



# BLUEPRINT

FOR MARYLAND'S FUTURE



## PILLAR 4

RESOURCES TO ENSURE THAT ALL STUDENTS ARE SUCCESSFUL

### GOAL

Providing more support to students who need it the most, including students from low-income families, students who receive English learner services, and students who receive special education services. Ensuring all have access to behavioral health services as needed.

- Improve the education of students receiving English Learner services
- Improve education for students with disabilities
- Provide support for students attending schools with a high concentration of students from low-income families
- Implement concentration of poverty grants to create community schools and improve wrap-around services
- Enhance student health services
- Provide technical assistance for behavioral health needs

### STATUS OF CURRENT WORK

- **Community Schools**
  - 2023–2024: Community Schools are Gilpin Manor Elementary, Holly Hall Elementary, Thomson Estates Elementary, and Elkton Middle.
  - 2024–2025: Community Schools added are Bainbridge Elementary, Bay View Elementary, Cecilton Elementary, and North East Elementary.
  - Community School Advisor and Health Practitioner at each of the schools.
  - Schools are expanding existing school partnerships to provide services to families.
- **English Learner Services**
  - Program alignment with recommendations in the MSDE Workgroup on Multilingual Learners in Public Schools.
  - Professional learning focused on multilingualism as an asset and increasing the number of teachers skilled in providing equitable access to instruction and assessment.
  - Expanded multilingual family involvement, community partnerships, and school support in collaboration with Title I and Early Childhood Education (ECE).
  - Improved instruction and assessment through data analysis, goal setting, curricular improvements, teacher collaboration, and high-quality, school-day tutoring for those identified as, or at risk of becoming, Long-term Multilingual Learners.
  - Provide comprehensive language access services to communicate with families in a language they know and understand.
- **Special Education Services**
  - Provide a continuum of services to address the unique learning needs of those with disabilities.
  - Hired five school social workers to support the social and emotional learning needs and counseling for students with and without disabilities.
  - Created a partnership with local nonpublic to extend the continuum for students with behavioral challenges.
  - Provided intensive professional development on inclusive practices and collaborative teaching to support students in the least restrictive environment.
- **Behavioral Health**
  - Increased the number of agencies providing school-based mental health therapy to students.
  - Increased the number of School Social Workers to nine licensed clinicians working directly with students in eight schools providing Tier I support, Tier II and Tier III interventions, as well as professional development to staff on identifying signs of behavioral health needs in students.
  - Began development of behavioral health supports for students and families utilizing the Consortium on Coordinated Community Supports.
  - Implemented a Social Emotional Learning (SEL) curriculum in every school Pre-K through 8th grade.



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### FOCUS OF FUTURE WORK

- Community Schools
  - We will be developing and communicating a shared vision of Community Schools in order for school communities in Cecil County to understand the focus of the community school model, its funding and intended targeted uses.
  - Expand current school partnerships and cultivate new ones to provide additional wraparound services.
  - Leverage the Maryland Consortium on Coordinated Community Supports to enhance local services to students and families.
  - Utilize the COP Per Pupil Grant to consider and devise ways to add staff and provide more support and services to students and families.
  - Explore additional funding sources to support hiring a full-time Community Schools Supervisor.
- English Learner Services
  - Increase the number of teachers who are certified to teach English learners.
- Special Education
  - The Coordinators for Special Education will partner with content coordinators to design strategies to access equitable, rigorous learning opportunities for all students.
  - The Coordinators for Special Education will collaborate with the Program Coordinator for Early Childhood to increase early intervention services for early learners before enrollment.
  - Conduct an audit of MTSS processes to address disproportionality in achievement and behavior.
  - The special education department will provide professional learning to school counselors while supporting students with disabilities under 504.
  - The special education department will focus professional learning on content-specific embedded instruction to support the needs of students with disabilities.
- Behavioral Health
  - CCPS will leverage services from community support agencies through the Consortium on Community Supports to enhance local mental health services to students and families in our school communities.
- Student Supports
  - The Student Services Department will collaborate with school administrators to identify and reduce the number of chronically absent students (10% for any reason) and habitually truant (20% unexcused).
  - School Counselors, along with members of school crisis teams, will utilize Navigate360's Comprehensive School Threat Assessment Guidelines (CSTAG) and Suicide Awareness and Prevention platforms to identify and support students who are at risk for engaging in threatening behaviors and those who are at risk of engaging in self-harming behaviors.