-seeking behaviors among students, contributing to a proactive and supportive school environment. SOS, due to the nature of the behavior it addresses, will continue to be implemented during SY2024-25.				

Move This World
CCPS places a strong emphasis on supporting the social-emotional well-being of its students through various programs and initiatives.

Program Name	Implementation Level	Target Schools	Approach	Objectives
Move This World	Tier 1	All 22 elementary schools and Gywnn Educational Center	Interactive platform (see artifact *21_MTW_District Admin View_ Content Accessed*) integrating social-emotional learning (SEL) supports based on CASEL domains (see artifact *21_MTW_District Admin_AVG System Count by School*)	1. Foster development of social and emotional skills among students, including self-awareness, self-regulation, empathy, communication, and conflict resolution skills. 2. Reduce disruptions in the classroom environment.
The Move This World program at CCPS exemplifies a proactive approach to nurturing students' social-emotional well-being, enhancing behavior management strategies, and creating a conducive learning environment.				

Similarly, the BASE program, which has been previously mentioned, serves as another Tier 1 program within CCPS, focusing on assessing students' perceptions of themselves and their school environment.

Bark for School (see artifact 21_BARK)

Program Name	Description
Bark Artificial Intelligence and Live Person Program	The Bark program to monitor students' school-provided Microsoft accounts for content that may indicate a need for additional mental health support.
This proactive approach (see artifact *21_Multifaceted Approach to Improved Mental Health of Students in the schools*) reflects CCPS's commitment to student well-being in both physical and virtual environments. BARK will continue for SY2024-25.	

By integrating these various programs and initiatives, CCPS demonstrates a comprehensive approach to promoting student wellness and fostering a supportive learning environment. These efforts not only address academic success but also prioritize the social-emotional development and mental health of students.

Listed below are ongoing data analysis and implications for BASEline and Signs of Suicide (SOS) universal screening programs for SY2022-23 and SY2023-24.

CCPS conducted an application process to establish partnerships with external vendors for behavioral health services. Additionally, this initiative aimed to support the vendors' applications for the CHRC (Community Health Resources Commission) grant. CCPS initiated a formal process wherein external vendors could submit

applications to establish linkages with the school system for providing behavioral health services. By supporting the selected vendors with their grant applications, CCPS aimed to enhance their chances of securing funding to provide behavioral health services. After reviewing the applications received, CCPS chose five vendors to support with four receiving grant awards. These vendors were deemed to be the most suitable or aligned with the goals and needs of the school system and the community. Overall, this process demonstrates a proactive approach by CCPS to address behavioral health needs within their community by partnering with external vendors and leveraging grant opportunities.

Initiative Name	Description
Hazel Health (Tele-Mental Health) (see artifact *21_LOS- Hazel Health)*	Hazel Health expansion (see artifact *21_CCPS Hazel Health Partnership Update March 19 2024*) to provide tele-mental health services to its students, demonstrating a commitment to ensuring access to essential mental health support regardless of location or socioeconomic status. The program offers school, evening, and weekend service hours, providing flexibility and a range of choices for students and families. This approach aligns with efforts to reach students in rural and economically disadvantaged/underserved areas who may have limited access to traditional in-person mental health services.
Center for Children	Center for Children (see artifact *21_Center for Children letter*) to provide in-person mental health services and training on mental health topics for staff. Support for addressing staffing shortages and integration of Evidence-Based Practices (EBTs) into the school environment demonstrate a commitment to maintaining quality mental health services for students.
Mental Health Association (see artifact *21_MHAM letter*) of Maryland - Teen Mental Health First Aid	Teen Mental Health First Aid training in partnership with the Mental Health Association of Maryland, empowering students to recognize signs of mental health challenges and provide support to their peers. Training equips students to recognize signs of mental health challenges, provide support and referrals, and reduces stigma through open conversations and empathy. The partnership with the Mental Health Association of Maryland for a Child and Family Mental Health Awareness campaign reflects CCPS's dedication to raising awareness and reducing barriers to accessing mental health resources for students and families. Collaborating with a reputable organization enables CCPS to leverage resources and expertise for effective outreach and promotion of mental health literacy and support, contributing to a supportive and inclusive school environment where students prioritize their mental health.
Boys and Girls Club of Southern Maryland (BGCSM)	BGCSM's (see artifact *21_BGCletterofsupport*) evidence-based Positive Action program, offering quality after-school/out-of-school programming for students. The program operates in two locations in Charles County, providing services Monday through Friday for six hours per day year-round. Programming focuses on improving students' social, emotional, behavioral, and academic progress. Positive Action is on the National Register of Evidence-based Programs and Practices, showing positive long-term outcomes for students including decreased school discipline, decreased absenteeism, reduced risk-taking behavior, and improved positive orientations to school and altruistic behavior.

Future Steps

1. CCPS plans to expand mental health resources available to students and families through our partnership with the Community Health Resource Consortium grantees and continuing our existing funding for expanding school counselor positions and relationships with outside mental health vendors. Specifically, CCPS will be targeting an increase in mental health staffing (at least an increase of 1FTE) to its secondary alternative school and innovative schools.

2. CCPS will continue data analysis utilizing BASEline and SOS universal screening data, threat and behavioral assessment data, and referral information to contracted mental health providers to assist

school teams with focusing their mental health efforts. Thus far, data from universal screenings indicate a slight improvement year-to-year (SY2022-23 to SY2023-24) in overall student perception of their school's focus on supporting student welfare. However, an increase in extreme situations (i.e. students voicing self-harm and threats to others) has been shown over a three-year timeframe (SY2021-22 – SY2023-24), necessitating a continued and targeted focus on identifying Tier 3 students and aligning these students with available mental health supports.

3. Support will continue to be directed to the needs of CCPS's early learners (i.e. students in Pre-K – 5th grade). Staff will focus on developing behavioral interventions for individual students and training and continuing professional development for classroom teachers on behavior modification techniques. At least 10 professional development activities for identified groups of teachers will be held during SY2024-25.

4. CCPS will track increased use of the BASE Education and Move This World platforms. For SY2024-25, CCPS will be requesting a 50% increase in utilization of the platforms as measured by teacher daily use and overall school wide use based on monthly statistics.

Feedback from March 2023 Plan

This is a new question which means feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. Behavioral health services play a crucial role in supporting student achievement by addressing the social, emotional, and mental health needs of students. These services provide counseling, therapy, and interventions to help students navigate challenges such as anxiety, depression, trauma, and behavioral issues, which can impact their ability to succeed academically. By promoting emotional well-being and teaching coping strategies, behavioral health services create a supportive environment where students feel safe, valued, and empowered to learn. Moreover, they help reduce absenteeism, discipline referrals, and dropout rates, thereby improving overall school climate and student engagement. By addressing the whole child and fostering positive social-emotional development, behavioral health services contribute to academic success and lifelong well-being.

Governance and Accountability

22. Stakeholder Engagement

Initial Blueprint Implementation Plan Reference: Question 161

In March 2023, the LEA discussed how it would **engage and represent the voices of stakeholders in the development and implementation of its Blueprint Implementation Plan**, an essential element for the 2024 submission as well.

Discuss the LEA's strategy or framework for successfully engaging multiple stakeholder groups for varied purposes during this process, including empowering stakeholders to provide meaningful input into developing and implementing its Blueprint Implementation Plan. Describe how the LEA determines success in this area, including lessons learned and adjustments needed.

Provide specific examples of where stakeholder input has been incorporated into the plan and explain why stakeholder input was critical for each example.

Considerations:

- Key stakeholders (teachers, school leaders, community members, LEA Executive Team including the superintendent)
- Vision building and goal setting
- Communicating to educate and inform about Blueprint implementation (e.g., the Career Ladder)
- Collaborating to create and refine plans
- Establishing feedback loops
- Data collection and analysis
- Engaging educators across subject areas (e.g., social studies, science, fine arts)
- Engaging underrepresented groups
- Successful strategies and opportunities for improvement
- Reporting and sharing progress
- Leveraging strategic facilitators and Blueprint coordinators

In the March 2024 part 1 submission, CCPS described ways in which multiple stakeholder groups have helped with developing, implementing, and monitoring the district's Blueprint Implementation Plan. As the work of the Blueprint continues, CCPS has been strategic with how it engages with various stakeholder groups. CCPS has continued to foster a culture of continuous improvement and collaboration that strengthens its relationships with stakeholders and enhances the overall effectiveness of its Blueprint Implementation Plan. Through ongoing engagement, communication, and learning, CCPS continues to make progress towards its goals and achieve meaningful outcomes for students, families, and the community as a whole.

In its March 2024 submission under Communication, CCPS identified numerous communication strategies, feedback solicitation, and adaptation of strategy. Please refer to page 10 of this document.

Timeline of Engagement

Frequency	Engagement	Purpose
Weekly	Superintendent's Senior Leadership Team (SLT) meeting	Weekly meeting with senior leadership to discuss, analyze, and make adjustments to current and future work, including Blueprint goals and programs
Bi-weekly	Blueprint implementation coordinator check-in (see artifact (*22_Sampe Agenda with BP coordinator and Superintendent*) with Superintendent	The status of projects and tasks aligned to the Blueprint are discussed to ensure fidelity of implementation, alignment of work, problem-solving, and accountability.
Monthly	Blueprint newsletter	Every month the Blueprint implementation coordinator creates a monthly update regarding the five pillars. The newsletter is shared with stakeholders via email and put on the CCPS Blueprint website.
	Check-ins with individual steering committee lead	The Blueprint implementation coordinator meets monthly with the leads of the various steering committees in order to discuss topics for upcoming meetings, evaluate past meetings, and act as a thought partner
	Stakeholder outreach and presentations	Presentations are created and facilitated by the Blueprint implementation coordinator for specific stakeholder groups based on need. The Blueprint implementation creates and/or facilitates presentations (see artifact *22_Principal Meeting- Blueprint funding*) that can be used in a trainer-of-trainer model. CCPS focused heavily in SY2023-24 with parents (see artifact *22_Blueprint PTO meeting*) and families. For SY2024-25, CCPS will focus more on student outreach.
Bi-monthly	Board updates and presentations	The Blueprint implementation coordinator updates the Board of Education of Charles County during a regularly scheduled meeting.
	Blueprint Advisory Group meeting	The leads of the steering committees meet every other month in order to share updates of Blueprint work and to develop agenda topics for future steering committee meetings. A sample of a sign-in sheet and agenda can be found here (see artifact *22_Blueprint Advisory Group Agenda and Sign-in*)
Quarterly	Steering committee meetings	Eight steering committees (see artifact *22_Pillar 2 Steering Committee Agenda*) meet at least quarterly to review goals set forth in March 2023 Blueprint plan, evaluate the outcomes set forth, and make recommendations for future planning.
Bi-annually	Focus groups	Data is collected from system focus groups aimed at gathering quantitative feedback, guiding decision-making, and building community engagement around the aspects of the Blueprint. For SY2023-24, focus groups were formed to help develop conditions for teachers and students at innovative schools and help develop the math and literacy plans for the system. Future focus group work will be centered on student voice and the Blueprint.
Annually	Community feedback review with community	Community feedback sessions (see artifact *22_Feedback Focus Group*) are hosted in order to the various stakeholders to review draft Blueprint plans. Feedback protocols are followed.

CCPS continues to empower stakeholder groups through the following steps:

1. **Identifying Stakeholders:** CCPS began by identifying relevant stakeholder groups in 2021, including but not limited to teachers, school and district administrators, parents, community members, local businesses, educational experts, and policymakers. As the work of the Blueprint goes deeper, additional stakeholder groups have been identified to help plan strategically to ensure various groups are represented in development, implementation, and monitoring of the system's Blueprint plan. Each participant brings unique perspectives and interests to the discussion and represents the diversity of demographics, interests, and experiences of the community.

2. **Establishing Clear Communication Channels:** Effective communication is key to engaging stakeholders meaningfully. CCPS, as demonstrated in its March 2024 submission, sets up various channels such as town hall meetings, focus groups, surveys, workshops, online forums, and social media platforms to solicit input and feedback from stakeholders. Stakeholders have been given the opportunity to participate in short-term of long-term activities that are related to the Blueprint.

3. **Building Relationships and Trust:** CCPS is intentional in its selection of diverse, subject-matter experts as steering committee leaders that invest time and effort in building strong relationships with stakeholders and earning their trust. This involves listening actively to their concerns, addressing their needs, and demonstrating a genuine commitment to collaboration and partnership. Steering committee leaders work together with one another as well to make up the CCPS Blueprint Advisory Committee. This committee meets monthly to debrief and share information within pillars to ensure the work of the Blueprint is not siloed. The trust within the advisory committee is just as important as the trust within each of the steering committees and working groups.

4. **Providing Resources and Support:** It is important stakeholders have access to the necessary resources, information, and support to participate meaningfully in the committees and groups. Due to the various foundational knowledge of the Blueprint, there has been a great deal of capacity building of the community that includes providing training sessions, educational materials, and technical assistance as needed.

5. **Empowering Stakeholders:** Stakeholders have been empowered in the Blueprint process by involving them in decision-making processes, allowing them to co-create solutions, and giving them ownership over the outcomes. This allows stakeholders' sense of ownership and accountability for the success of the Blueprint Implementation Plan.

6. **Monitoring and Evaluation:** CCPS has created benchmarks to assess the effectiveness of its stakeholder engagement efforts. CCPS tracks participation rates, analyzes and uses feedback, measures stakeholder satisfaction, and evaluates the impact of stakeholder input on decision-making and outcomes.

7. **Continuous Improvement:** Based on lessons learned from stakeholder engagement activities, CCPS makes necessary adjustments and refinements to its strategies and processes. This involves soliciting feedback from stakeholders about their experiences, identifying areas for improvement, and implementing changes accordingly.

Determining success in stakeholder engagement involves not only achieving specific objectives outlined in the Blueprint Implementation Plan but also fostering a collaborative and inclusive culture within the education community. Success can be measured by the level of stakeholder participation and satisfaction, the quality of input received, the extent to which stakeholder perspectives are incorporated into decision-making, and the degree of ownership and support for the implementation plan demonstrated by stakeholders.

Successful stakeholder engagement requires a systematic and inclusive approach that prioritizes communication, collaboration, and empowerment. By actively involving stakeholders in the development and implementation of its Blueprint Implementation Plan, CCPS can build trust, foster buy-in, and ultimately improve the quality of education for all stakeholders involved.

Feedback from March 2023 Plan

Specific feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful. Stakeholder engagement is crucial in component of the strategic planning and Blueprint planning process in CCPS as it ensures that the plan reflects the diverse perspectives and needs of the entire school community. By involving stakeholders such as teachers, students, parents, administrators, community members, and local organizations, these plans and goals can better address the unique challenges and opportunities facing the students in CCPS. Stakeholder engagement fosters collaboration, builds trust, and promotes transparency, leading to greater buy-in and commitment to the goals and priorities outlined in the plan. Additionally, involving stakeholders in the planning process allows for the identification of innovative ideas, potential barriers, and areas for improvement, which strengthens the overall effectiveness and relevance of the strategic plan. Stakeholder engagement empowers CCPS to develop a plan that is responsive to the needs of its constituents, enhances educational outcomes, and supports the success of all students.

23. Blueprint Funding and Resources

Discuss the process the LEA uses to assess budgetary needs and make critical decisions about the **allocation of new resources and the reallocation of existing resources to implement its Blueprint Implementation Plan.** Include estimated funding allocations by pillar and program. Provide specific examples and the rationale for the allocation and reallocation of resources.

Considerations:
- Budgeting annually and over multiple years
- Funds following students to their schools (Education Article § 5-234)
- Targeted funds (e.g., Transitional Supplemental Instruction Aid, Concentration of Poverty grants, State Aid Funding for CCR, etc.)

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint outcome to ensure resources are aligned to meeting student needs at the school level.

CCPS currently budgets annually and projects the Blueprint funding and county funding for future year planning. CCPS does understand and acknowledge the Blueprint demands by pillar for future years and is planning to implement those changes as required. We recognize that resources will have to be allocated by pillar as the Blueprint requires and if the funding is lower than is needed to fully implement, we will cut other programs to satisfy the law. CCPS is planning future budget needs based on the law and are planning for those increased costs.

Below is our 5-year projections for planning purposes:

5 year forecast - Charles County Public Schools

	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
State Nonpublic Special Education	$ 1,333,135	$ 1,194,373	$ 1,194,373	$ 1,194,373	$ 1,194,373	$ 1,194,373	$ 1,194,373
Foundation	$ 131,905,913	$ 143,938,555	$ 144,981,466	$ 155,356,199	$ 163,876,710	$ 170,713,326	$ 177,886,721
Guaranteed Tax Base	$ 2,864,668	$ 8,524,080	$ 5,830,000	$ 2,512,078	$ 1,718,129	$ 1,175,109	$ 803,712
Comparable Wage Index	$ 6,377,805	$ 3,879,144	$ 3,943,941	$ 3,825,737	$ 3,744,338	$ 3,662,940	$ 3,435,356
CCR Program	$ 650,278	$ 735,216	$ 263,430	$ 250,732	$ 251,610	$ 252,488	$ 254,257
Transportation	$ 13,184,502	$ 14,364,062	$ 14,691,509	$ 15,026,421	$ 15,368,967	$ 15,719,322	$ 16,077,664
Compensatory Education	$ 39,368,144	$ 53,680,895	$ 61,066,833	$ 69,309,874	$ 71,391,956	$ 74,689,277	$ 79,334,543
Concentration of Poverty	$ 519,662	$ 1,512,835	$ 3,657,985	$ 3,657,985	$ 3,657,985	$ 3,657,985	$ 3,657,985
English Learners	$ 5,310,430	$ 6,322,904	$ 7,071,163	$ 7,245,658	$ 7,393,808	$ 7,692,520	$ 8,248,952
Special Ed	$ 12,535,637	$ 15,586,386	$ 17,447,680	$ 19,750,043	$ 24,740,787	$ 35,168,267	$ 58,068,902
Transitional Supplementatl Instruction	$ 1,635,311	$ 1,832,345	$ 1,312,575	$ 895,166	$ -	$ -	$ -
Prekindergarten	$ 5,063,961	$ 4,567,731	$ 5,550,323	$ 6,117,691	$ 6,593,224	$ 7,105,956	$ 7,658,420
Career Ladder	$ 171,019	$ 190,334	$ 119,388	$ 130,680	$ 143,748	$ 158,123	$ 173,935
Total State Funding	$ 220,920,465	$ 256,328,860	$ 267,130,666	$ 285,272,637	$ 300,075,636	$ 321,189,686	$ 356,794,821
County Funding	$ 212,833,320	$ 218,767,000	$ 231,187,915	$ 242,747,311	$ 254,884,676	$ 267,628,910	$ 281,010,356
Federal Funding	$ 846,149	$ 970,000	$ 970,000	$ 970,000	$ 970,000	$ 970,000	$ 970,000
Miscellaneous Funding	$ 3,618,029	$ 4,705,515	$ 6,885,390	$ 6,885,390	$ 6,885,390	$ 6,885,390	$ 6,885,390
Total	$ 438,217,963	$ 480,771,375	$ 506,173,971	$ 535,875,338	$ 562,815,703	$ 596,673,987	$ 645,660,567

To satisfy Education Article 5-234, CCPS is allocating funding to the schools based on the demographics of each school and the Blueprint funding given to us from the state and county. CCPS allocates each revenue source based on the number of students in each school that falls under each category. The targeted funds

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(Transitional Supplemental Instruction Aid, Concentration of Poverty grants, CCR, etc.) are allocated based on the enrollment of each school that the funding applies to and no funding from these targeted funds are given to schools that do not have students that fall in these categories.

Budget decisions are made through a structured process involving various stages listed below.
1. **Assessment of Needs:** District and school leaders assess the needs of schools, students, and programs. Included in this assessment are varying data points that include student achievement data, enrollment trends, student information data (data that is inclusive of attendance, suspension, social/emotional needs, and other relevant data), needs of specific groups, facility maintenance, and other areas.
2. **Budget Preparation and Input:** CCPS evaluates priorities established during the needs assessment to develop a budget proposal. The proposal, based also on the intended funding of the state and county, outlines how funds will be allocated to different budget categories. Input from various departments and data presented helps to ensure that the budget reflects the priorities of the community.
3. **Budget Review:** CCPS provides information at several board meetings and dedicated work sessions on the budget. The Board of Education of Charles County has the opportunity to ask meaningful questions about the budget, as well as to request specific changes based on community feedback. Community stakeholders have the opportunity to comment on the budget.
4. **Budget Adoption:** CCPS uses feedback to make necessary revisions and the Board of Education of Charles County votes to approve the final budget.
5. **Implementation and Monitoring:** Once the budget is approved, spending is monitored throughout the year to ensure that funds are being used effectively and in accordance with the budget plan. Adjustments may need to be made to address unforeseen circumstances or changing needs.

Pillar 1: CCPS has converted all 4-year-olds to full-day PreK. CCPS has budgeted $2.8 million in FY 25 to open a new PreK facility to expand enrollment. Facility space is a challenge. The Board of Education of Charles County voted not to implement the sliding scale for FY 25.

Pillar 2: CCPS met the 10% raises over 5 years (2019-2024). The starting salary of at least $60,000 was met in FY 25. CCPS is working with the Education Association of Charles County (EACC) to implement local career ladders. The $10,000 raise for NBC teachers and the $7,000 for NBC teachers at a low-performing schools has been implemented. CCPS has budgeted for these items in FY 25 and are projecting future costs associated with this for future budgets. CCPS is also planning for the teachers in classroom only 60% of working time and the assistant principals to teach 20% of working hours. It is understood that we will need to budget for additional teachers to make this happen and are being proactive in projecting these costs.

Pillar 3: CCPS has budgeted for a dual-enrollment program to earn college credits while in high school with the possibility of earning an associate's degree while in high school. A total of $100,000 has been budgeted for an Early College Liaison to facilitate this program and also budgeted for the increased cost for more student participation with the College of Southern Maryland (CSM).

Pillar 4: CCPS has budgeted for special education and English learners students based on the enrollment in these categories by each school. Resources have been allocated for struggling learners by school and the funding received through the TSI funding. The concentration of poverty funding is allocated to each eligible school to increase services for students and their families. The services include increased school health and behavioral services for these schools.

The strategy for CCPS to increase the number of schools meeting the minimum school funding requirements is to monitor our results and to target more schools for compliance each year. CCPS has launched an "Innovative Schools" initiative to focus on schools in an organized manner that need additional resources to improve the outcomes for the students. Two schools have been selected to start with in FY 25 that will require additional staffing to accomplish the goals. Seven additional teachers in FY 25 and four more in FY 26 will be allocated for these schools. CCPS will add schools each year until we have all schools meeting the minimum school funding requirements.

Feedback from March 2023 Plan

This is a new question which means feedback was not provided for this question area in the 2023 submission; therefore, the response is reflective of continued progress and implementation as described herein.

Interconnectivity of the Pillars and CCPS Goals

In the March 2024 submission, CCPS described its adoption of the AIB's logic model that illustrates the intersectionality of the pillars and how these pillars cannot work in isolation in order for students to be successful.   CCPS recognizes the need to review future budgets and identify the many needs that need to be addressed. This process requires a deep analysis of budget information and needs based by school.