



Blueprint for Maryland's Future

2024 Carroll County Public Schools Blueprint Implementation 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.

Overview

Carroll County Public Schools (CCPS) is well positioned to engage in the bold work of systemic transformation necessary to reach our Blueprint goals. We learned immensely from the 2023 submission process and have begun intentionally building mechanisms to work within and across pillar teams as well as to garner the voices of a diverse group of stakeholders. Working collaboratively across pillars, departments, schools, committees, and our community will allow us to prioritize strategies across levels, jointly make budgetary decisions, and ultimately ensure we develop a plan that leads to improved educational outcomes for all students.

We have organized this document into three primary sections. In section one, *Alignment and Coherence*, we demonstrate the explicit alignment between the Blueprint and CCPS' Strategic Plan. In this section we also show how staff are working across pillars and with various stakeholder groups to ensure that systemic changes are created within the district. In the second section, *Communication*, we provide further examples of the intentional methods of building processes for communication. In section three, *Challenges*, we outline the three major obstacles that threaten successful implementation of our Blueprint Plan, the rationale that underlie our selection of these three, and the strategies we will utilize to mitigate these threats.

Alignment and Coherence of Major Initiative

In December 2023, the Board of Education of Carroll County adopted the 2023-2026 strategic plan. This strategic plan is based on four pillars: I. Academic Achievement, II. Family and Community Partnerships, III. Successful Workforce, and IV. Safe and Secure Environments. The strategic plan is aligned with the values and beliefs of CCPS' Board of Education and outlines clear expectations for central office staff, school staff, and students. Each pillar is defined by objectives, measurable priority focus areas, baseline data, and annual targets to monitor and evaluate progress over the three years of the strategic plan.

Our 2024 Blueprint plan will be directly aligned with the CCPS 2023-2026 strategic plan. Both plans are focused on ensuring the academic achievement of all students through systematic change that allows students to exit high school globally competitive and prepared for success in postsecondary education, work, and life. Blueprint strategies are threaded throughout each of the four pillars of the strategic plan, including early literacy, secondary mathematics, College and Career Readiness (CCR), community engagement, apprenticeships, and staff diversity. For example, the academic achievement priority focus areas in Pillar I of the strategic plan are based upon the core student groups identified in Pillar IV of the Blueprint for Maryland's Future. In addition to all the student groups, we have established priority focus areas in the strategic plan for students experiencing economic disadvantage, English learners, and students receiving special education services.

We will ensure that alignment and coherence extends into school-based processes. At the school level, each school in CCPS develops an annual School Improvement Plan (SIP). Schools typically develop their SIPs in the summer months prior to the start of the new school year. SIPs are developed, implemented, and evaluated collaboratively by school-based teams consisting of stakeholders from the school's community. These are living documents that are continuously monitored, evaluated, and revised (moving forward the SIP process will be aligned to the district's new processes for continuous improvement described below). This alignment includes a cadence of meetings for SIP teams to share and report on their progress to goals at a common meeting to ensure cross-school learning and coherence. The strategies schools articulate in their SIP plans will also provide important data to pillar leads – as an indication of school-based needs as well as if major Blueprint initiatives are a focus of school-based work. As schools develop their SIPs for the 2024-2025 school year (and beyond), they will be aligned with both the strategic plan and the Blueprint Plan. As an example of the alignment across plans, for the 2023-2024 school year, several schools in CCPS have implemented specific strategic actions targeted at improving the achievement of students experiencing economic disadvantage under compensatory education.

In December 2023, our strategic facilitator, executive leadership, and Blueprint coordinator hosted a professional learning kickoff day with a core staff team to plan for the 2024 implementation plan design. The meeting included unpacking the components of the 2024 plan and engaging in activities to align current work and future initiatives. This opportunity generated conversations around Blueprint requirements, where CCPS is in the process of implementing current Blueprint strategies, and responsibilities of participants moving forward. Building on this momentum, CCPS is implementing a more inclusive and collaborative approach regarding how the Blueprint is shaping initiatives. Pillar leads are attending monthly principal meetings, having discussions at executive leadership and cabinet meetings, and attending school-based and community meetings to report on feedback received and articulating next steps.

CCR and Post-CCR Pathways

At the core of our work is building a comprehensive instructional program that is inclusive and accessible to all students at all grade levels. This is essential for students to graduate globally competitive and prepared for success in postsecondary education, career, and life. Establishing post-CCR pathway opportunities for students, educating students, parents and staff on those pathways, counseling students on how to navigate their choices, and making sure we have the diverse staff necessary to accomplish our goals is not new to CCPS; however, reimagining how CCPS does this work will be a central focus over the next five years.

In alignment with the CCPS strategic plan, instructional programming continues to be refined to support alignment to the Blueprint goal that all students are CCR by the end of Grade 10. Our process includes building cross-functional teams, embedding data-driven decision-making opportunities, and establishing targets based on 2022-23 performance levels aligned to the interim CCR standards. Aligning the system's work on CCR and post-CCR pathways to meet Blueprint objectives has necessitated that we create systematic changes throughout our academic program, including in instructional materials and practices, intervention and tutoring, assessment, and the clear articulation of pathway opportunities for all students PreK-12. Academic departments and curriculum supervisors work to create a vertically articulated curriculum that is backward mapped to ensure purposeful learning begins in the PreK classroom and continues until graduation. Locally designed assessments that begin in PreK provide necessary data to inform instruction, including targeted interventions, reteaching concepts, enrichment activities, and reassessment. The CCPS 2023-2026 strategic plan includes annual targets in ELA and mathematics that will measure progress towards the established academic priority focus areas, which will ensure all students are CCR ready by 10th grade (Pillar I of the strategic plan). Currently, students who have not met the CCR standard are receiving additional intervention and support through high-quality school-day tutoring, grade recovery opportunities, classroom intervention and differentiation, and career counseling.

ELA & Mathematics

Building principals, representatives from special education, and English Language Arts (ELA) elementary and secondary supervisors, coordinators, reading specialists recently revised the CCPS comprehensive literacy plan to ensure it was aligned to the Science of Reading (SoR) and provided aligned learning experience for students across all grade levels. Staff developing the 2024 plan have built a process to include cross-pillar collaboration and the integration of school and district-based teachers and leaders to ensure the perspectives of those closest to teaching and learning are included. An explicit and district-wide focus on Science of Reading (SoR) has required major systemic change in ELA. We have engaged in county-wide and school-specific professional learning for reading/ELA rooted in SoR research and practices. We implemented an internal system to ensure ELA teachers, including Early Childhood Education (ECE) teachers, are receiving the training needed to deliver SoR-aligned instruction. Our ECE Supervisor collaborates with private PreK providers to ensure they can attend training sessions they feel will support their instructional needs. We are in the process of developing our own SoR course that will be submitted to MSDE in Spring 2024 for approval. This course will embed content from LETRS training as well as resources from LETRS training, Cox Campus, and Really Great Reading.

All students are receiving first pass instruction in phonological awareness, phonemic awareness, and phonics and using decodable texts to practice learned skills. A comprehensive battery of assessments is in place beginning in PreK through grade 5 that enables teachers to target areas for additional instruction/intervention and provide enrichment for students demonstrating "above grade-level" competencies. CCPS utilizes a battery of interventions to meet the assessed needs of all students. Secondary ELA continues to support SoR practices for whole group and independent instruction for students who require them, including phonics/fluency, phonics/spelling/decoding, reading comprehension and vocabulary acquisition, writing development, and extension activities for our gifted and talented students. We will use the construction of the 2024 Blueprint plan to work across teams to systematize interventions district-wide to ensure that all students are getting needed tier 2 and 3 instruction. This will result in the design and implementation of significant systemic changes across the district.

Our mathematics content supervisors have engaged a collaborative team of teachers from mathematics, ESOL, special education, and gifted and talented to develop a comprehensive PreK-12 mathematics plan to ensure a vertically aligned learning experience that leads to CCR. To ensure alignment between elementary and secondary mathematics, we have created and implemented common unit assessments and benchmarks to monitor student achievement. This represents a major systemwide change in the district. As we work to ensure that all students are provided with the opportunity to become CCR, we have hired 16 additional resource teachers. Additionally, across the district we are implementing an instructional model of collaborative co-teaching to meet the needs of individual students during regular instruction. Ensuring that all teachers are sufficiently trained in this model will be a focus of our 2024 Blueprint plan. We believe that this major instructional change will accelerate the academic achievement of all students, but particularly those who have struggled to demonstrate proficiency in math.

Additionally, to support students who are not scoring proficiently on formative assessments, Bridges Intervention is now utilized in all elementary schools and IXL Math has been implemented for all students in grades 6-Algebra 1. At the end of 8th grade, students identified as needing additional algebra support (based on local and state assessments) are recommended to enroll in a transitional algebra course in their 9th grade year to provide necessary support and develop the skills to successfully complete Algebra I by the end of 10th grade and meet the CCR standard. For students who are unsuccessful in meeting the new interim CCR standards with successful completion of Algebra I by the end of 10th grade, our goal is to keep students on a pathway with their school-aged peers for as long as possible. This means students continue to the next course in the mathematics sequence while also being provided with support during the school day through FLEX tutoring as well as embedded algebra skill reinforcement within their current course of instruction. We are awaiting a decision from the State Board of Education on additional reassessment opportunities for students who have passed Algebra I with a D.

Content supervisors have communicated updates and student achievement data for our PreK-12 curriculum and assessments to teachers and building administrators during pre-service professional learning sessions, monthly principals' meetings, and content supervisor professional learning sessions. In addition, communication of the CCR interim standards and district CCR reassessment and support programs to individual school buildings and families has occurred. To support ongoing Blueprint implementation, the team will disseminate information regarding the recently approved CCR standard and update instructional programming, materials, and interventions to support students in meeting the new standard.

Advanced Placement (AP) and Dual Enrollment

Our systemic goal is to enhance AP course opportunities for all students and, specifically, to increase the number of historically underserved students taking AP courses. Transitioning to our Blueprint plan, we offer the AP Capstone Diploma Program for students at all high schools. This program includes courses to develop students' skills in research, analysis, collaboration, writing, evidence-based arguments, and presentation. To earn the AP Diploma, students must earn a score of 3 or higher in AP Seminar, AP Research, and on four other AP exams. For the 23-24 school year, we are piloting AP Seminar as English 10 to increase access to the AP Pathway to CCR to more students by having AP Seminar available to sophomores instead of only juniors and seniors; making the course English 10 also fulfill a graduation requirement allowing more students space in their schedule for other advanced course pathways. In the 2023-24 school year, 292 students are taking AP Seminar, and 30 students are pursuing AP Research. We expect that student participation in the AP pathway program will continue to increase each year.

Similarly, we have a robust dual enrollment program pre-dating Blueprint. In partnership with Carroll Community College (CCC), students take dual enrollment courses at the college or in each high school, where they are taught by CCPS teachers. All college courses count for high school transcript credit. In 2022-23 we had 1,165 students enroll in a dual enrollment course, and 1,326 students in the 2023-24 fall semester. Of the 1,326 students who participated in 1,561 classes in the fall semester, 36 failing grades were reported. CCPS and CCC will continue to work together to identify causes for the failing grades and whether additional supports above those currently in place need to be implemented to decrease that number in the future. With Blueprint implementation, we now provide free tuition, books, and materials for dual enrollment to students in grades 9-12. Additionally, we are working with CCC to create and modify dual enrollment courses that can be offered at specific high schools to make progress towards earning industry certification and earning an AA degree at CCC.

The growing interest and expansion of dual enrollment programs under Blueprint requirements, both credited and non-credited programs, have had a significant fiscal impact. In FY23, CCPS needed a year-end budget transfer of \$878,000 to pay for dual enrollment costs. For FY24, we are tracking for a similar deficit in dual enrollment again, due largely to the inclusion of books and fees. Additionally, with the shift to an interim State CCR standard, State aid for dual enrollment in FY25 is reduced by 55%. As a result, CCPS and CCC are collaborating to develop a dual enrollment program that aligns with Blueprint, is accessible for students, and is fiscally responsible. Recent discussion on expanding continuing education programs for non-diploma bound students has generated additional dual enrollment opportunities that will be built out over the next three years.

Career and Technical Education (CTE)

CTE programs have always been a strategic priority in CCPS. We offer 44 different programs for students to choose from, which are offered at either the comprehensive high school or at our shared-time center. Most programs are offered at the shared-time center because of the industry-standard equipment, cost, and staffing certifications required for implementation. Due to space constraints and the inability to hire additional staff from industry, wait lists exist for many of the programs at the shared-time center. To meet the goals of the Blueprint, CTE staff are working with other content area specialists to conduct curricular and program crosswalks to identify where additional opportunities currently exist. For example, teaching the Structures and Functions of the Human Body at the comprehensive high school would provide additional seats for students who want to be in the Academy of Health Professions Program.

The Blueprint requires that by 2030-31, 45% of all Maryland high school students complete a high school-level apprenticeship or an industry-recognized occupational credential. We have always included industry certification exams or transcribed college credit as part of our CTE programs, as we recognize the importance of certifications in industry and transcribed college credit in continuing education. Since 2015 we have had very little momentum in Carroll County around youth or high school-level apprenticeships. Over the past two years, to meet the requirement of Blueprint, we have been working with our business partners to build youth apprenticeship opportunities for our students; however, the majority of the 45% goal in the past has been achieved by students earning industry certifications.

Before Blueprint implementation, our CTE team worked with our Local Workforce Development Board (LWDB) and community college to identify areas where we could help students achieve their career pathway. With our partners from our LWDB and community college, this year we have implemented the career counseling program required under the Blueprint. The career counseling program component of the Blueprint provides us with dedicated funding to implement career planning at all schools for students in grades 6-12. We have one full-time career counselor/coordinator at each middle and high school

working with students to create an educational career plan aligned to achieving CCR and develop an understanding of the post-CCR pathway opportunities available.

We will continue to meet with CWDB and CCC to develop lesson/program planning and implementation to create a comprehensive career/academic program vertically aligned in grades 6-12, including collaborative professional learning with secondary school counselors and career coaches. As with dual enrollment noted above, CCPS faces fiscal challenges with post-CCR CTE pathways. Neither the interim standard nor the newly adopted State CCR standard recognize more traditionally CTE-oriented students. Although the AIB requires CCPS not to limit pathway opportunities, there is very little State CCR funding for these students, who most likely do not meet the new CCR definition. In fact, many former CCPS students who have completed a CTE program and are now in the workforce using the industry certification acquired through their CCPS CTE program would not have met the new definition. CCPS will need to rely on already strained local funding to expand these programs.

Career counseling is not a new concept at the high school level, as school counselors and career coordinators have worked collaboratively to ensure students meet graduation requirements, have opportunities to take coursework aligned to their individual career goals, and are able to participate in internships when available. Adding the program at middle schools will provide students with an earlier understanding of CCR requirements and post-CCR pathway opportunities. Having this information earlier will provide the academic planning necessary for all students to have equal opportunity to earn CCR and participate in the post-CCR pathway or coursework they elect. In focus groups, students expressed how important it was to have a career coach in their middle school, one who talks with students and their parents. This summer, CCC will be hosting a program for students and parents on credited and non-credited dual enrollment programs and how to navigate dual enrollment programming.

Early Learning

The Blueprint requirements in early learning have pushed CCPS to work more intentionally to form strategic partnerships and work across pillars. We are currently working with four private PreK program partners, including center and home childcare delivery models, to support the public/private mixed PreK delivery. To meet Maryland requirements, all PreK students attending our full-day program receive instruction in all four content areas (ELA, Math, Science, and SS) as well as all four related arts classes each week (PE, Music, Art, Health), with Media being co-taught in the PreK classroom.

We continue to make systemic changes to meet the expectations of Blueprint Pillar I initiatives. Our major Pillar I initiative was to provide at least one full-day PreK classroom to all our elementary schools by the 2023-2024 school year. We have been able to accomplish this task except for Freedom Elementary School, which is currently above state-rated capacity. We provided a seat for all tier I PreK students who have applied for the program. A series of capital projects are included in the Board of Education's Capital Improvement Plan, which, if funded by local and state agencies, will increase each elementary school to two PreK classrooms and construct an addition at Freedom Elementary to include two PreK classrooms. We currently have three elementary schools using available space in the building to house two PreK classrooms.

A centralized PreK application process is also being rolled out for the 2024-2025 school year to ensure an equitable, centralized application process is provided to PreK families. During the 2022-2023 school year, the decision was made to give KRA to all PreK students to ensure comprehensive data is available to schools to make informed instructional decisions at their achievement and articulation meetings. As we have increased the number of PreK classrooms, we have struggled to increase the number of related arts teachers, counselors, interventionists, instructional assistants, and other supplemental instructional positions to support the additional classrooms and keep the 1:10 teacher-student ratio throughout the school day.

Cross-pillar collaboration between early learning and the human resource team on staffing will be ongoing from February to July to identify vacancies, student enrollment, and growth positions. These two teams will work together to determine the best way to utilize staff to support a comprehensive PreK instructional program aligned to Blueprint and COMAR requirements. We have also observed an increase in student behaviors due to the increase in full-day PreK classrooms and have noted we have limited staff to step in for support. This has put a strain on our behavioral support staff. Cross-pillar and functional teams are currently reviewing data and best practices to determine strategies that will decrease student behavior issues and we will use our Blueprint plan to design and implement new strategies to make sure students and staff get the supports needed. We continue to face problems with increasing our private partners. Although we have increased the partnership from two to four private PreK childcare providers, we are nowhere near the number to have a 50/50 ratio of public/private PreK seats.

We continue to add PreK classrooms where space is readily available in elementary schools. For the 2023-24 school year, CCPS has 23 full-day public PreK programs. Thirteen of the full-day PreK programs are currently accredited, six are on track to be accredited this year, and five will go through the process in 2024-25 to be renewed or accredited. Over the past several years, our ECE and special education staff have collaborated on instructional approaches and delivery within the general education PreKindergarten classroom. In the classrooms where we piloted this approach, students with disabilities were successfully included and promoted to kindergarten. This allowed CCPS to provide special education services within an inclusive learning environment while still addressing each student's individual education program goals. In several instances, the hours and location of service provision as well as the number of accommodations were decreased over time due to the student meeting his/her individual learning goals aligned to grade-level standards.

Socio-Emotional Learning

The final CCPS strategic plan Pillar (IV) is to establish a safe, secure, healthy, and modern learning environment. Over the past year, CCPS has been expanding programs to support behavioral health needs, continuing professional learning for special education and English to speakers of other languages (ESOL), and expanding equity trainings. Aligned to Blueprint, in 2023-24, \$11.3 million in new State compensatory education funding was allocated through 124 new positions to target behavioral health needs at the 14 CCPS schools with the highest concentration of compensatory education students. Additionally, the Second Step Program was extended to all elementary grades and our Sources of Strength Program now includes all secondary schools. Both ESOL and special education have experienced an increase in students with no increase in staffing in these areas. This has placed a constraint on our current staff in delivering the appropriate level of services to students and their families. Funding in the areas of ESOL and special education are known challenges going forward. Much like compensatory education, ESOL is an area where we recognize that we will need to reduce or realign existing resources to meet the required shares. For special education, in advance of the Blueprint we already expended far greater funds than the required shares. For FY24, that amount is approximately \$25 million more than the required combined shares. While these services are needed and even require expansion, this misalignment within the underlying formula limits available local funds for other Blueprint initiatives. For future Blueprint planning, CCPS will be developing strategies to meet future fiscal compliance based on the baseline established FY25 financial reporting.

Professional learning continues to occur for consultants outside the school system and inclusive practices at 14 schools and the district level; however, there is not enough time in the current contract to provide the level of professional learning time for our staff. Our Equity Officer has reinstated Equity Liaison meetings at the district level and provided training on equity-focused restorative approaches. Due to lack of staffing in this area, limited school-based training has occurred. As Blueprint implementation progresses, other initiatives, such as establishing community schools, professional learning around trauma response and restorative approaches, and working with community agencies to support students, will expand to ensure a healthy learning environment for students.

Staffing and Human Resources

The CCPS strategic plan Pillar (III) includes five priority focus areas that are well aligned to Pillar II of the Blueprint. This includes a focus on increasing the percentage of teachers who are fully licensed and National Board Certified (NBC). It also includes a focus on increasing the diversity of staff to reflect the diversity of CCPS students, a focus on class size, and budgetary considerations to create and negotiate the Career Ladder, which includes implementing the teacher time requirements required with the Blueprint. Recruiting is one strategy utilized by the CCPS Department of Human Resources. Staff attended an increased number of face-to-face recruiting events to secure highly qualified and diverse staff reflective of each school community in the lead up to the 2023-2024 school year. There was an increase in events held at or drawing from historically black colleges and universities (HBCU), along with current collaboration to jointly recruit with members of our NAACP. In addition to traditional college career fairs, we held and participated in several local job fairs and we diversified advertising of all available positions to include job search websites, billboards, and radio ads to name a few. The recruitment budget has been increased by 150%, and a full-time recruitment specialist is now a permanent part of the team. We are engaged in ongoing efforts to expand the pool of recruiters to include school-based certificated, non-supervisory employees who are more representative of their respective school communities. While the confidential collective bargaining process with the certificated, non-supervisory bargaining unit is still underway, a new approach has been implemented to address Blueprint-related items such as the career ladder and NBC. This approach has resulted in positive and collaborative results so far. The collective bargaining process with the certificated-supervisory unit began in mid-February 2024. Blueprint items related to the unit will be considered during those negotiations. An NBC Coordinator has been hired; however, National Board

(NB) Facilitators will not be selected to support NB candidates until a career ladder is established to determine the selection process.

Developing our career ladder has been a focus in CCPS over the past two years. Stakeholders have been working collaboratively to unpack the intricacies involved and develop a final product that is easy for all to understand. Along with our bargaining units, we have developed a draft approved by our Board of Education, which is awaiting ratification. The proposed career ladder has incorporated the \$60,000 starting salary for new teachers and has defined all first four levels within the career ladder. It also outlines the different pathways of earning National Board Certification (NBC), earning a master's degree, and the additional salary increases for NBC, NBC maintenance, and leadership roles.

Communication

The section above provides numerous examples of how we are working intentionally to increase communication across pillar teams as well as to include school-based and external stakeholders in all aspects of Blueprint planning. In this section, we highlight additional areas where we have engaged in purposeful communication to inform plan construction.

Communication regarding CCPS Blueprint work and strategies is done in many ways. The Superintendent continues to hold Town Hall meetings with communities to explain the Blueprint and how the Blueprint will impact their school communities. The Board of Education has conducted work sessions around the Blueprint and has received monthly updates at all public Board of Education meetings, as well as sessions with the County Government. CCPS Board of Education-appointed committees have also received presentations around the Blueprint and were encouraged to provide feedback during those meetings and through email communications with CCPS staff. School-based leaders receive monthly Blueprint updates and provide feedback on how to improve strategies around the 2023 Implementation Plan. Presentations given to staff on Blueprint initiatives have a strong focus on strategies that directly impact their grade levels (e.g., early literacy focus presented to elementary principals). Information has been disseminated on our website and feedback is encouraged via email.

Over the past several years the Superintendent has met with students to get feedback on what CCPS can do better, while most recently the Blueprint coordinator and strategic facilitator met with secondary students to get feedback on their school experience and how we can improve opportunities for all students. The strategic facilitator will also be engaging the county-wide parent organizations, international parents, and other stakeholders, such as the local NAACP chapter. Our staff also presented an overview of the Blueprint at one of the local Community College "Facts First" night events, which approximately 40 community members attended. Ongoing conversations with higher education and industry partners occur around specific strategies to identify what is not working and incorporate better approaches to meet our goals; for example, working collaboratively with private providers to identify other opportunities to engage non-participating private providers in the mixed delivery approach to expanding PreK. School-based and central office leadership have also been working to communicate Blueprint strategies at the appropriate school and content level for implementation.

We are utilizing feedback to actively make alterations in our plan. For example, teacher feedback regarding the implementation of the Individual Career Plan (ICP) that was developed for students who did not meet CCR is assisting us as we revise current documents and communications parents have been receiving. Teachers communicated that adding the ICP only confused students and parents and including it in current communications and procedures within our counseling department made the most sense. CCPS Blueprint pillar leaders have also been tasked with identifying stakeholders who were not included in last year's implementation plan development to engage them in the planning process moving forward. Additionally, we hold outreach breakfast events throughout our district for families, administrators, and staff to share feedback, experiences, and services for our international students and families. Information gathered through these events allows our staff to promptly address concerns, acknowledge suggestions, or clarify confusion or misunderstandings. This valuable information enables us to better support and meet the needs of our international community.

These communication strategies will continue; however, we are aware that more information needs to be made available to our community. To this end, work is currently underway in collaboration with our strategic facilitator to incorporate broad stakeholder feedback into Blueprint planning and strategy development, both in the 2024 plan and on an ongoing, annual process.

Challenges

In December 2023 during the 2024 Blueprint Kickoff meeting, staff were placed into six groups, which included staff from each pillar, to rank what they considered to be our challenges to systemic reform. There was broad consensus that **professional learning, staffing, and system-wide continuous improvement** are the three greatest challenges facing CCPS as it works toward full Blueprint implementation.

Professional Learning

Professional learning was identified as the primary challenge in our efforts at systemic transformation. Far too often professional learning in CCPS occurs as isolated “events” rather than ongoing, continuous training for improvement. All pillars are affected by the lack of professional learning opportunities for staff, and the lack of time devoted to training has become a significant hurdle in developing our workforce. The ongoing development of our staff is essential given the increased difficulty in hiring high-quality staff and the increase in students who are entering school with needs for educational supports (i.e., language supports and supports to address trauma). Our needs analysis, including extensive communication across pillar teams, reveals that the lack of time and resources does not allow staff continuous learning opportunities and prohibits successfully developing our staff. An area of particular concern is the lack of a systematic teacher induction program.

We do not have a sustained, formal induction program. New teachers receive additional pre-service days in their first year for orientation and initial professional development. We have one central supervisor of professional development and one coordinator of induction. We used LEADS grant funding to provide 11 mentors, which will end with the grant in summer 2024. Historically, the CCPS school calendar provides only one system-wide professional development day annually. Staffing and substitute shortages in the past five years have prevented pulling specific employee groups for training during the year. Content supervisors and school-based principals are each allotted one pre-service day for professional learning opportunity for their teachers, while school-based staff meetings are also utilized throughout the school year. To address this, we are beginning to work with our strategic facilitator to design and implement a comprehensive and robust induction program. This process is in the early stages.

Currently the team is engaging in a needs assessment of the current program and looking across successful models to create the design principles that will guide the creation of the district’s induction program. The preliminary plan includes working closely with the Pillar 2 team to integrate components of the career ladder and leader development into the induction program. Additionally, we will look to partner with institutions of higher education to augment district capacity in developing and delivering content as well as in coaching and mentoring. We will seek external/additional funding to develop the components of the plan and bridge the capacity to implement the plan as we fully phase in the career ladder and leadership development. We believe this plan when fully implemented will result in the creation of a sustainable and high-quality induction program that will provide CCPS with the capacity necessary to realize its Blueprint goals. To monitor progress toward developing a comprehensive induction program, we will identify target goals for professional development mentoring and coaching as well as KPIs for mentor effectiveness and the effective support of mentors.

Beyond induction, pillar teams are reviewing relevant data (e.g., student achievement, incidents, teacher, pipeline, qualitative data from stakeholder focus groups) to identify areas of critical need for professional development. We will convene the teams in mid-March to prioritize professional development needs and develop a comprehensive calendar. Simultaneously, CCPS is beginning to develop its capacity to deliver content in new and innovative ways, including asynchronous modules that “chunk” content and allow it to be done during regularly scheduled PLCs.

School-Based Staffing

The overall lack of staffing at schools with both certified and uncertified staff was identified as a challenge to design and implement strategies needed for the bold transformation we seek to create. While the nationwide teacher shortage predates COVID, issues with staffing our schools and other critical positions within our system have increased. In particular, the increase in students who need access to PreK as well as the increased number of students requiring services in ESOL and special education mean that we are not adequately staffed; in fact, we are struggling to hire the certified teachers and instructional assistants needed.

In addition to the increased and enhanced recruitment programs highlighted previously, the Grow Your Own approach is another strategy utilized in CCPS in two ways. CCPS students who successfully complete either the Teacher Academy of

Maryland program or the Early Childhood program and earn their teacher certification will be prioritized for an open contract with CCPS. It is still too early to tell how well this strategy is working; however, our recruitment specialist has taken a different approach to marketing this opportunity in the hopes to increase the number of former CCPS students who come back to serve as teachers in our system. Also, we have been working to educate our Instructional Assistants (IAs) on a pathway toward teacher certification. We are hopeful that this will increase our pool of diverse teacher candidates; we plan to more fully develop this initiative as part of our 2024 Blueprint plan.

Although the restrictions of Blueprint funding patterns present challenges and require a larger local government funding commitment, we have made major improvements to employee compensation through collaboration with our five unions. As noted, a career ladder is pending ratification; this will establish a minimum teacher salary of \$60,000 a year in advance of the Blueprint requirement. In addition, we continue to work on career ladder implementation with the teacher's union in a manner that will focus on critical shortages and areas impacted most by attrition. CCPS has also achieved three-year collective bargaining agreements with our three support unions that will provide a step increment and 5% cost of living increase to those employees in each of the three years. We are optimistic that the recent emphasis on employee compensation will help with recruitment and retention of all employees.

We will create KPIs to monitor and adjust recruitment, selection, and hiring of all staff. We will also collect qualitative data from prospective applicants, applicants, and those exiting the system. We have begun the process by holding meetings with the NAACP to see ways we can improve collaboration to increase our pool of diverse candidates and retain staff. These KPIs will plug into our processes for data review and continuous improvement described below.

System-Wide Continuous Improvement

We identified a lack of focus on building system-wide continuous improvement as our third challenge. With educational reform of this scale, it is difficult to keep up with the constant changes, timelines, and work of each pillar. We risk strategies being implemented quickly without a focus on collecting data to monitor implementation and impact so that improvements can be made. For instance, the truncated timing of the prior Blueprint did not provide district teams with sufficient opportunity to work together to identify metrics for success or build processes for monitoring and adjusting based on interim data. Even the allocation of additional positions to the schools with the highest concentrations of compensatory education through new State compensatory education funding was more of a reactive process. We are now analyzing the impact of those positions on student behavior and support and extrapolating strategies for all schools.

For the 2024 cycle we are intentionally building cycles of continuous improvement into our process. From the outset we have begun infusing a focus on the use of data review. The Blueprint coordinator worked across pillar teams to reflect on the success of each of the strategies they developed as part of the 2023 Blueprint plan submission. Teams were asked to identify the relevant data to make these determinations as well as to identify the challenges limiting success. During this process we identified the ability to conduct systematic root cause analyses as an area some teams needed to develop. As a result, our strategic facilitator has developed resources and will provide training to teams on comprehensive root cause analysis as they begin their strategy creation for the 2024 submission.

Additionally, as pillar teams work on crafting their plans for the 2024 June submission, we are asking them to identify measures and metrics to monitor the impact of each of the strategies they develop. We will also work with the pillar teams to break down strategies into corresponding tasks, deliverables, and milestones that will allow us to track implementation success. To ensure coordination and maximize the likelihood that data will be used to make real-time adjustments, teams will use a common implementation template and project tracking tool. We will also create a regular cadence of data review meetings to ensure data is used to make needed modifications and that cross-pillar learning is occurring. We are developing a structure of meetings that will be cross-pillar and include critical stakeholders (both school- and community-based). The use of common protocols and implementing processes for the regular review of data by teams will provide us with a framework for facilitating resource-allocation decisions and ensure that we are monitoring progress to our challenge of systemic coordination (we are aligning the school-based SIP process to these processes and offering teams support in data analysis). We will also collect a range of data from participants to monitor our success at systematic coordination, including surveys and holding focus groups. This data will be crucial as we develop and iterate our meeting structures and processes.

Conclusion

To ensure ALL students in CCPS are reaching their full academic potential we are embarking on an ambitious plan that will result in system-wide transformation. We are well positioned to engage in a process that transforms existing policies and practices to create a district that equitably serves all students and prepares them for future success. The Superintendent has established a clear and bold vision for this transformative work, and along with her leadership team, is building commitment and enthusiasm across district personnel and external stakeholders. The efforts of the strategic facilitator are integral in providing CCPS staff with support, coordinating a cross-functional approach to Blueprint implementation, enhancing stakeholder engagement, and elevating student voice. We have been able to inventory areas of success in Blueprint implementation: PreK expansion, CCR pathways, career ladder, and initial work addressing compensatory education student needs. At the same time, we are coordinating cross-functional analysis and stakeholder feedback to identify the greatest obstacles to success: staffing, professional learning, and the lack of system-wide continuous improvement. Our focus on 2024 Blueprint implementation and planning includes deepening the alignment of CCPS' strategic plan work to Blueprint, creating ongoing continuous improvement structures that analyze data and strategies for improvement, incorporating stakeholder engagement, and further developing a common system-wide vision for Blueprint implementation. Additionally, we have established priority focus areas for students experiencing economic disadvantage, English learners, and students receiving special education services. In these areas, 2024 planning will require developing strategies and timelines to realign the allocation of system resources to meet Blueprint funding levels. The implementation of the Blueprint plan will create systemic change that enables all students to leave high school globally competitive and prepared for success in postsecondary education, work, and life.

A young girl with long dark hair is sitting at a desk in a classroom. She is wearing a black jacket and has her right hand raised high in the air. She is holding a pink folder or book. In the background, other students are visible, but they are out of focus. The overall scene is a classroom setting.

PILLAR 1

Early Childhood Education

1. Access to High-Quality, Full-Day PreK

Initial Blueprint Implementation Plan Reference: Questions 1 – 5, 11 – 16

In March 2023, the LEA described how it would **increase access to high-quality, full-day PreK** 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 PreK by SY 2025-2026.

Over the last several years, great strides have been made to support the expansion and implementation of high quality, full-day public and private PreK programs. Our highest priority has been to transition all half-day PreK programs to full-day accredited programs and to increase the number of private providers to eventually meet the 50% public/private PreK partnership. Since the 2022-2023 school year five half day public PreK classrooms were transitioned to full day and three schools have received an additional PreK class. This has allowed us to have at least one PreK classroom at all elementary schools, except for Freedom Elementary, which is currently overcrowded. We have been able to increase our PreK student slots from 400 PreK seats to 460 seats. This current school year by adding three additional PreK programs. Additional classrooms were added at Elmer Wolfe, Robert Moton, and Runnymede Elementary Schools, which brings the total to 23 full-day public programs. We will continue to add a PreK program to each elementary school over the next four years to ensure each school has two programs. The goal is also to have a capital project added to Freedom Elementary School by 2027 to allow for two PreK classrooms at this elementary school. By 2028 we will have 840 PreK seats, almost double our current PreK slots. CCPS, with the support of the current three private partners have traditionally been able to accommodate all Tier I PreK students who have registered for PreK, including this past year. As interest continues to grow for the program the additional slots will support these students. Our projection is that we will grow by approximately 120 additional students each year until 2025-2026 for a total of 700 public and roughly 40 private partner seats available.

	Current and Projected PreK Enrollment by Tier											
	2021-2022			2022-2023			2023-2024			2024-2025		
	3	4	All	3	4	All	3	4	All	3	4	ALL
All Students (Number)	NA	340	340	NA	337	337*	NA	415	415	NA	460	460
All Students (Percentage)	NA	100%	100%	NA	100%	100%*	NA	100%	100%	NA	100%	100%
% Tier I	NA	NA	NA	NA	239	71%	NA	405	98%	NA	446	97%
% Tier II	NA	NA	NA	NA	16	5%	NA	10	2%	NA	14	3%
% Tier III	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

In addition, all our PreK programs have been accredited or are going through the accreditation process with success. Currently, 18 programs have obtained MSDE accreditation and level 5 status for Maryland ExCELS. The remaining schools are on track for accreditation by the fall of the 2025-2026 school year. The goal is to continue to expand the public PreK programs to all Title I schools, which will ensure that all Title I schools have two PreK programs. CCPS has 3 full-school and 2 targeted Title I schools. Currently, only one Title I school, Elmer Wolfe, has two PreK classrooms. In partnership with private providers, CCPS has also doubled the number of private partners this school year from 2 to 4. This increase in private providers can be attributed to the yearly information session held in May for all private early childhood providers by our Supervisor of Early Learning. With the addition of the public and private providers, CCPS has been able to ensure a mixed delivery system for all Tier I 4-year-old children whose families have wished to have them enrolled in a program. However, even with the increase in private providers, a gap remains in the mixed delivery percentage, 88%/12%. We see many challenges of reaching the 50%/50% mixed delivery model due to the limited number of private providers willing to take part in this accreditation process. Private provider slots for the 2023-2024 school year included 41 PreK Tier I students (New Beginnings – 20 slots, Carroll Community Littlest Learners - 6 slots, Head Start – 15 slots). A PreK Facilities study group was also developed this year to look at presenting a plan to the CCPS Board of Education to build additions to accommodate additional PreK programs at schools with limited classroom space for Tier I and Tier II PreK students.

An emphasis has been made to ensure that all homeless students are enrolled in the PreK program as effortlessly as possible to decrease the adverse effects of homelessness and to reduce the achievement gap that often begins with our youngest learners. The CCPS Homeless Liaison works closely with our Student Services Department and private providers to ensure our homeless students receive the services required under McKinney Vento. Title I funds are allocated to ensure homeless students receive additional tutoring when the need arises. Transportation needs for homeless students to attend the PreK program are provided by CCPS. A monthly homeless report is provided to the Title I Supervisor and the ECE Supervisor by the Homeless Liaison to share data on the number of homeless students in CCPS, including private providers. Students with IEPs and English Learners have also been given priority if they are not Tier I applicants and space is available. When private providers enroll students with disabilities, they are part of the IEP/Individual Family Service Plan (IFSP) process. The special education staff, and often the principal of the school that the student will attend in subsequent years, take part in the meetings. Services are also provided at the local site consistent with Individuals with Disabilities Education Act (IDEA), state, and local policies and procedures. All members of the IEP team are encouraged to take part in the IEP process to develop a functional IEP. The CCPS Special Education Department and the Birth to Five team works with the private providers to test and provide IEP services at the private provider's location or at the student's home. The IEP meeting can also be held at the best location for the family and private provider.

CCPS continues to recruit and hire certified Early Childhood Education (ECE) teachers for all PreK programs. To ensure all instructional assistants earn their Child Development Associate (CDA) credentials, an opportunity has been developed to allow each instructional assistant to earn the CDA certificate through grant funds. In addition to the Associate of Arts and CDA certificate programs established at Carroll Community College, a local private college, McDaniel College, is also starting an early childhood teaching program to help with the increased demands for employment opportunities in this field.

Based on feedback from previous PreK families and elementary school registrars, CCPS has transitioned from a school-based PreK paper application process to a centralized PreK electronic application process to simplify the PreK enrollment process for families beginning in the 2024-2025 school year. The electronic process will make it easier for parents to complete the application at their convenience on their electronic device and eliminate the need to go to a school to pick up a paper application. This process will also ensure equity as all applications are timestamp submitted to Central Office for review and processing. The process will also decrease the time for parents to receive enrollment approval at their home school. This process will streamline the application and enrollment process for parents and support a more developed public/private enrollment process. Parents will have all questions answered promptly by the PreK enrollment secretary. This process will also help families to register at private partnerships.

- March-April: Centralized enrollment process is communicated with parents, private partners, local Health Department, and community libraries. This information is also available through our website and local news outlets.
- March: Early Childhood Supervisor meets with private providers and school registrars to share enrollment forms, process, etc.

- March-April: Enrollment information is sent out via school newsletters to community.
- April: Judy Center Specialists and Title I Parent Liaisons begin to distribute information at parent registration nights, as well as contacting individual parents by email, phone and in person to support registration.
- Schools have a list of current students with siblings who are eligible to enroll in PreK, and information is sent out to those families.
- May-July: Registration of eligible students occurs at all schools.

Early entrance exams are given to students who are PreK age but want to advance to kindergarten. CCPS began transitioning all PreK applications through a central review process under the direction of the Early Childhood Supervisor. Schools will continue to enroll students once applications have been approved.

The Supervisor of Early Childhood continues to work with the CCPS Transportation Department to find ways for students experiencing homelessness to be transported to private providers or to PreK programs outside the enrollment area. Often this is accomplished individually depending on the student’s transportation needs.

The Early Childhood Advisory Committee and the Supervisor of Early Childhood Education continue to evaluate the PreK mixed delivery model to ensure that the PreK program's needs are met. Adjustments and modifications are made based on feedback from partners and community members to ensure a quality program is being offered to students at all PreK sites.

Artifacts:

- 1 - Data Source: [MSDE Data Appendix \(Tab-5A \) Student Enrollment](#)
- 1 – [CCPS PreK Application \(English\)](#)
- 1 – [CCPS PreK Application \(Spanish\)](#)
- 1 – [Tiers of Eligibility](#)
- 1 – [PreK Interest Flyer FY24 \(English\)](#)
- 1 – [PreK Interest Flyer FY24 \(Spanish\)](#)
- 1 – [New PreKindergarten Interest Flyer \(FY25\) Draft](#)
- 1 – [CCPS Student Services Webpage](#)
- 1 – [CCPS PreKindergarten Webpage](#)

2. A High-Quality, Mixed-Delivery (Public and Private) PreK 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 PreK system and ensure every student has access to a high-quality PreK program**

Responses included consideration 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.

CCPS has increased the mixed delivery model from two private partners to four partners this year, including both private and homecare partners. This increase can be attributed to the feedback provided by MSDE on the previous submission process and

at the Early Childhood briefings to develop a process to hold interest meetings and a support process for private providers as they explore becoming a private PreK partner. Last May, CCPS held an interest meeting for all private PreK providers to explore the opportunity to become a partner. At the direction of MSDE, the half day meeting included an overview of Blueprint Pillar I and the CCPS PreK program, the application/grant process by current private providers, the support given from CCPS to any private providers and an opportunity for general questions and answers. Positive feedback was provided from current and future private/homecare partners/providers for explaining the partnership, application process and support that will be provided once the partnership is developed. Based on the feedback by the private partners, similar interest sessions will continue to be provided each Spring, including this May. The CCPS Early Childhood Supervisor also has provided “office hours” and support to our perspective private providers to complete the application to become accredited PreK providers. This support includes help with the application, accreditation, curriculum, and additional needs as shared by the private providers. CCPS developed Curriculum and assessments are also shared for the private provider to use in the accredited PreK classrooms. A mutual agreement is also provided for private providers and CCPS to share professional learning opportunities for PreK teachers and instructional assistants.

CCPS currently has a total of four private providers with 60 private PreK seats available and 23 public classrooms with a total of 460 PreKindergarten seats across all elementary schools, except for Freedom Elementary School, which lacks space. Three public schools also house two PreK programs, with the goal of ensuring that all Title I schools have at least 2 PreK programs during the 2024-2025 school year.

CCPS shares various data points, recruitment efforts, assessment results, and services/resources, with our private partners through case consultation at service coordination meetings. CCPS and private providers also engage in sharing data on an as-needed basis for enrollment purposes and to identify strengths and needs related to kindergarten readiness, based on a signed Memorandum of Understanding (MOU). Each year, transition planning and/or articulation meetings are held between the public/private PreK teachers and the kindergarten teachers to discuss students' individual data and needs for the upcoming school year. Communication is also shared and sent via phone calls, emails, and community announcements of events and professional development opportunities for both public and private PreK partners and their families. The Early Childhood Advisory Committee (ECAC) meets six times a year to discuss the needs of both private and public partners. Training for teachers and instructional assistants and parent sessions are established and shared among all stakeholders, including private providers through email, flyers, and the CCPS website. Private partners may send their staff to training sessions they feel will support their needs. Training may include instructional strategies, emotional poverty support, accreditation process, classroom set up, differentiated student support, etc. Data is also shared at these meetings.

Artifacts:

- 2 – [ECE PreK Provider MOU](#)
- 2 – [ECAC Bylaws 9.27.23](#)
- 2 – [ECAC Meeting Agenda 10.11.23](#)
- 2 – [ECAC Meeting Agenda 2.14.24](#)
- 2 – [Private Provider Communication](#)
- 2 – [Child Day Care Flyer](#)

3. Workforce Development and Pipelines for High-Quality PreK 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 PreK 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 PreK teachers and teacher assistants meeting high-quality requirements.

CCPS has been fortunate in that 100% of our PreK teachers are certified in their field of Early Childhood Education (ECE). We have not had any concerns hiring certified teachers. The PreK positions are often coveted positions in CCPS and many early childhood certified teachers seek out these positions. Although we have not seen an issue with hiring certified teachers, the job announcement was updated this year to include the certification requirements under Blueprint, therefore we continue to hire certified early childhood teachers to fill PreK vacancies. PreK openings are often filled with current CCPS early teachers. We also continue to partner with colleges and our Human Resources Department attend college fairs and offer open contracts to certified teachers as openings become available. CCPS is in the process of developing ECE internships for our students and continuing our TAM program and hiring process to support the pipeline for PreK teachers. In 2023-24 CCPS was approved as an Apprenticeship Maryland Program provider and provides a paid youth apprenticeship experience for six seniors. It is our hope that these opportunities will also continue to grow to support students transitioning to post-secondary programs and earn certifications required by Blueprint. CCPS will continue to work in collaboration with our community and local colleges to ensure a pipeline is established for ECE teachers and to assist in certifying teachers in ECE, who are interested in teachers PreK. To ensure all instructional assistants earn their Child Development Associate (CDA) credentials an opportunity has been developed to allow each instructional assistant to earn the CDA certificate through grant funds. In addition to the Associate of Arts and CDA certificate programs established at Carroll Community College, a local private college, McDaniel College, is also starting an early childhood teaching program to help with the increased demands for employment opportunities in this field. To date, CCPS has used Maryland Leads Grant funding to support four PreK Assistants in obtaining their CDA certification. We anticipate that all participants will pass and earn that certification by June 2024.

In the fall of 2022, McDaniel College was awarded the Teacher Collaborative Grant (MSDE funded). McDaniel staff identified CCPS as a partner in this grant which focuses on teacher certification, National Board Certification, and professional learning opportunities. We also partner with Carroll Community College to enroll staff/students seeking certifications and degrees in education. We recently established procedures for our ECE/Teacher Academy of Maryland (TAM) students to offer open contracts to students who complete the program and earn a degree when they graduate post-secondary.

Last year we identified an opportunity to engage future ECE/TAM students in a youth apprenticeship placement as a teaching assistant in our early childhood or elementary classrooms. These students can go on to earn a CDA certification in the CCPS

and private programs or take the Praxis Core assessment. We hope this will help to ensure a pipeline of certified teachers for CCPS once the students complete college. CCPS applied to serve as a youth apprenticeship sponsor and upon receiving approval from the Department of Labor in October 2023, we have been able to place six students in that opportunity in the spring semester. Our Department of Human Resources established a communication pipeline for our Teacher Academy of Maryland (TAM) students' post-graduation and throughout their collegiate career to provide updates on employment opportunities, job fairs, and other hiring events. CCPS offers all TAM/Early Childhood students an open contract upon earning their teaching certification and applying for a position.

Stevenson University and McDaniel College also place student interns in CCPS classrooms, who are given priority screening for employment. Early Childhood applicants are screened by the Supervisor of Early Childhood Education or Elementary Content Supervisors, to support Human Resources and our school-based administration through the hiring process. To date CCPS has successfully filled all early childhood, including PreK teaching positions, with certified teachers. We will continue to work closely with our private providers to identify other opportunities for collaboration including certification of staff and hiring practices. We have nine FTE mentor teachers; five of them have been identified to support the elementary classroom teachers, including our ECE teachers. They are assigned to specific schools to work closely with non-tenured teachers during their first three years and to support tenured teachers as needed.

Artifacts:

- 3 – Data Source: Maryland Leads Grant Report (electronic copy is unavailable): [CDA Testing Order, Completion, and Certificate has been substituted](#)
- 3 – [Early Childhood Education Program Chat](#)
- 3 – [CDA Orientation Communication](#)
- 3 – [PreK Professional Learning Agenda 4.11.24](#)

4. Kindergarten Readiness

Discuss the LEA's plans to **ensure all students in PreK 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 PreK
- Alignment between PreK and K-2
- Transition into PreK and from PreK 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 PreK students are ready for kindergarten.

Our most recent KRA data shows that 58.5% of our students come prepared for kindergarten. This is a slight increase from 55% last school year. This can be contributed to additional students being enrolled in our private and public PreK programs, as well as the work of our Judy Centers reaching the families in our most socioeconomically disadvantaged districts. We continue to see a disproportionate number of our students ready for kindergarten in certain student groups comparing numbers over the past two years, including our African American Students from (47.1%) to (42.6%), our Hispanic Students from (33.3%) to (39.9%), our students with Disabilities from (30.8%) to (28.4%) and our English Learners (29.4%) to (37.9%). The Supervisor of Early Childhood continues to partner with our EL Supervisor, the ELA Supervisor, and our Special Education Department to ensure the students have priority enrollment opportunities within the guidelines of the PreK program. The Early Childhood Supervisor also meets twice a year to provide instructional professional development to the PreK teachers to enhance

instruction in the areas of weakness based on KRA and local PreK data. CCPA provides local ELA and Math benchmarks two times a year to progress monitor student data and to differentiate instruction for students based on the results of the data. Local data shows the county average for math is 92% and for ELA was 86% in combined letter identification, 69% in Concepts of Print, 93% in blending syllables, 64% in initial sounds, and 53% in rhyming. Teachers meet regularly in achievement meetings at the school level to disaggregate data and develop next steps for instruction and interventions. PreK teachers also develop student learning objectives, which target students not making progress. An additional support is the transition from half day to full day PreK program, which will almost double the instructional time a PreK student receives with a certified teacher.

As PreK students transition into the full-day program, private and public teachers meet individually with the parents to discuss the program and curricula and receive any additional information about the student at the beginning of the school year. This starts the two-way teacher/parent communication that is crucial for academic success. This communication continues during the year at parent/teacher conferences and in the form of informal communication. Similar communication, including formal parent conferences take place throughout the elementary grades. Throughout the year differentiated support is afforded to meet the diverse needs of individual students, such as multilingual learners and those with disabilities. These supports include small group intervention, at-home resources for parents to support their student, and parent nights. Prior to PreK students entering kindergarten, articulation meetings are held between the private/public PreK teacher and the kindergarten team. Assessment results and student progress are shared to ensure all PreK students have a smooth transition to kindergarten.

All instructional materials and resources are universal in CCPS. Teachers are required to use the curriculum, materials, resources, and interventions provided to them through the content Supervisors. The curriculum is vetted, reviewed, and modified yearly by curriculum content writers, who are expert teachers in their field. Common assessments are given to students and teachers must provide the common assessments in accordance with the assessment process and timeline. Professional development is provided by the individual content/program Supervisors during preservice week, scheduled professional learning days and when requested by the teacher and/or building administrators. The content/program Supervisors also observe all nontenured/tenured teachers who are on the observation cycle. These formal and informal observations allow the supervisors to witness the curricula in action to make modifications or to adjust the teaching practices.

CCPS currently uses the Wonders Reading Series (2017) for ELA in PreK -grade 5. Due to this series being outdated, CCPS will begin transitioning to Benchmark Advance, a more robust reading series aligned to HQIM standards for all elementary grades, including PreK. A main factor for choosing Benchmark Advance was the rating by Edreports.org as one of the leading resources for a reading series. Our transition plan begins in 2024-25 when 2nd and 3rd grades will implement the series. To meet our budgetary allocation for resources, we will continue to transition remaining grades over a three-year period (2025-2027), with all PreK classrooms receiving Benchmark Advance in the 2026-27 school year. Our math curriculum does not use a textbook, but rather multiple resources that support instruction across all the elementary grades, including PreK. The curriculum is updated yearly based on both local and State assessment results. As we finalize our elementary mathematics plan (due in September), CCPS will review and evaluate HQIM in the content of math using the Edreports.org site to research a core math program that will meet the instructional needs of CCPS students and teachers. Our elementary and secondary mathematics supervisors will work together to ensure vertical alignment of curriculum and high-quality materials and resources.

Each elementary school has a full-time ELA Specialist and a full time Math Resource teacher who executes professional learning during Inservice days, weekly planning with PreK teachers and job-embedded coaching to support implementation of evidence-based practices in both reading and math in addition to the county professional learning that occurs at the beginning of each school year. CCPS ELA Specialists and Math Resource teachers are continuously providing professional development to their staff based on self-identified needs, low county data based on content standards, data-driven decision making, and intervention support. In addition, The Supervisor of Early Childhood Education meets twice a year with the PreK teachers to review instructional expectations and to conduct data analysis with the teachers.

Strategic actions are developed to support the SIP goals and are aligned to evidence-based research practices in all grades, including the primary grades, PreK-2. All Teachers develop student learning outcomes aligned to school improvement goals. School staff meet regularly (monthly and weekly) to analyze lead data and make adjustments to instruction and the interventions students receive.

CCPS has been able to ensure that all ELA professional learning is rooted in Science of Reading (SoR) content. All county training is recorded in the CCPS Professional Learning System to document teacher training. We currently have five ELA Specialists/Title I/Special Ed teachers certified to provide Foundations training as well as two Wilson certified instructors to provide professional learning in Tier 3 phonological awareness and phonics. (See artifact 10 – CCPS Comprehensive Literacy Plan: section 2.0 Professional Learning to view the August 2023 County-Wide Professional Learning document and the in-house excel spreadsheet utilized to track county ELA professional learning for all teachers and support staff.)

The process for selecting high quality, content-rich instructional materials begins and ends with what we have learned about the Science of Reading. One example of how we vet our materials is the addition of the Heggerty resource for the explicit teaching of phonological awareness for all students in grades PreK-1. The decision to purchase and include the Heggerty resource in our curriculum was the work done at the Maryland State Department of Education (MSDE). The MSDE-led committee was comprised of county and state administrators and representatives from the International Dyslexia Association. The committee researched several publishers, and only found one resource (Heggerty) that met our shared criteria for selection that included SoR expectations for the explicit teaching of phonological awareness.

One challenge for CCPS continues to face is appropriate funding to ensure that all PreK-3 teachers of reading receive comprehensive SoR training. Due to funding limitations, CCPS will begin to use the MSDE model for training in SoR.

Although collaboration and professional learning occurs during the ECAC meeting, CCPS still needs to continue to partner with private providers and homecare providers, who do not attend these meetings, to reduce the percentage of students not meeting readiness success for kindergarten. These professional learning opportunities may be done through in person or virtual settings.

Artifacts:

- 4 – Data Source: [MSDE Data Appendix \(Tab-Revised4\) Kindergarten Readiness](#)
- 4 – Refer to item #10 artifact: [CCPS Comprehensive Literacy Plan 4.15.24](#)



PILLAR 2

High-Quality and Diverse Teachers and Leaders

5. A High-Quality and Diverse Teacher Workforce

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.

As stated in the Carroll County Public Schools (CCPS) Hiring and Diversity Report submitted to the Accountability and Implementation Board (AIB) in December 2023, CCPS has made progress in this area during the 2022-2023 school year despite the lingering, yet significant, impact of the COVID-19 pandemic that greatly affected the system's ability to deploy a full set of recruitment and retention strategies in recent years.

The importance of reestablishing and nurturing relationships during traditional (face-to-face) recruitment events cannot be understated. Recruiting and hiring the very best teachers and staff remains a top priority and a tremendous challenge, especially in critical shortage content areas as defined by MSDE. These critical shortage areas include content areas such as special education, secondary mathematics, and science among many others as well as a shortage of teachers who are males and teachers who are members of minority groups.

The CCPS Department of Human Resources works collaboratively with various departments such as Curriculum and Instruction, School Administration, Facilities, and others to comply with federal, state, and local laws and regulations associated with staff recruitment and hiring. The tireless work of CCPS employees is noteworthy, especially as it relates to the nimble and collaborative efforts to support staff during the COVID-19 related adjustments and the current staffing shortages in all areas. For example, CCPS executed various memoranda of understanding with employee bargaining groups to support classroom coverage needs and recognize employee sacrifice and hard work during the last two years.

In addition, hourly rate enhancements were made permanent for substitute teachers to help cover classrooms. Those enhancements have been successful in bringing the daily "fill rate" back up to pre-pandemic levels on most days. Two hundred sixty-eight (268) certificated employees (supervisory and non-supervisory certificated/licensed employees) were hired between October 16, 2022, and October 15, 2023. This total represents a significant increase due to the addition of 104 new licensed compensatory education positions for the 2023-2024 school year designed to address student needs across all levels.

The number of employee transactions (hires, terminations, increases/decreases, internal/external transfers, modifications to days worked, etc.) for all CCPS employees totaled 4,226 which is a 42.0% increase since 2018. This increase in transactions is an indication of the staffing challenges faced by the system in finding candidates for all available positions. With a seasonally

adjusted unemployment rate reported by the Maryland Department of Labor of 1.7% in October 2023, Carroll County faces many challenges in staffing all available positions. Many new positions are filled from within leaving other positions vacant on a regular basis. As stated above, MSDE declared a shortage of teachers who are members of minority groups in its latest Maryland Teacher Staffing Report. The CCPS Department of Human Resources continues to place a strong emphasis on minority teacher recruiting and hiring considering recent trends showing that increasing numbers of CCPS students are members of minority groups.

In addition, CCPS is bound by the provisions found in the Maryland Code of Regulations (COMAR) 13a.07.05.01. Integration that states: *Local boards of education shall develop and implement plans and procedures for the attainment of racial balance at the various levels of the public school system, reflective of the composition of the population of their respective jurisdictions. These plans and procedures shall apply to the hiring, placing, and promotion of all personnel employed at the various levels of the school system. The plans and procedures provided in this regulation shall be submitted to the State Department of Education by January 1, 1971. The Department shall also require and review reports from local boards on the implementation of this regulation.*

While there has been growth in the percentage of CCPS minority teachers since 2018, a drop from October 2022 to October 2023 (4.9% to 3.4%) was reported in the October 2023 MSDE Professional Staff by Assignment, Race/Ethnicity and Gender report. The data used to populate that report derives from the Maryland State Staffing Report submitted by CCPS capturing data from October 16, 2022, to October 15, 2023. These data show that CCPS has not yet met the COMAR provisions stated above. The hiring of minority teachers continues to be extremely competitive due to the shortage of certificated applicants in Maryland and across the United States. All applicants for CCPS teaching positions must first and foremost provide documentation that they are eligible for Maryland teacher certification to move forward in the hiring process.

It is important to point out that applicants for CCPS positions are offered a voluntary opportunity to self-identify their race and ethnicity. Once hired, those data are again self-reported by the new employee and may differ from what was disclosed at the application stage and then reported to MSDE to populate the tables presented earlier in this report. A large majority of applicants do not self-identify as being a member of a racial/ethnic minority group.

The Maryland's Teacher Workforce: Supply, Demand, and Diversity report provided to the Maryland State Board of Education in July of 2022 showed that the teaching profession across the United States remains predominantly white even as the student body grows increasingly diverse. The data shared in that report also showed that those currently enrolled in traditional educator preparation programs were 61% white while those enrolled in alternative educator preparation programs were 46% white in 2020. The report also highlights that those enrolled in alternative preparation programs are more diverse than in traditional programs.

Eligibility for professional licensure is a key factor in determining "effective teacher" status in Maryland per the federal Every Student Succeeds Act (ESSA). The supply of teachers continues to be a significant concern for CCPS. As the report referenced above states, the number of people completing a teacher-education program declined by 33% and the number of bachelor's degrees conferred in education declined by 22.0% from 2008-2009 through 2018-2019. Lastly, approximately 50.0% of Maryland licensure applicants are prepared in another state, thus continuing the historic trend of Maryland being considered an "import" state.

Vacancies in critical shortage content areas combined with a shortage of local candidates and in-state programs that lead to teacher licensure in those areas results in an emphasis on out-of-state recruiting efforts to help fill those vacancies in CCPS. The national teacher shortage continues to make it difficult to recruit highly qualified applicants in critical shortage content areas. An analysis of the candidate pool reveals the majority of applicants apply for positions in non-critical shortage content areas on a yearly basis.

Challenges continue since some candidates have resignation deadlines, did not perform well on CCPS preliminary/screening or curriculum interviews, or are no longer available for employment with CCPS. The timing of teacher recruiting and hiring is of critical importance to fill vacancies from the most highly qualified pool of candidates.

There are several factors to consider in this process. Maryland public school systems must abide by COMAR 13A.07.02.01B that includes a July 15th resignation deadline for tenured teachers and a May 1st resignation deadline for non-tenured

teachers. Therefore, every effort must be made to confirm vacancies prior to those dates to select from the largest pool of qualified applicants. When vacancies are identified early in the spring or summer, involuntarily transferred teachers can be placed quickly, teachers returning from leave and voluntary transfers can be placed promptly, and the best possible applicants can be hired from the largest, most qualified pool of candidates. The shortage of teaching candidates in critical shortage content areas continues throughout Maryland and across the United States. It is important to continue offering teacher contracts as early as possible to qualified critical shortage area candidates, because most will receive multiple offers from competing districts.

Despite these challenges, CCPS was able to fill classroom vacancies along with the additional compensatory education positions to start the 2023-2024 school year due mainly to collaboration and several enhancements in the recruiting process. The CCPS Department of Human Resources (HR) attended more face-to-face recruiting events to secure a highly qualified and diverse staff reflective of each school community. There was an increase in events held at or drawing from Historically Black Colleges and Universities (HBCU). In addition to traditional college career fairs, CCPS held and participated in several local job fairs and diversified advertising of all available positions to include job search websites, billboards, and radio ads to name a few. A cadre of experienced teachers from various backgrounds was trained as new recruiters to enhance the recruitment experience at various events. The recruitment budget has been increased by 150% and a full-time recruitment specialist is now a permanent part of the team.

In addition, HR met with Carroll County NAACP leadership and the CCPS Equity Council to discuss the need for teachers and staff who represent the broader student body and engage in preliminary plans around recruitment and retention strategies. HR also held Virtual Employment Information sessions to attract local candidates and those from other counties/states, as well as a student teacher/intern reception featuring system leadership along with teachers from the elementary, middle, and high school levels.

Ongoing efforts to increase the diversity of the teaching staff included involvement and support of the CCPS Career and Technical Education programs such as Child Development and Early Childhood Education program where the “curriculum is delivered through a sequence of four classes: Honors Child & Adolescent Development, Learning Environments for Pre-Schoolers, Child Development Associate (CDA) Portfolio and Internship, and CDA Internship or Dual Enrollment course. These courses are designed to provide students with an in-depth study of child development and teaching young children. The three-credit CDA Internship must be completed at a certified childcare center or elementary school.”

Of significant note is the continued collaboration with the CCPS Teacher Academy of Maryland (TAM) program where students complete a “sequence of four classes: Honors Child & Adolescent Development, Honors Teaching as a Profession, Foundations of Curriculum and Instruction, and Honors Education Academy Internship. These courses are designed to provide students with an in-depth study of teaching and curriculum delivery in response to student needs. The one credit internship will be done at a Carroll County middle school in the student’s chosen content area of expertise.” TAM and ECE graduates who successfully complete a teacher education program at an IHE and apply for and interview well are prioritized for a teaching position within CCPS. HR staff actively recruited TAM/ECE students during their yearly visits to CCPS Central Office and participated in the yearly MSDE Teach Maryland Conference, a state-wide professional learning event for TAM/ECE students. Lastly, CCPS embarked on an apprenticeship program for aspiring teachers during the 2023-2024 school year and beyond.

Both programs are cornerstones of “growing our own” efforts to recruit and hire teachers who are representative of the student body. Another “growing our own” approach includes tuition reimbursement, credit analysis, and other supports, to help current non-licensed staff who are pursuing teacher licensure. The Department of Human Resources provided a workshop for instructional assistants who were interested in pursuing teaching careers to learn more about pathways to licensure and tuition reimbursement benefits available to them to help offset the expense. In fact, many of those employees who held bachelor’s degrees in other areas were recruited to apply for available teaching positions. Many were selected, thus adding to the increasing number (1.10% in 2021 to 5.61% in 2022) of conditionally licensed teachers in CCPS.

The ability to recruit teachers from within our community is a challenge. According to the United States Census Bureau, only 38.0% of the population within Carroll County, Maryland, age 25 or older, holds a bachelor's degree or higher. Knowing that the minimum requirement to become a conditionally licensed teacher is holding a bachelor's degree, we recognize this as another challenge in recruiting locally. A national perspective from the United States Census Bureau showed that “From 2011 to 2021, the percentage of adults aged 25 and older with a bachelor’s degree or higher increased from 34.0% to 41.9% for the

non-Hispanic White population; from 19.9% to 28.1% for the Black population; from 50.3% to 61.0% for the Asian population; and from 14.1% to 20.6% for the Hispanic population.” Continued focus on the recruitment strategies discussed above will be important in this area as well.

A new challenge has emerged in recruiting and hiring individuals who are not yet fully licensed due to updated state regulations in this area. As is discussed in subsequent sections of this document, CCPS will need to enhance its relationships with IHE’s to develop Maryland Approved Programs (MAP) in teacher licensure since career changers will need to pursue those routes to attain their teaching license. The relative lack of IHE’s within Carroll County with such programs exacerbates that challenge.

Progress Analysis and Priority Areas of Focus:

- Increased participation in face-to-face and/or virtual teacher recruiting events at IHE’s and/or career fairs with an emphasis on HBCU’s, universities that serve large populations of Latinx students, and universities that produce large numbers of candidates in critical shortage content areas. This includes participation in out-of-state events. Increasing attendance at these events will bolster the school system’s efforts to hire employees who are representative of the student body.
 - Progress Update: 10% of recruiting events attended by CCPS recruiters were at HBCUs, HSIs, and/or diversity-specific recruiting events. The system held its first virtual information session specific to recruiting in the critical need area of secondary mathematics. Twenty-five percent (25%) of recruiting events attended were held outside of Maryland. This is an ongoing priority area of focus.
- Continued participation in face-to-face and virtual career fairs/events such as those organized by Carroll County Workforce Development, especially for support positions. Public education is a relationship-based endeavor. Creating and nurturing professional relationships with varied sources helps to build a network that can be tapped as the system recruits and hires employees for all positions.
 - Progress Update: CCPS recruiters attend eight (8) virtual and in-person events with Carroll Workforce Development to enhance recruiting efforts to support positions such as clerical, instructional assistant, student support assistant, and custodial positions. This is an ongoing area of focus.
- Use of teacher evaluation data to help assess effectiveness/Return on Investment (ROI) of recruitment events over time. This type of data analysis is critical as the system weighs the effectiveness of teacher recruitment events to maximize positive impact on schools and students in a financially responsible manner.
 - Progress Update: This analysis will take place during the fall of 2024.
- Support and enhancement of in-house teacher interview days. This strategy increases the number of interview opportunities within Carroll County in a cost-effective manner that taps into the regional employment pool.
 - Progress Update: CCPS held its first county-wide Teacher Screening Day in July 2023 to help fill vacancies mid-summer across multiple content areas. Future events will be held as needed.
- Continued collaboration with McDaniel College through the Teacher Collaborative Grant to support teachers pursuing NBC and teacher licensure. As stated in other sections of this document, these partnerships with IHE’s are critical as the school system works to meet Blueprint mandates.
 - Progress Update: This is an ongoing area of focus.
- Increased outreach and collaboration with community groups such as the NAACP, Devine Nine and the National Pan-Hellenic Council, Latinos for Education, other local, state, and national civic, business, union, and faith-based groups. Our students and families are diverse in every sense of that word. The school system must build, nurture, and sustain relationships with as many groups as possible in its efforts to recruit and retain an employee base that is representative of the community it serves.
 - Progress Update: Met with leadership of the Carroll County NAACP and ConnectandoUS, a local community group that supports the Hispanic/Latino community, to begin conversations regarding partnerships to advertise and recruit a more diverse workforce. Initial conversations focused on sharing recruiting events

with organizations and discussions on outreach and information opportunities for HR staff to present to members. This is an ongoing priority area of focus.

- Continued use of targeted job vacancy advertising to enhance the diversity of the applicant pool.
 - Progress Update: Advertised positions via online sites such as Indeed, Handshake, LinkedIn, and the Carroll Works Job Board as appropriate. Also continued general employment advertising via an electronic billboard on Route 140 with support from the Carroll County Chamber of Commerce. Held four (4) virtual information/recruiting sessions for the first time and participated in a radio interview regarding employment opportunities with CCPS. This is an ongoing area of focus.
- Continued support of “grow our own” programs such as TAM/Child Development and Early Education, and Educators Rising along with participation in CCPS events where Department of Human Resources staff can share employment opportunities (as the largest employer in Carroll County) with students. The school system serves over 25,000 students and has regular contact and communication with a large percentage of Carroll County residents and CCPS employees. That pool of potential applicants leverages their knowledge of the community to help meet student needs.
 - Progress Update: Presented to TAM and ECE students during the winter and spring of the 2023-24 school year regarding future employment opportunities in all areas within CCPS. Worked with CTE staff to help hire teacher apprentices as part of the new apprenticeship initiatives. Presented to interested instructional assistants at annual professional learning event regarding pathways to teacher licensure. This is an ongoing priority area of focus.
- Continued recruitment of “career changers.” Career changers represent another source of applicants for all positions within CCPS. Their varied backgrounds help to support student learning and offer diverse perspectives.
 - Progress Update: Expanded recruitment events beyond colleges and universities including virtual information sessions hosted by HR staff. CCPS recruiters also attended community-based job fairs to share information on non-traditional pathways to teacher licensure. This is an ongoing area of focus.
- Regular reviews of teacher interview questions to ensure compliance with applicable laws and regulations.
 - Progress Update: Completed in collaboration with CCPS Curriculum and Instruction staff for use during the 2023-24 school year and beyond. This is an area that will be monitored and addressed as needed.
- Growth in and diversification of the recruiter pool.
 - Progress Update: Worked with the CCPS Equity and Inclusion Officer to identify teacher leaders who also serve as Equity Liaisons at their respective schools to participate in a pilot program for those individuals to assist at recruiting events. Successfully trained nine (9) to serve as recruiters. This is an ongoing priority area of focus.
- Continued work to enhance the competitiveness of CCPS salaries and benefits.
 - Progress Update: CCPS successfully negotiated and implemented career ladders with its licensed, non-supervisory (teachers) bargaining unit and its licensed, supervisory (Administrators and Supervisors) bargaining unit, each with a July 1, 2024, implementation date. Key highlights include a \$60,000 teacher starting salary, salary increase to encourage pursuit of NBC or master’s degree in areas where there is no NBC, and generous increases for NBC maintenance of certification. Key highlights for administrators and supervisors included generous salary increases for NBC and pursuit thereof. This is an ongoing priority area of focus.
- Focus on retention efforts using affinity groups to support staff new to CCPS.
 - Progress Update: This is an ongoing area of focus in collaboration with the CCPS Equity and Inclusion Officer.

Artifacts:

- 5 – Data Source: [Carroll County Hiring Practices and Diversity Report December](#)
- 5 – Refer to item #1 artifact: [MSDE Data Appendix \(Tab-5A\) Student Enrollment](#)
- 5 – Data Source: [MSDE Data Appendix \(Tab-5b\) Teachers](#)

- 5 – [Maryland’s Teacher Workforce: Supply, Demand, and Diversity](#)
- 5 – [CCPS April 2024 Recruiting Events](#)
- 5 – [Recruiter Training](#)
- 5 – [Equity Council Invite 2024](#)
- 5 – [Virtual Info Session – April 2024](#)
- 5 – [2024 Spring Student Teacher Reception](#)
- 5 – [CCPS CTE Programs](#)
- 5 – [Educator Licensure Overview Initial Pathways](#)
- 5 – [Pillar III – Successful Workforce](#)

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 a high-quality and diverse leaders.

While many of the system’s leaders began their respective careers with CCPS and were promoted into various leadership roles from within, the number of leaders hired from outside of the school system has increased. The expansion of recruitment strategies like those outlined above for teachers and especially those that draw applicants from many sources will continue to be a focus.

Future Direction in CCPS Recruiting and Hiring of High Quality and Diverse Leaders includes:

- Increased participation in face-to-face and/or virtual recruiting events at IHE’s and/or career fairs with an emphasis on HBCU’s, universities that serve large populations of Latinx students, and universities that produce large numbers of candidates eligible for licensure as assistant principals, principals, curriculum leaders, etc. This includes participation in out-of-state events.
- Continued participation in face-to-face and virtual career fairs/events such as those organized by Carroll County Workforce Development.
- Support of in-house aspiring leaders informational events.
- Continued collaboration with McDaniel College through the Teacher Collaborative Grant to support teacher leaders pursuing NBC.
- Increased outreach and collaboration with community groups such as the NAACP, Devine Nine and the National Pan-Hellenic Council, Latinos for Education, other local, state, and national civic, business, union, and faith-based groups.
- Continued use of targeted job vacancy advertising to enhance the diversity of the applicant pool.
- Continued recruitment of “career changers.”
- Regular reviews of leadership interview questions to ensure compliance with applicable laws and regulations.
- Growth in and diversification of the recruiter pool.

- Continued work to enhance the competitiveness of CCPS salaries and benefits for leadership positions.
- Focus on retention efforts using affinity groups to support leadership staff new to CCPS.

The most recent data from the October 2023 MSDE Professional Staff by Assignment, Race/Ethnicity and Gender show that the percentage of minority principals and assistant principals was 10% and 8.6% respectively. The historic data trend for principals since 2018 showed steady numbers in minority representation until a drop of nearly 3% in the most recent two years. Assistant principals showed a slight overall increase in the same time frame. The central office leadership ranks mirrored those of school-based administrators. None of the groups was representative of the greater CCPS school community.

It is important to highlight the historic concept of school leadership pre-Blueprint (licensed-supervisory employees such as school-based administrators, central office leaders, etc.) and how that compares to the recently negotiated Career Ladder that will include teacher leaders such as National Board Certified (NBC), Lead, Distinguished, and Professor Distinguished teachers as required by the Blueprint in subsequent years.

While teacher leadership positions such as department chairs, team leaders, school improvement team leaders, etc. have been in place for many years, CCPS is evaluating those existing roles considering the Blueprint. The Instructional Leadership Team is working with various CCPS departments to draft descriptions that move the transactional nature of some of the existing leadership positions towards transformational leadership that aligns with the Blueprint requirements for positions in the upper ranges of the career ladder. For example, effectively leading teams of teachers to improve curriculum, instruction, and assessment while providing mentoring to new teachers and those who are pursuing NBC.

A significant challenge present in CCPS is the historic budget constraints that eliminated nearly 300 positions. A large percentage of those positions previously provided transformational leadership and support at the school and system level. That staffing challenge and limited days built into the calendar for professional learning has led to a very lean systemic professional learning program, especially in leadership development within the teacher and leader ranks. While staffing and calendar challenges persist, the system will continue to utilize the workday for professional learning opportunities and implement after-school and summer sessions. The implementation of the career ladder will provide additional time for professional learning to be allocated to teachers within their workday. Future direction in this area includes collaboration with IHE's on leadership development, teacher induction programs, and mentoring, as the system currently lacks capacity in this area.

Carroll County Public Schools has worked collaboratively with multiple IHEs to create opportunities to recruit school leaders through obtaining National Board Certification (NBC), earning a master's degree in areas where NBC is not available, and other professional learning opportunities to gain leadership experience. This is evidenced through participation of staff in a "cohort" model program to obtain their NBC with McDaniel College. As part of this program, McDaniel College also provides 1-credit courses for all teachers to participate in regarding pedagogy, instruction and delivery, instructional technology, and safe and healthy schools. CCPS is currently collaborating with a state university to create an induction program which we hope will increase the diversity within our workforce. Additionally, we hope that during the last year of induction, future school leaders have been identified and encouraged to obtain their National Board Certification. The salary increase of \$10,000 for eligible NBC teachers (implemented in July 2022) has been the main strategy for teachers, who are interested in leadership positions to obtain an NBC in their content area.

Current school-based administrators have not been required in the past to hold a National Board Certification. As part of the career ladder, CCPS is also funding school-based administrators the \$10,000 salary increase once they've obtained their NBC. This strategy has encouraged many of our administrators to move forward with earning an NBC. Some administrators who are nearing the end of their career are awaiting additional information regarding the waiver which is expected to be available in 2028 under the Blueprint.

We have seen a definite increase in the number of leaders moving forward with obtaining NBC. We are currently in hiring season and will not have exact numbers until the Diversity Hiring Report is submitted December 1, 2024. Using last year's data as a baseline, we will be able to provide a more accurate measure of the impact of these strategies.

Artifacts:

- 6 – Refer to item #5 artifact: *Carroll County Hiring Practices and Diversity Report December*
- 6 – Refer to item #1 artifact: [MSDE Data Appendix \(Tab-5A\) Student Enrollment](#)
- 6 – Refer to item #5 artifact: [MSDE Data Appendix \(Tab-5b\) Teachers](#)
- 6 – Refer to item #5 artifact: *Recruiter Training*
- 6 – Refer to item #5 artifact: *Pillar III – Successful Workforce*
- 6 – Refer to item #5 artifact: *Equity Council Invite 2024*

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).

The National Board Certification (NBC) program in Carroll County Public Schools (CCPS) is well on its way. In 2023, CCPS hired a local NBC Coordinator who works directly with the Supervisor of Leadership and Development to design, integrate, and implement a program to meet the needs of the 96 NBC candidates. A challenge in this area is that the local NBC coordinator is currently a full-time teacher who completes the additional NBC work after the teacher responsibilities are covered. Due to budgetary shortfalls and staffing concerns, CCPS was unable to hire NBC Facilitators during the 2023-24 school year. We continue to advocate for these positions; however, due to continued budgetary and staffing constraints, CCPS may not be able to hire facilitators. We plan to utilize the same model in the near future or until current constraints are resolved.

Through face-to-face, synchronous, and asynchronous meetings, CCPS’ NBC team supports candidates in logistical, managerial, pedagogical, and programmatic aspects of the certification process. CCPS continues to work with McDaniel College via the Teacher Collaborative Grant to provide 25 teachers with a fully funded NBC program that is designed for staff to complete the National Board Certification process in one year, along with receiving nine (9) non-degree specific graduate credits and a \$2500 stipend to offset additional costs. CCPS and McDaniel will collaborate again during the 24-25 school year to provide this competitive, application-driven opportunity to 50 staff members. CCPS also provides a cohort model like McDaniel’s to support attainment of NBC. All NBC candidates, regardless of their cohort (CCPS or McDaniel) have access to the CCPS online NBC Schoology group that provides recordings of meetings, NBC materials, and important deadlines. All candidates are also provided two (2) professional learning days to collaborate with other NBC candidates in the completion and submission of components, and timelines.

Although formal focus groups have not been established during the 23-24 school year, CCPS continues to receive feedback from current candidates, NBC certified staff, and stakeholders via meetings, email communication, negotiations, and Microsoft Forms. The information gathered will guide CCPS in the enhancement of the NBC process. For example, CCPS is planning to use NBC staff to mentor aspiring NBC candidates through regional, school specific, and/or content-based cohorts in understanding the NBC process and the completion of NBC components. CCPS also plans to begin creating a cohort specific to school administrators who are preparing for the Blueprint requirement that principals achieve NBC by 2029.

CCPS struggles to establish a cadre of NBC teachers who represent the greater CCPS community regarding race, ethnicity, and gender. The data in this area show that NBC teachers are overwhelmingly white and non-Hispanic. This is even less representative than the already concerning representation data among all CCPS staff. This is an area of focus that will draw from previously stated recruitment strategies and the supports through the establishment of cohorts described in this section. CCPS will continue to work with the Equity and Inclusion Officer, along with school-based equity liaisons to communicate and encourage our diverse teaching staff to pursue National Board Certification.

Artifacts:

- 7 – Data Source: [MSDE Data Appendix \(Tab-7a\) National Board Cert, \(Tab-7b\) NBC Candidates & Revised \(Tab-7b\) NBC Candidates](#)
- 7 – [NBC Master List](#)
- 7 – [NBC Flyer Cohort 2](#)
- 7 – [NBC Application 24-25](#)

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

CCPS is geographically located near the Baltimore/Washington metropolitan area. However, the county lacks ready access to large interstate highways, public/alternative transportation, and has experienced limited opportunities for affordable housing. While the county boasts a positive relationship with Institutions of Higher Education (IHE) in Central Maryland and neighboring states, there is only one (1) four-year IHE and one (1) community college in Carroll County.

CCPS has formal Professional Development School (PDS) partnerships for teacher candidate placements with McDaniel College and Stevenson University. The system maintains informal relationships with Carroll Community College for placements for their regular education, special education, and nursing program students. While not formal PDS relationships, CCPS consistently places Towson University students working on licensure in the related arts. The school system also maintains relationships with various Maryland and online IHE’s to place students in the areas of Speech-Language Pathology (SLP), Occupational Therapy (OT), School Psychology, Social Work, and School Counseling programs upon request.

PDS requests are processed directly through college liaisons and school system personnel to make the most appropriate placements at PDS locations. Preservice teacher needs, mentor teacher experience level, school initiatives, and supervisor/building administration input factor into placements.

IHE's evaluate placements through surveys of preservice teachers, mentor teachers, college supervisors, and building administrators. Moving forward, surveys should be a collaborative tool that meets the needs of both the IHE and the school system. CCPS will evaluate host teachers' satisfaction of program and candidate preparedness and will also survey preservice candidates for their feedback on placement experiences.

Greater collaboration with a broader and more representative spectrum of IHE's is needed to increase the number of student teachers/interns in CCPS schools. In addition, there is a need to enhance the existing PDS relationships to capitalize on professional learning opportunities provided by the IHE's at the respective sites, as was originally conceived when the PDS models were developed.

Since last year's plan submission, CCPS has identified teacher induction as a significant priority for the district. CCPS lacks a comprehensive teacher induction program, which is exacerbated by on-going staffing challenges including dramatic increases in conditional teachers. CCPS is in the process of developing a collaborative partnership with an IHE to augment district capacity and a comprehensive teacher induction program that includes a consolidated plan and these main components:

- Standards for effective mentoring providing observations with feedback;
- Orientation programs for all teachers new to the local school system;
- Mentoring
- Co-teaching
- Observations and Debrief
- Professional Development
- Feedback of Performance

Over the next 3-4 years, CCPS will work with IHE partners to develop and implement an induction program based on MSDE's guidelines to include provisions regarding mentoring, professional learning, eligibility criteria and standards utilized in hard-to-staff schools. Additionally, the program will include Teacher Induction, Retention and Advancement Pilot Program framework guidelines. MSDE's guidelines will be developed in 2026 and school systems are required to implement the comprehensive induction program beginning in 2028. As we continue to implement Blueprint requirements, our commitment to our teachers remains a top priority. We will continue to depend on IHE collaboration to identify components for new teacher success and how to navigate the typical challenges of being new to education, along with Blueprint requirements.

Lastly, CCPS also seeks to enhance and increase the number of relationships with IHE's to develop alternative pathways towards teacher licensure per the recently published COMAR regulations on this topic. This is critical, especially as it relates to the hiring and support of conditionally licensed teachers.

Artifacts:

- 8 – Refer to item #7: *NBC Application 24-25*
- 8 – [MS Teaching PPT for Conditionally Certified Teachers](#)
- 8 – [March Agenda – NBC PAR Sub Committee](#)
- 8 – [JW PDS Affiliate Chart 2023 2024](#)
- 8 – [Co-PI Meeting Agenda and Notes 3 25 24](#)
- 8 – [CCPS-TU MOU Executed 2.15.24](#)

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.

CCPS is pleased to announce that the Carroll County Board of Education (BOE) and the Carroll County Education Association (CCEA) ratified the Master Agreement between those parties during the April 10, 2024, BOE meeting.

Note that a new approach to collective bargaining was used to reach this agreement due to Blueprint requirements. Historically, negotiations between the BOE and CCEA negotiation teams were based on traditional/positional bargaining. That process is based on each party selecting a representative team along with a lead negotiator for each. The lead negotiators usually do most of the talking during the scheduled negotiations meetings as they exchange formal proposals. While useful in past years, a hybrid process was necessary this year.

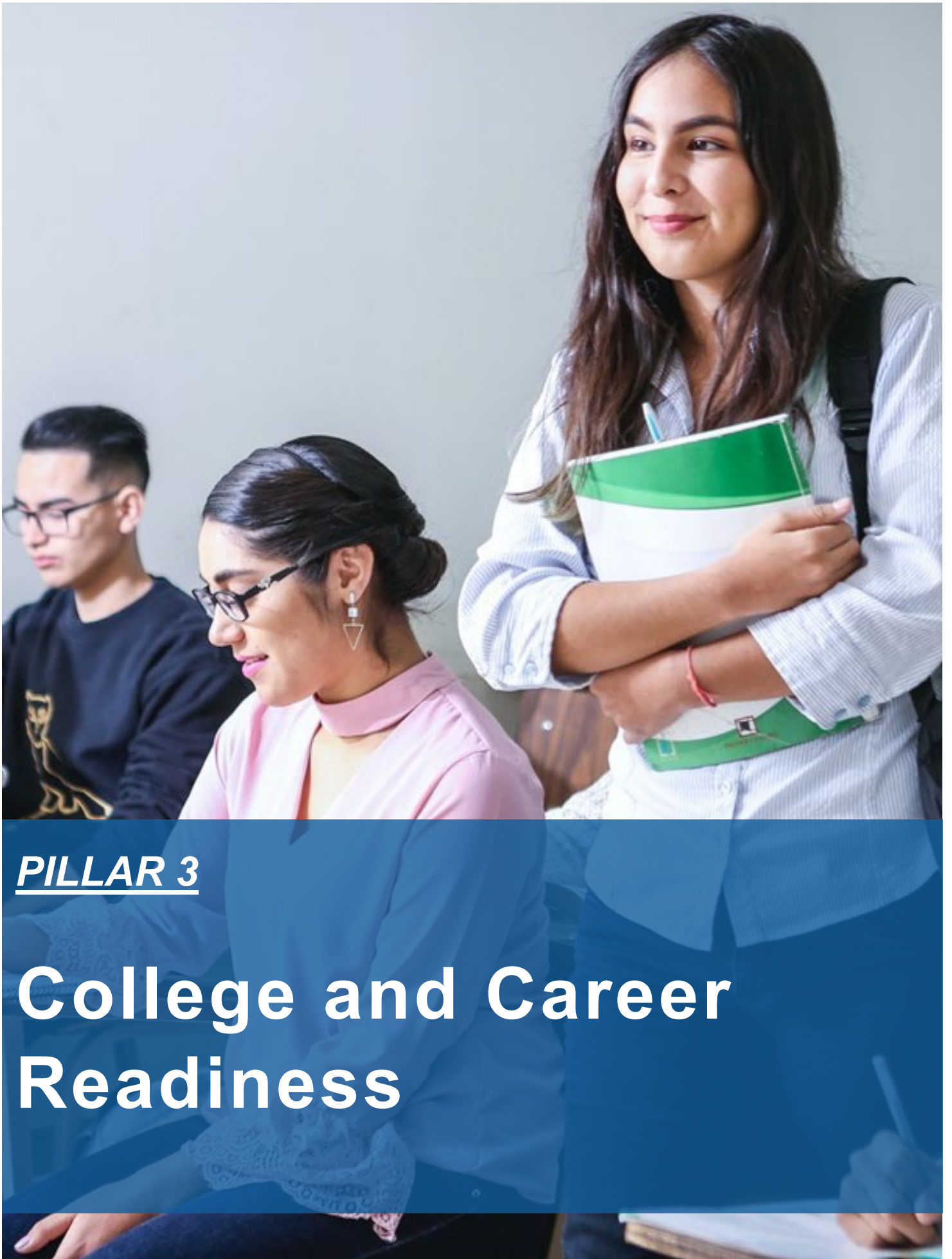
That hybrid process drew from the traditional approach along with an interest-based approach. Interest-based bargaining generally focuses on a greater degree of collaboration and less formality as the parties agree to fully explore and collaborate on a narrow set of topics to achieve a mutual agreement. This approach was used when focusing on the hard work of developing the career ladder. The two teams were very proud of the entire agreement, especially the career ladder that meets statutory requirements and the inclusion of a \$60,000 starting salary, effective July 1, 2024.

Note that as of this document's date, the Board of Carroll County Commissioners has not finalized its budget. If the BOE's budget request is not fully funded, there could be additional cuts in the budget that may force BOE to go back into negotiations with CCEA. CCPS Operating Budget details can be found at this [link](#).

Lastly, the ratified agreement allows for continued negotiations in subsequent years around Blueprint items. The collaborative method mentioned above will continue in that vein, especially as it relates to the higher levels of the career ladder.

Artifacts:

- 9 – Data Source: [MSDE Data Appendix \(Tab-9\) Compensation](#)
- 9 – [CCEA 24-27 MA Ratification Cover Sheet](#)
- 9 – [CCPS Operating Budget Webpage](#)



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 PreK-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 PreK-12 comprehensive literacy plans in alignment with the science of reading by June 28, 2024

Comprehensive Literacy Plan & Curriculum and Instruction

CCPS has achieved its goal of revising its Comprehensive Literacy Plan (CLP) to align to the Science of Reading (SoR). The first draft was submitted to MSDE.Maryland.gov on January 10, 2024. The rationale for the plan's revision is that "research in the field of literacy has consistently demonstrated that evidence-based instructional practices rooted in and aligned to the Science of Reading have been shown to significantly improve literacy outcomes for students of all background and abilities." (Resolution of MSDE 24-01, Statewide Adoption and Implementation of the Science of Reading). In addition to communicating the county's vision, mission, and rationale, the plan requires that all facets of SoR mentioned in MSDE's Resolution 24-10 are in place to provide a comprehensive and systematic approach to explicit reading instruction of all SoR Pillars: phonological awareness, phonics, fluency, vocabulary, and comprehension. Communication of ideas in all forms, including writing, is also included in the plan. The CLP reflects our commitment to the universal screening of each student registered in CCPS, as well as evidenced-based supplemental reading instruction to support struggling readers based on the data results (MSDE's Resolution 24-01).

CCPS utilized MSDE CLP feedback to include more specificity regarding goals for ELA curriculum and instruction. CCPS' Comprehensive Literacy Plan: Section 1.0 Curriculum and Instruction includes a breakdown of resources utilized for first-pass instruction of the literacy pillars and writing, by grade level (PreK- grade 5). CCPS' plan for adopting a new core reading resource (currently in process) is also included in section 1.0 of the CCPS Comprehensive Literacy Plan. Based on MSDE feedback, CCPS' CLP now includes assessment timelines, ELA achievement expectations, and communication regarding the breakdown of each local ELA assessment (see artifact 10 – CCPS Comprehensive Literacy Plan (4.15.24): [3.0 Multi-Tiered System of Supports](#)). CCPS also added more evidence to support how we are addressing knowledge building, as well as our plan to continue to provide deeper learning (through knowledge building) on a variety of topics in all content areas over time.

Achievement/Assessment

CCPS continues to be one of the top performing LEAs in the state regarding ELA MCAP proficiency in the elementary grades. Recent ELA MCAP "All Students" data reveals that we have reached or exceeded pre-pandemic proficiency levels. For grade 3, 2019 data reported 55.0% of students scored on/above proficient in ELA. FY22 ELA MCAP data revealed a nine percent rate increase to 64% on/above proficiency from FY 2019. FY23 CCPS grade 3 proficiency levels fell one percentage point from 2022 to 63.0%. CCPS continues to perform above state trends with FY 2023 MCAP 3rd grade proficiency rates at 48.0%. Similar to

grade 3, CCPS grade 4 “All Students” ELA proficiency increased by eight percentage points (at 58.0%) from FY19 to FY22 and maintained their gain in FY23. CCPS continues to perform above state trends with FY 2023 MCAP 4th grade proficiency rate at 48.7%.

Grade 5 is the only grade assessed by MCAP at the elementary level that scored closer to their pre-pandemic achievement data. In 2019, “All Students” in grade 5 achieved on/above proficiency at 55.0%. FY22 data revealed a 4% gain to 59.0%, with a 3-percentage point loss from FY22 to FY23 (56.0%). Although we have not lost ground, we have a gap between grade 3 and 4 ELA performance and grade 5 ELA performance. CCPS continues to perform above state trends with FY 2023 MCAP 5th grade proficiency rate at 41.8%.

In the aggregate, our students outperform the State proficient percentage on 2023 ELA MCAP, including grade 3 at 62.8% compared to 48.0%; grade 4 66.4% compared to 48.7% and grade 5 at 65.1% to 41.8% respectively. However, when you dive deeper into our student groups, specific groups perform significantly lower than our CCPS aggregate scores. We recognize that *Students with Disabilities* and *Multi-Lingual Learners* have the lowest percentage scores in all three grades. Additionally, there is more than 40% difference in each grade level. The data is similar in previous years as well. CCPS continuously outperforms the State in areas of special services, race and ethnicity, but our student groups do not consistently perform at the same levels of the CCPS aggregate. The table below shows the difference in performance in special services data, and race and ethnicity groups for the 2023 MCAP data.

2023 MCAP Performance						
	Grade 3		Grade 4		Grade 5	
	%	Increase or (Decrease)	%	Increase or (Decrease)	%	Increase or (Decrease)
All	62.8		66.4		56.1	
Economically Disadvantaged	46.1	(16.7%)	46.0	(20.4%)	36.5	(19.6%)
Farms	44.8	(18.0%)	46.6	(19.8%)	35.8	(20.3%)
Multi-Lingual Learner	14.6	(48.2%)	28.2	(38.2%)	10.3	(45.8%)
Students’ w/ Disabilities	18.2	(44.6%)	16.7	(49.7%)	12.8	(43.3%)
African American	58.7	(41.0%)	63.3	(3.1%)	43.5	(12.6%)
Hispanic	43.2	(19.6%)	46.0	(20.4%)	47.1	(9.0%)

Carroll County Public Schools is committed to enhancing educational equity through a series of strategic instructional changes designed to address performance disparities among various student groups, including economically disadvantaged students, those participating in the Free and Reduced Meals Program (FARMS), multilingual learners, students with disabilities, as well as African American and Hispanic students. To address these needs, the district will explore implementing targeted professional development for educators focusing on culturally responsive teaching and structured literacy. CCPS is in the beginning stages of examining our current methodology for teaching multilingual learners across all grade bands as specified in the Blueprint for Maryland’s Future. We will continue to work with our teachers of multilingual learners, classroom teachers, and special education teachers to continue to ensure they have the necessary skills to teach the strategies within the Science of Reading to all students regardless of their cultural background. CCPS will also be reviewing the Blueprint for Maryland’s Future funding allocation within the multilingual learner’s category to ensure appropriate funding levels are established and met to support any additional human and instructional resources that are needed. Over time, literacy leaders, ELA Specialists, administrators and teachers will participate in the MSDE Science of Reading Micro-Credential coursework. ELA Specialists will provide ongoing professional development that addresses the five Pillars of Reading, as well as co-teaching and weekly co-planning with grade level professional learning communities. ELA specialists will also support teachers with the implementation of Strategic Learning Outcomes and Wildly Important Goals, targeting the needs of all students in these subgroups. This will include the integration of specialized support strategies for multilingual learners and students with disabilities, ensuring that lessons are accessible and relevant to diverse learning needs. The Benchmark Advance reading series provides a targeted resource for multilingual students, to sharpen language development and exposure to all students as we implement its use over the next three years. Additionally, data-driven interventions will be deployed to monitor and support the progress of

economically disadvantaged students and those from underrepresented racial and ethnic groups. Primary Interventionists working in grades one through three and Advanced Early Literacy Kindergarten tutors will support students with a collaborative approach involving community stakeholders, tailored resources, and ongoing assessment. Carroll County Public Schools aims to close achievement gaps and foster an inclusive environment where all students can thrive.

SPRING 2024 Benchmark Assessment Data	
Grade Level	Comprehensive Benchmark Assessments
3	65% Literary 66% Opinion
4	63% Opinion
5	68% Opinion

To address the low performance in writing, as highlighted by our local spring data for grades 3 to 5 (above) on the Comprehension Benchmark Assessments, we need to focus on several key areas: vocabulary development, reading/writing stamina. Specific attention will be given to:

Writing Skills:

- **Text-Evidence Based Writing:** Ensuring students can support their ideas with evidence from texts.
- **Writing on Demand:** Developing students' ability to write effectively within time constraints.
- **Process Opinion Writing (Grades 3-5):** Enhancing students' skills in forming and articulating opinions through structured writing.
- **Process Literary Writing (Grade 3):** Focusing on developing narrative writing skills.

Instructional Strategies:

- **Daily Responses:** Students will engage in daily oral and written responses to reading materials to build both reading and writing stamina.
- **Modeling and Guidance:** Teachers will design lessons that model writing in the identified genres and provide guided practice to support student independence.

Knowledge Building:

- **Vocabulary Instruction:** Implementing targeted vocabulary instruction across content areas to enhance comprehension and expression.

Professional Development:

- **ELA Specialists:** These experts will offer professional development to equip teachers with effective strategies and techniques for improving writing instruction.

By focusing on these areas, we aim to improve student performance and ensure that a higher percentage of students meet or exceed the benchmark of 80% proficiency in writing.

In section 1.0 Curriculum and Instruction of CCPS' Comprehensive Literacy Plan, CCPS addresses the structure of our Humanities instructional block in grades 3-5. Because of the increased SoR expectation to provide a strong content knowledge base, CCPS has revised its grade 4 and 5 Humanities Curricula. CCPS further combined MSDE Social Studies and ELA Curricula Standards to allow for a more cohesive instructional block. CCPS piloted the revised Humanities Curricula in grades 4 and 5. Full implementation of grade 4 curricula occurred this school year (FY24). Grade 5 Humanities Curricula will be fully implemented in FY25. We believe we will see a sharper increase in the grade 5 ELA MCAP proficiency bands on the FY25 assessment because of these changes.

In addition to MCAP, CCPS utilizes a battery of assessments to screen and progress monitor students in all components of reading and writing beginning in PreK through grade 5 (see the ELA Assessment Brochure, and the specific assessments outlined in the CLP FY 24 in Comprehensive Literacy Plan- 3.0 Multi-Tiered System of Supports). The Comprehensive Literacy Plan section 3.0 also shares examples of the local data that is reported 2-3 times per year to all stakeholders, including parents. All administrators, ELA specialists, and teachers analyze the data on a weekly-monthly basis to develop SMART Goals, monitor student progress, and adjust interventions, as needed. The Elementary Supervisor of ELA collaborates with the Director of Elementary Schools, the Administrator Lead Professional Learning Community, and the Director of Curriculum to plan targeted data analysis that informs school-based Wildly Important Goals related to School Improvement Plans. The Administrator Lead PLC also uses local and state data to develop SMART Goals to increase achievement for underrepresented groups (see CCPS' CLP section Analyzing Data Presentation in section 3.0 of the CCPS Comprehensive Literacy Plan as well as Curriculum Council Core Reading Series Presentation Jan 2024 in sections 1.0 and 5.0 of the CCPS CLP).

Artifacts included in 3.0 Multi-Tiered System of Supports of CCPS' CLP share examples of job-embedded data-analysis professional learning for administrators and ELA Specialists that includes local data reporting, by assessment, grade level, and school. Examples of parent reports, assessment timelines, and assessment expectations, by grade level, are also included in the section of the CCPS CLP.

Based on MSDE feedback, CCPS will transition to the newer version of DIBELS (Acadience Reading K-6) for all students in grades K-3 during the FY25 school year. We believe this will help all teachers as we transition from reporting Guided Reading levels to utilizing other, SoR-aligned assessments (like DIBELS/Acadience Reading) to assess specific skills to inform structured literacy small group instruction.

CCPS correlates MCAP data with two local assessments given to all students in grades 2-5: Reading Inventory and Comprehension Benchmark Assessment. Data is correlated and used as predictors of later success on MCAP due to its strong correlation. (See artifact 10- CCPS Comprehensive Literacy Plan (4.15.24), section 3.0 MTSS Correlation Data MCAP to Reading and CBA).

While we celebrate our overall ranking for ELA, the county recognizes the need to specifically address students in marginalized groups (see artifact 10 – Elementary Core Reading Series Curriculum Council 1.12.24). We believe that the new core textbook series resources will address the needs of our multilingual learner (MLL) populations. (Refer to the following link from the Benchmark Education website that details information about how their products aim to address needs of the English Learners population: <https://www.benchmarkeducation.com/english-language-development.html>). We also anticipate that the revised Humanities block in the intermediate grades will raise achievement for our marginalized populations because of the increased content knowledge and vocabulary expectations.

Tier 2 and 3 Intervention:

Data meetings occur monthly at each grade level in every CCPS elementary school. Administrators, ELA Specialists, classroom teachers, interventionists, and special educators analyze reading and writing data from screening, benchmark assessments, and progress monitoring data collected on targeted, need-based goals. In these meetings, teams discuss the successes of their students and develop goals or next steps for students based on areas of need. Based on the data, teams determine which students will enter a Tier 2 or 3 intervention using an evidence-based program. Tier 2 or 3 interventions occur for 6-8 weeks in small groups consistently and are documented within the CCPS Services and Interventions platform.

CCPS interventions are aligned to the Maryland College and Career Ready Standards (MCCRS) and Science of Reading pillars. Centralized assessment databases contain all local data collected by teachers, ELA Specialists, and interventionists. The data (reported twice per year) are used to make curriculum, program, staffing, and professional development decisions. Progress monitoring occurs regularly at the county and school levels:

- Trend data is reviewed to monitor alignment and correlation between local assessments and state assessments. Building administrators and teachers utilize data for pacing conferences, determining students' strengths and weaknesses, identifying intervention needs, measuring teacher and administration Student Learning Outcomes, goal setting, and to conference with students and parents about progress.
- Identified students receive interventions using the following evidence-based programs:

Lexia

- Adaptive Core5 Assessments places students in the appropriate program level based on their performance.
- Students work independently to develop critical reading and language skills through individualized, motivating learning paths.
- All students, regardless of their skill level, can each work at their own pace with teacher support as needed
- When students encounter difficulty in any of the 5 pillars, Lexia provides explicit lesson plans to guide educators in providing targeted intervention to individual students or small groups

Just Words

- A highly explicit Tier II or III multisensory decoding and spelling program for students in grades 4-12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.

Double Dose Foundations

- Students identified in grades K-3 for Tier II intervention receive double dose Foundations instruction at least three sessions weekly in small group. To ensure fidelity, all teachers are provided Foundations training by a Wilson trainer.

Heggerty (Double Dose, Bridge the Gap)

- Additional explicit phonological awareness instruction to help grades K-2 students make phoneme-grapheme connections and develop language awareness. Heggerty's Bridge the Gap program is a systematic phonemic awareness intervention for students in grades 2-5.

Advancing Early Literacy (AEL)

- Pull-out intervention for targeted kindergarten students who score below a set standard on the fall PLA.
- Instruction includes the following: letter identification, matching familiar consonants, phonemic awareness, phonics and reading fluency, journal writing, interactive writing, etc.

Being a Reader (Collaborative Classrooms)

- Through small group and individualized approaches, students develop as proficient and competent readers. Students practice their developing word recognition skills in decodable texts.

Benchmark Advance (Will be adopted in 24/25 school year in grades 2-3)

- Benchmark Advance Intervention offers scaffolded reteaching of comprehension lessons for students working toward mastery of essential skills. ([see artifact 10 - Benchmark Advance Comprehension Intervention document](#)).
- Benchmark Steps to Advance is designed to help striving readers and special education students access complex texts and work toward mastery of grade-level expectations. ([see artifact 10 - Steps to Advance Intervention document](#)).

WonderWorks

- Designed to drive student achievement by connecting focused strategies for intervention with the content of the Wonders core program for grades K-5.

Amira

- Amira marries speech recognition and artificial intelligence with the Science of Reading to deliver personalized and in-the-moment tutoring to students as they practice. The program is designed to meet the needs of special populations, including multilingual learners and learners ready for acceleration.

Wilson Reading System (WRS)

- A Tier III reading intervention designed for students in grades 2 through adulthood who have serious difficulty with decoding and encoding skills. Intervention is delivered by Wilson trained staff ([see artifact 10 - WRS Program Implementation Snapshot](#)).

Refer to section 3.0 Multi-Tiered System of Supports in the CCPS CLP for more information on MTSS in Carroll County Short and long-range plans for assessment revision includes:

- Removing the Running Record portion of the Primary Literacy Assessment.
- Moving to administering the full version of DIBELS/Acadience for all students.

- Replacing Reading Inventory with MAP Reading Growth Reading Assessment in grades 2-5.
- Incorporating assessments for written response to text utilizing resources from our newly adopted Benchmark Advance series in grades 2-3.

Our biggest challenge will be the adjustment to not using or reporting a Running Record Level for student achievement and progress monitoring. The prework that the county has done to provide all teachers of reading with professional learning to increase their knowledge of Science of Reading practices will give teachers the rationale. We will continue to provide support to teachers in FY25 regarding how to triangulate all available data to inform small group reading instruction in the primary grades. Our target is to encourage less grouping based on Guided Reading Level, and more proficient readers and writers over time. We will use the Acadience Assessment as our screener to replace Running Records. We will shift to Measures of Academic Progress Growth Assessment for Reading (MAP) to replace our Reading Inventory. In addition to reporting student Lexile level over time, the MAP assessment comes with a student report feature that can be used for home reporting and will inform small group instruction. This data will be shared with all stakeholders and will be utilized for progress monitoring and reporting student growth to care givers. All teachers administering the new assessments will receive ongoing professional development on assessment implementation and utilizing the data to inform.

Professional Learning/ Identifying Training Needs

Professional learning needs and training for all teachers and resource staff are addressed in the revised CLP as we know all teachers of reading require support and training on evidenced-based instructional practices aligned to the Science of Reading. CCPS' revised Comprehensive Literacy Plan has been submitted to MSDE for a second review (see artifact 10 – CCPS Comprehensive Literacy Plan 4.15.24; this artifact contains embedded links in the CLP that serve as evidence).

CCPS has continued to ensure that all ELA professional learning is rooted in SoR content. All county training is recorded in the CCPS Professional Learning System. The administrative assistant for Elementary ELA, as well as the Elementary ELA Supervisor, collaborate regularly to reconcile sign-in documents, and course certificates with the Professional Learning System and internal spreadsheets. We currently have five ELA Specialists/Title I/Special Ed teachers certified to provide Foundations training as well as two Wilson certified instructors to provide professional learning in Tier 3 phonological awareness and phonics. Refer to CCPS' CLP, section 2.0 Professional Learning to view the August 2023 County-Wide Professional Learning document and the in-house excel spreadsheet utilized to track county ELA professional learning for all teachers and support staff. MSDE feedback suggested that CCPS include information about how the county keeps track of the various ELA trainings and how will we track completed and needed trainings for all staff responsible for reading instruction/intervention. This information is now included in the CLP in section 2.0 Professional Learning.

Currently, there is a cadre of approximately 40 teachers, ELA Specialists, and Primary Interventionists finishing their LETRS Training. The two-year training will conclude on June 4, 2024, with time for participants to finish any coursework by the end of June 2024. Over the past two years (since the training began), there have been instances in which ELA Specialists/teachers have left the county and no longer have access to the LETRS training as part of the initial cadre receiving the training. The protocol from Lexia/LETRS training states that we cannot transfer the training to other ELA Specialists/teachers. The result is CCPS losing funding for the original person receiving the training and means that the professional replacing that person, who left CCPS, cannot receive the remainder of the training which was funded by the county. This translates to no allowable training for the newly hired ELA Specialist/teacher replacements. This also requires the system to wait until a new cadre is established and funded for new support staff/teachers to receive the SoR training required.

The challenge for CCPS to ensure that all K-3 teachers of reading receive comprehensive SoR training is funding. Because of funding limitations, CCPS would like to move forward with developing its own in-house SoR course. If approved by MSDE, the county SoR course will include Heggerty (phonological awareness) and Wilson's Foundations (phonics and phonological awareness) training as a requirement of the course (see CCPS' Comprehensive Literacy Plan: 2.0 Professional Learning for course details). If MSDE does not approve the county course, we will move forward with utilizing Cox Campus resources exclusively to provide SoR training to all primary teachers of reading, as well as special education, and Multilingual Learner Teachers.

CCPS contacted Lexia (January 2024) and received information that there will be increased funding for all professionals to receive training to be LETRS trainers. This includes traveling expenses that were previously not a requirement (since COVID shutdowns took place). The new cost (after March 2024) for ten employees to receive LETRS trainer certification will be

\$100,000.00 per cadre, not including materials and travel expenses. Lexia reports that they will be moving back to an in-person model. CCPS believes that we can address SoR training in-house (see CLP for specifics). If the in-house SoR course is not approved by MSDE, we will need to pay to have several ELA Specialists, Special Ed Teachers, and MLL Teachers attend “train the trainer” sessions offered by Lexia.

Fidelity of Implementation

In addition to the formal observations conducted by school-based and county administrators, CCPS is in the process of developing additional walk-through forms that will be organized by ELA Pillars. An example of the Foundations Walkthrough Form and the general Carroll County Walkthrough Form (based of Charlotte Danielson’s work) can be found in section 4.0 Instructional Leadership of the CCPS CLP.

Ongoing Job-Embedded Professional Development

Each elementary school has a full-time ELA Specialist who executes job-embedded coaching to support implementation of evidence-based practices in addition to the county professional learning that occurs at the beginning of each school year. CCPS ELA Specialists are continuously providing professional development to their staff based on self-identified needs, low county data in certain areas, data-driven decision making, and intervention support.

Specialists are part of the instructional leadership team that develops and implements the School Improvement Plan based on state and local data. Strategic actions are developed to support the SIP goals and are aligned to evidence-based research practices. Teachers develop student learning outcomes aligned to school improvement goals. School staff meet regularly (monthly and weekly) to analyze lead data and make adjustments based on that data. Refer to section 2.0 Professional Learning of the CCPS CLP to view a sample agenda of a school-based data meeting rooted in Scarborough’s Reading Rope, a sample of a school-based coaching professional development on phonics instruction, and a sample School Improvement Plan.

High Quality Content-Rich Instructional Materials

The process for selecting high quality, content-rich instructional materials begin and ends with what we have learned about the Science of Reading. One example of how we vet our materials is the addition of the Heggerty resource for the explicit teaching of phonological awareness for all students in grades PreK through one. The decision to purchase and include the Heggerty resource in our curriculum was the work done at the state department. The MSDE-led committee was comprised of county and state administrators and representatives from the International Dyslexia Association. The committee researched several publishers, and only found one resource (Heggerty) that met our shared criteria for selection that included SoR expectations for the explicit teaching of phonological awareness.

Another example of the process for selecting HQIM is the adoption of Benchmark Education’s Benchmark Advance Core Reading Series. CCPS decided to begin the transition to a new core reading series for grades 2 and 3 based on CCPS Elementary Reading Assessment Data where grade 2 students scored 55.8 % proficiency on our Fall informational assessment and a 64.8% proficiency on our literacy reading assessment. Students in grade 3 scored 37.6% and 40.9% proficiency respectively on their grade-level assessment. MCAP data shows a 3.6% discrepancy between grades 3 and 4 in the aggregate. These scores are contributed to the use of a 13-year-old reading series that does not follow the science to help students transition from learning to read to reading to learn. With alignment to the new reading series teachers will receive professional learning on how to teach reading using the research provided through the science of Reading. Due to fiscal budget constraints the new reading series will be rolled out to grades 4 and 5 in 2025-2026 and PreK-1 in the 2026-2027 school year.

CCPS will address several components that need to be in place to increase achievement for all students, including those in marginalized groups: increased knowledge-building component, with embedded systematic and explicit vocabulary instruction, daily explicit writing instruction including both process and on-demand writing rooted in authentic text, and equitable access for all. With the roll-out of the revised curriculum/updated new core reading series, we expect to see greater gains in ELA achievement for all grade levels.

The initial committee that began the selection process was comprised of ELA Specialists, building administrators, and the Elementary Supervisors of ELA and Social Studies. Five core ELA textbook publishers were invited in to share their resources with the professional learning community. The committee utilized the Mississippi HQIM Rubric to analyze all resources for SoR alignment, texts, tasks, supporting all students, and ease of use.

The next step was to share the process and all findings with the CCPS Curriculum Council who will vote on adopting the series in May of 2024. On January 12, 2024, the Elementary ELA Supervisor presented Benchmark’s core reading series to an audience comprised of school directors, content supervisors, building administrators, teachers, parents, and students. During the presentation, the rubric used to make the selection was shared (see section 5.0 Community Culture and Engagement for the Curriculum Council PowerPoint presentation and rubric) and utilized by Council members. Council members have three opportunities to review the core series and use the same rubric to provide community/stakeholder feedback as we move toward Board approval of the series.

Artifacts:

- 10 – Data Source: [MSDE Data Appendix \(Tab-10\) English](#)
- 10 – [CCPS Comprehensive Literacy Plan 4.15.24](#)
- 10 – [Thorpewood Brochure](#)
- 10 – [MS-3-5 Tool](#)
- 10 – [Fifth Grade Home Report Sample](#)
- 10 – [Fourth Grade Student Home Report Sample](#)
- 10 – [First Grade Student Home Report Sample](#)
- 10 – [Example 1st Grade ELA Data](#)
- 10 – [Elementary Core Reading Series Curriculum Council 1.12.24](#)
- 10 – [ELA Specialist Meeting Notes 9.6.2023](#)
- 10 – [ELA Specialist Meeting Agenda 2.16.24](#)
- 10 – [ELA Assessment Brochure Updated September FY24](#)
- 10 – [DIBELS Letter for Midyear 2024 Grade 1](#)
- 10 – [WRS Program Implementation Snapshot](#)
- 10 – [Correlation Data MCAP to RI](#)
- 10 – [Copy of MSDE Record of Training Elementary](#)
- 10 – [CI Presentation Jan 6](#)
- 10 – [Carroll County Draft Equity Plan with Special Populations Data](#)
- 10 – [Benchmark Advance Writing Aligned to Common Core Standards](#)
- 10 – [Benchmark Advance Supports for Exceptional Learners](#)
- 10 – [Benchmark Advance K-6 Vertical Alignment of Unit of Topics](#)
- 10 – [Benchmark Advance K-6 Domain Specific Vocabulary](#)
- 10 – [Benchmark Advance Comprehension Intervention](#)
- 10 – [Analyzing Data to Plan Instruction with MCAP Data for FY23](#)
- 10 – [Adapted Letter.Sound ID](#)
- 10 – [Adapted CCPA All Tasks](#)
- 10 – [2024 Mid Year ELA Data Letter FINAL](#)
- 10 – [2023-2024 Information to Support Instruction](#)
- 10 – [2023-24 ELA Assessment Timeline](#)
- 10 – [23-24 County Winter ELA Data \(RANKED\)](#)
- 10 – [10.13.23 - Meeting Notes](#)
- 10 – [7 Basic Adaptations Template](#)
- 10 – [2nd Daily Schedule Revised 2024 – Copy](#)

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 PreK-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 PreK-5 comprehensive math plans in alignment with the science of learning by September 15, 2024.

In CCPS, our highest priority strategy that was discussed in the March 2023 Blueprint submission was to have a full-time mathematics resource teacher in every elementary school. During the past year, we have taken a very large step toward this goal with the addition of seven elementary mathematics resource teachers. These additional positions have allowed us to have a full-time mathematics resource teacher in eighteen of our twenty-two elementary schools. The four schools who do not have a full-time mathematics resource teacher are currently assigned a half time mathematics resource teacher. These valuable positions have allowed for ongoing job embedded; school based professional development that is led by knowledgeable professionals. Mathematics resource teachers consistently meet with classroom teachers to collaborate, plan, and facilitate quality mathematics lessons to support all students. Mathematics resource teachers have also started to provide Professional Learning Communities (PLC's) in some of our schools to deepen teacher understanding with a focused look at student work.

We have also made progress regarding the intervention services that we have been able to provide to our struggling students. In addition to the elementary mathematics resource positions that were added to our schools, we were also able to add a primary and an intermediate intervention teacher within seven of our schools. These important positions allow experienced teachers to provide direct, daily support to our struggling students who are identified through our formative assessments, unit assessments and benchmark assessments. Our interventionists work collaboratively with the classroom teachers and the mathematics resource teachers to support the students in a small group setting with efforts to fill instructional gaps while also supporting grade level standard work. Bridges Math Intervention and DreamBox Learning are utilized for support in addition to our county curriculum resources.

Another area of progress that we have seen throughout this year is in professional learning for teachers. In addition to our new teacher workshops that are held countrywide and provided three times during the school year and our full day professional learning day in August for all teachers, we have seen an increase in the school level, job embedded professional learning for our classroom math teachers. This increase is a direct result of the addition of our seven new mathematics resource teachers. Staff meetings, team planning meetings, PLCs, and individual teacher meetings are all being offered on a more regular basis. These meetings will lead to stronger teacher capacity and will result in higher quality instruction for students.

Another area of progress falls under the category of high-quality content rich instructional materials. MSDE has offered professional learning opportunities for math coaches across the state to support the reasoning and modeling standards. Two members of our team have been participating in these workshops. As a result of what they have learned and have brought back to our team, mathematics tasks and assessment items have been added to our curriculum resources to support our students with these standards.

Another area of progress that we have seen in CCPS is the increase in our MCAP proficiency scores from 2022 to 2023. Our third graders' overall scores increased from 64.0% to 65.0%. These scores placed our students 25.0% above the state average for 3rd graders. In our student groups, we saw a strong increase in 3rd grade Asian students from 66.0% to 81.0%. We also saw our African American students' scores increase from 50.6% to 52.4% and our Hispanic students increase from 40.3% to 46.8%. Our economically disadvantaged students also showed an increase in their scores from 37.7% to 41.8%. Lastly, we saw our male students' scores increase from 64.2% to 67.7%.

In 4th grade we saw our proficiency scores increase from 51.0% in 2022 to 56.0% in 2023. This increase of 5% placed our 4th graders 24% higher than the state average. In our 4th grade student groups, we saw a large increase our African American students from 33.0% in 2022 to 45.9% 2023. Our white students increased from 53.3% to 58.5%. Our two or more races group increased from 44.8% to 55.6%. Our English learners increased from 25.0% to 26.8%, and our 4th grade economically disadvantaged students increased from 23.4% to 33.0%. Lastly, our male students increased from 54.5% to 59.5% and our females increased from 47.0% to 51.5% proficient.

In 5th grade we saw our overall proficiency rating increase from 41.0% to 43.0% which placed our fifth graders 16% higher than the state average. In our 5th grade student groups, we saw increases in the following areas. Our Hispanic students increased from 22.8% to 31.6%. Our white students increased from 43.0% to 45.3%. Our students with disabilities increased from 8.4% to 11.9%. Our economically disadvantaged students increased from 13.2% to 21.8%. Lastly, our female students increased from 35.6% to 39.6%.

Overall, our students ended up with a combined 54.4% proficiency rating for grades 3-5, which ranked second overall in the state of Maryland. We are confident these scores will continue to increase with the support of the new mathematics resource teaching positions and the new intervention positions that have been put in place for the 2023-24 school year.

In our local assessments, that are given in grades PreKindergarten through fifth grade in January and May, we saw solid increases in proficiency scores in three student groups. Our ELL students' proficiency scores increased from 50.0% in January to 55.0% in May. Our special education students' proficiency scores increased from 43.0% in January to 46.0% in May while our economically disadvantaged students' scores increased from 58.0% proficiency in January to 62.0% proficiency in May.

Progress has been limited in the following areas. Our 3rd grade MCAP student group scores remained flat or decreased in some areas. Our two or more races' scores decreased from 58.1% to 54.4%. Our English learners scores remained flat at 26.0% and our female student scores decreased from 64.0% to 61.0%. In 4th grade, our Asian student scores decreased from 75.8% to 53.6% and our students with disabilities scores decreased from 20.3% to 15.9% proficient. In fifth grade, our Asian student scores decreased from 69.1% to 66.7%. Our African American students decreased from 31.3% to 26.6% and our two or more races' students decreased from 31.7% to 28.0%. As we reflected on these scores, we have taken steps to help ensure that ESOL teachers and special education teachers are included in any professional learning opportunities that are offered by the mathematics resource team. This continues to be a challenge as we work to offer training during times that will not negatively impact direct support to students. This continues to be a challenge as we have seen a decrease in our number of substitutes that are available to cover teaching responsibilities during these professional learning opportunities. To mitigate this challenge, we are beginning to provide before and after school professional learning opportunities.

Progress was also limited on our local assessment projections that were stated in the 2023 Blueprint Plan. We fell below our projections for our third grade May assessment proficiency scores. We had projected an increase from our 2022 rate of 74.0%; however, our students' proficiency rate decreased on the 2023 May assessment to 62.0%. Upon reflection, we feel that this large decrease was a result of May 2023 being the first year the students had taken the assessment in the Performance Matters testing platform as opposed to pencil/paper. To mitigate this challenge, members of the elementary mathematics resource team have written several unit assessments using this platform to help ensure that our students have become more familiar and are more comfortable with its use.

Progress has also been limited in the writing of our Comprehensive Mathematics Plan. As of this writing, we have not completed our PreK-5 Comprehensive Mathematics Plan. We had originally stated that we would have this complete by the end of the summer of 2023. We have adjusted our deadline to August of 2024, based on the updated timeline from MSDE. Finding an uninterrupted time in which all stakeholders are present and focused has been a challenge. However, we have worked on firming up our mission statement as well as the components that we will include in our plan. Our tentative mission

will be to produce confident and knowledgeable mathematics students who have strong number sense and deep conceptual understanding of elementary mathematics concepts. The strong foundation that is provided through our curriculum and is facilitated by our teachers will allow our students to be successful in secondary mathematics courses, in college, and in careers. The goals that were stated in last year's initial response will continue to drive our plan. These goals include:

1. Providing all elementary teachers with a robust and coherent curriculum that provides them with direction and high-quality resources needed to support the mathematical needs of each of their students.
2. Providing our elementary teachers with high-quality professional learning opportunities in mathematics.
3. Supporting all elementary schools with a full-time mathematics resource teacher who provides professional learning and coaching for teachers and intervention support for struggling students.
4. Closely monitoring the learning of our students by utilizing formative, unit, and benchmark assessment data.
5. Utilizing information gleaned from our assessments to make informed curricular adjustments as needed to best support all students.
6. Providing intervention services for our struggling mathematics students.
7. Providing problem-solving based extensions for our advanced students. We are confident that we will finalize our plan during the months of April through July 2024 during monthly mathematics resource teacher meetings and will share it with elementary teachers and administrators in August and September of 2024.

As we have reflected on our plans for intervention for our struggling students, we realize that having students pulled out of class for direct intervention with the Bridges program is not always the best approach. In several of our schools we have implemented the push-in approach to provide support for our struggling students. With the support of our intervention teachers, students benefit from having a double dose of math instruction from highly qualified teachers. This instruction allows the students to continue their work toward grasping the grade level standards that are presented during the first pass instruction by the classroom teacher. Previously, our struggling students were being supported strictly through Bridges intervention and these intervention lessons were not always directly aligned with the instruction that was being provided in the classroom. This created a disjointed math program for some of our students. We hope that this consistency of instructional practices that focus on the same content standards, both during first pass instruction and during intervention time, we will see increases in students' understanding and achievement.

CCPS continues to rank in the top two counties on MCAP for elementary mathematics for the 6th consecutive year. Our math curriculum does not use a textbook, but rather multiple resources that support instruction across all the elementary grades, including PreK. The curriculum is updated yearly based on both local and State assessment results. As we finalize our elementary mathematics plan (due in September), CCPS will review and evaluate HQIM in the content of math using the Edreports.org site to research a core math program that will meet the instructional needs of CCPS students and teachers. Our elementary and secondary mathematics supervisors will work together to ensure vertical alignment of curriculum and high-quality materials and resources.

Artifacts:

- 11 – Data Source: [MSDE Data Appendix \(Tab-11\) Math](#)
- 11 – [Data Discussion with Principals Fall 2023](#)
- 11 – [Data Discussion with Principals February 2024](#)
- 11 – [May 2023 County Benchmark Graphics](#)
- 11 – [January Benchmark Graph 2024](#)

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.

The CCPS Secondary Mathematics program prioritizes student readiness and success in Algebra 1. For the 2022-2023 school year CCPS consolidated a middle school level of mathematics programming called "Advanced Academic" where students who were identified as not ready for honors level mathematics, upon entering 6th grade, were enrolled based on elementary recommendations. The consolidation of this Advanced Academic with our Honors program was determined as critical to providing more students access to Algebra 1 while in middle school. For the 2023-2024 school year, CCPS shifted from beginning its acceleration program in 7th grade, where students skipped 7th grade mathematics and enrolled in Pre-Algebra, to beginning the acceleration from onset of 6th grade. Our goal was to give students more time within our acceleration program to prepare for Algebra 1 success as well as more time for us to provide interventions and remediation, as needed. Students now have two years of enrollment in our accelerated program before beginning Algebra 1. In addition to our honors mathematics program to prepare students for Algebra 1 success, CCPS middle schools maintain two other levels of mathematics programming – basic and academic. Both basic and academic courses provide students with access to rigorous course material aligned to the Maryland College and Career Ready mathematics standards and the Maryland Comprehensive Assessment Program (MCAP). These two levels of courses are distinguished by class sizes. Basic level classes tend to have 15 or fewer students, while academic tend to have 25 or fewer students. These sizes allow for a lower student to teacher ratio for a more effective first pass of instruction as well as targeted second-chance teaching. For the 2022-2023 school year, each of our eight middle schools hired a mathematics specialist to engage in collaborative co-teaching practices. Math specialists are typically assigned to basic and academic level classes and are used to further reduce the student to teacher ratio and support our initiative of keeping students in the general education classroom to receive support through push-in rather than pull-out intervention. As students' progress through middle school mathematics, we maintain our flexibility to provide students with opportunities to change levels at any time. High-quality tutoring options within our middle and high schools include during the school day FLEX tutoring or after-school tutoring programs. FLEX tutoring is built-in 30 minutes of every school day where a student is tutored by the classroom teacher, math specialist, or math interventionist. After-school tutoring programs are school-based programs, where tutoring is usually provided by the classroom teacher or other highly qualified mathematics teachers employed by the school.

Student data in the form of MCAP-aligned local common unit assessments, local benchmark assessments, IXL diagnostic growth, and MCAP performance levels are all considered in the mathematics course recommendations that our middle schools make for our incoming high school freshman. For students who have continued to struggle in mathematics, even with the support in-place, we encourage enrollment in our Conceptual Algebra course prior to Algebra 1. In this course students engage with algebraic topics through a conceptual approach. Topics include the coordinate plane and functions, writing and modeling with linear functions, solving and analyzing linear systems of equations and inequalities, modeling with and evaluating exponential functions, and applying algebraic thinking to solve geometric applications using the coordinate plane and 2- and 3-dimensional figures. Students are provided with experiential learning with emphasis on recognizing patterns, modeling, reasoning, and using technology. When scheduling students for Conceptual Algebra, we encourage them to also enroll in Algebra 1 for the spring semester, effectively engaging with mathematics for a full year in 9th grade. For the 2024-2025, multiple high schools are going to be prioritizing this scheduling strategy. One of the specific challenges that we have come up against is that we'll need additional math staffing if students begin to double up in math in their 9th grade year. In

addition to funding the additional full-time teaching staff, the lack of highly qualified math candidates available for hire is a concern. The secondary mathematics department has worked with both in and out of state IHE's to develop certificated courses that will assist certified teachers prepare for the secondary mathematics PRAXIS exam. In response to identifying a larger number of college education graduates entering the job market with elementary (1-6) certifications or middle school mathematics (4-9) certificates, the secondary math department has been working to build the capacity of our current faculty to shift to the next grade-level certification. Bringing elementary certified teachers into our middle schools, and middle school certified to our high schools, is providing us a pathway to grow from within to solve the problem of a lack of secondary (7-12) certified math teachers.

Beginning in the 2023-2024 school year, the Department of Curriculum & Instructional Resources' Secondary Mathematics Program has implemented common digital unit assessments. Both middle and high school Algebra 1 teachers and administrators utilize common unit assessment data and IXL diagnostic performance to identify students who are at risk of not reaching proficiency on the Algebra 1 MCAP or are "on the bubble." For these students, additional support is provided through FLEX tutoring or in-class support by a math specialist. Our local common assessments are aligned to the MCAP assessments having been designed using the MCAP Blueprints and with questions that fall in the Content, Modeling, and Reasoning strands. New for the 2023-2024 school year, common unit assessments serve as our lead data measures of student performance in mathematics. Student performance on our digital common assessments is reviewed by grade-level teams of teachers, as well as administrators, and is monitored in monthly achievement team meetings. Each school, both middle and high, has a school improvement goal tied to student achievement in Algebra 1 as measured by Algebra 1 MCAP performance and/or local final exam data. Individual teachers have Student Learning Objectives (SLOs) that are tied to the school improvement goal and make use of our common unit assessments, local final exams, benchmarks, and diagnostic growth for SLO assessment data. In our adopted 4DX model of school improvement, in addition to SLOs, teachers are charged with making commitments that we hope will lead to gains for students. Sample commitments are utilizing IXL Math for 30 minutes per week with students, or having students do MCAP-like modeling or reasoning tasks once a week. CCPS evaluates the success of our strategies during our team, grade-level, and/or department achievement team meetings as well as building-based instructional leadership team meetings. Teachers and administrators evaluate the success of teachers' commitments against student performance on common unit assessment and SLO assessment data – altering and adopting new commitments as needed. Teachers and administrators evaluate the progress toward Algebra 1 success and the school-wide mathematics goal by analyzing common unit assessment and IXL diagnostic data. Our secondary mathematics department within Curriculum and Instruction, analyzes the data gathered from these sources to provide additional instructional materials to teachers when deficits are determined and provide guidance for the second pass of instruction. In addition, meeting with individual departments or department chairs to discuss specific assessment questions and develop best practices in instruction surrounding the standards occur.

Professional learning for secondary mathematics teachers in 2023-2024 has centered around three areas. First, the CCPS Model for Quality Instruction which details the components of an effective lesson. Our professional learning has specifically focused on increasing the effectiveness of our first pass of instruction using on-going formative assessment. We have engaged teachers locally in training, sent them to participate in conferences, and brought in educational trainers on using digital tools such as Pear Deck, Delta Math, and IXL's Group Jam and Live Classroom to elicit authentic formative assessment data from students to impact in-the-moment instruction.

Second, we've delivered professional development around grading using rubrics to model after the MCAP scoring procedures. This has led to reflective and philosophical conversations amongst teachers, often providing some of the best professional learning to date. Through these conversations, we've been able to emphasize the Maryland College and Career Readiness mathematics standards as a focal point of our assessment practices. Lastly, we are in year two of implementing the ESSA tier 2 intervention, IXL Math, with middle school students and in year one of implementation for high school students. Professional learning around IXL has focused on evidence of student proficiency, getting students to be invested in their own progress and achievement in mathematics, as well as authentic formative assessment techniques that are embedded into the platform to not only support the first pass of instruction but offer suggestions for the second pass and individualized targeted reteaching and assessment.

In analyzing the MCAP Algebra 1 assessment data from 2022-23, some of our celebrations are in our ability to increase the proficiency percentage of middle school students identified as Hispanic/Latino from 2022 (33.3%) to 2023 (60.0%). Hispanic/Latino students were the third most populous student group behind White and Asian students. Additionally,

increasing proficiency within our middle school Algebra 1 students who identify as Black/African American from 2022 (41.7%) to 2023 (58.3%) and students who identify as Two or more races from 2022 (40.9%) to 2023 (50.0%). Middle school Algebra 1 students who meet the criteria to be identified as Economically Disadvantaged also had a large increase in percent proficient from 2022 (29.2%) to 2023 (47.6%). What particularly stands out is that there was a 57.0% increase in the percentage of students who shifted from earning a Performance Level 2 to a Performance Level 3 from the 2022 administration to 2023. However, this trend for students does not continue with our high school Algebra 1 students. When looking at 2019's proficiency percentage, we see a sharp decline in proficiency amongst all student groups. We attribute this not only to learning loss during the pandemic but also to the removal of the requirement that students need to pass the state math assessment to graduate with a Maryland State diploma. The absence of a proficiency requirement for graduation, in combination with the disruption to instruction during the 2019-2020 and 2020-2021 school years, have played a significant role in the decline in proficiency. As a school system, CCPS has been working toward building up the importance of student performance on the Algebra 1 MCAP assessment, as it relates to students earning College & Career Readiness status and the potential benefits of such a designation. The secondary mathematics department has engaged with families to communicate this information through attendance at high school conference nights, as well as building administrators visiting Algebra 1 classrooms to discuss the importance of high performance on the assessment. For the current school year, we've implemented digital common assessments to simulate the MCAP assessment experience and to prepare our students for a digital assessment. This approach allows us to monitor our student achievement on these exams to gauge student readiness and success on the Algebra 1 MCAP.

At the time of this update (3/24), we have local data that evidence the growth students have been making in the 2023-24 school year due to the initiatives previously described.

For our middle school students IXL growth data indicates that we are well on our way to closing the learning gaps experienced by students during the pandemic. As a district we targeted 150 points worth of growth in a year which equates to a student growing 1.5 grade levels. This target was set because it would allow us to close the average learning gaps in math for the average CCPS students within two school years. At our midpoint snapshot, our 6th grade students have grown to an average of 64 points, 7th grade students an average of 60 points, and 8th grade students an average of 61 points. Professional learning for teachers on helping students reach proficiency in skills and maximizing instruction time was provided January 2024. In addition, all middle schools are monitoring student performance on local common unit assessments for Pre-Algebra and Algebra I, in preparation for our local cumulative benchmark assessment. Schools, and teachers, have been using the common unit assessments as lead data measures to inform their progress at grade-level achievement team meetings on their wildly important goal (WIGS). At the time of this revision update, we are currently in our benchmark assessment window. Student performance data will be analyzed in mid-May 2024 by standard and by student-groups, and correlation compared to grade-level MCAP performance when MCAP data is available.

As of 3/24, for high schools, evidence of improvement towards students achieving College and Career Readiness can be seen in the comparison data from fall 2022 to fall 2023 on our local final exam. The tremendous amount of year over year growth in proficiency on our local final exams for both our Conceptual Algebra and Algebra I courses foreshadows an anticipated increase in the percent of high school students achieving CCR through Algebra I success. The percentage of students earning 70.0% or higher on our Conceptual Algebra final exam has increased from 13.0% in fall 2022 to 32.0% in fall 2023. Similarly, the percentage of students reaching proficiency on our Algebra I final exam has increased from 18.0% to 47.0%. These are both changes of 146.2% and 161.1% respectively. These increases are attributed in large part due to our implementation and usage of our new local common unit assessments and being able to provide teachers with in-the-moment professional learning to address student under-performance on certain assessment items and standards. The common unit assessments have increased the emphasis of daily instruction aligned to Maryland College and Career Ready mathematics standards especially as they relate to modeling and reasoning tasks. As a district, the percentage of students who have reached proficiency on our Conceptual Algebra and Algebra I final exams has increased by approximately 19% points and 29% points on average respectively. This growth represents approximately 146.2% and 161.1% change in the percent of students reaching proficiency (70% or higher) on our local final exams. Specific attention should be brought to the increase in proficiency overall for our students attending our two high schools receiving compensatory education funding, Francis Scott Key High School, and Winters Mill High School. Francis Scott Key has experienced a 9.8%- and 9.7%-point increase in the percentage of students reaching proficiency on the Conceptual Algebra and Algebra I final exams respectively. Winters Mill High School has experienced a 25%- and 21.7%-point increase in the percentage of students reaching proficiency on the Conceptual Algebra and Algebra I final exams respectively. These two schools have utilized their compensatory education funding to higher an

additional mathematics teacher to work with their schools' most at-risk students in a personalized learning environment that provides the student with more one-to-one instructional support. Most of these students re-enrolled in either Conceptual Algebra or Algebra I.

As of 6/24, we have our end of year IXL growth data in for middle schools (see the attached 23-24 Full Year MS IXL Growth Data) that marks our progress towards an average of 150 points of growth within each grade-band. Within 6th grade, 5 of our 8 middle schools met or exceeded our district goal. Of our middle schools receiving compensatory education funding, 1 (West Middle) of the 3 schools met or exceeded the 6th grade growth goal (Note: Northwest Middle School was very close to meeting the goal). Within 7th grade, 2 of 8 middle schools met or exceeded our growth goal, with 1 school (Mt. Airy Middle) very close to meeting. Of our middle schools receiving compensatory education funding, 1 (West Middle) of the 3 schools met or exceeded the 7th grade growth goal. Within 8th grade, 0 of 8 middle schools met or exceeded our growth goal, with 1 school (Northwest Middle) very close to meeting. Of our middle schools receiving compensatory education funding, 1 (West Middle) of the 3 schools met or exceeded the 8th grade growth goal. Within middle school students taking Algebra 1, 3 of 8 schools met or exceeded the growth goal. Two of the 3 schools that met or exceeded the growth goal were compensatory education receiving schools (Northwest Middle & West Middle). Overall, it can be seen from the middle school IXL growth data that our schools receiving compensatory education funding are making great strides in closing learning gaps. Additionally, 6th grade as a district, we came very close to meeting our 150 points of growth goal in 6th grade and MS Algebra 1, 144 and 140 points respectively. While we did not reach the goal of 1.5 years' worth of growth in mathematics on-average in the 2023-2024 school year for grades 7 and 8, the average growth of 122 and 103 respectively still do reflect more one years' worth of growth within those grades. Our primary challenge this year was maintaining consistent staffing. District-wide, we had half of our middle schools experience some kind of mid-year teacher-change or other inconsistency in 7th grade which we do believe contributed us not meeting our 7th grade growth goal. However, we believe that the implementation of IXL Math as an intervention platform did help us from slipping into further learning loss and still making over a years' worth of growth in mathematics on average. As we continue to progress with the implementation of our Blueprint plan, we anticipate student growth to continue trending upwards and our compensatory education fund-receiving schools to continue to close the achievement gap on-average and increase Algebra 1 readiness.

As of 6/24, our high school final exam data for the 23-24 school year (see the attached 23-24 HS Final Exam Data) shows great progress towards increasing student performance in Algebra 1. The average score on our Conceptual Algebra and Algebra 1 final exams saw an increase of 15 and 14 percentage points respectively, which translate to an increase of 33% and 25% respectively. The percentage of students reaching our CCPS measure of proficiency (earning at least a 70%), for students enrolled in Conceptual Algebra and Algebra 1 increased by 23 and 26 percentage points respectively, which translate to an increase of approximately 192% and 93% respectively – almost tripling and doubling the percentage of students earning a 70% or higher on the final exam. CCPS has two compensatory education fund-receiving high schools (Francis Scott Key HS and Winters Mill HS) both of which experienced growth in student achievement in Conceptual Algebra and Algebra 1. Within students enrolled in Conceptual Algebra, FSK's proficiency increased 11 percentage points, resulting in an increase of 79%, and WMHS' proficiency increased by 25 percentage points, resulting in an increase of 192%. Among students enrolled in Algebra 1, FSK's proficiency increased 16 percentage points, resulting in an increase of 100%, and WMHS' proficiency increased by 31 percentage points, resulting in an increase of 155%. Winters Mill HS' increase in students scoring at or above the proficiency measure for Algebra 1 was the highest growth of any CCPS high school for the 23-24 school year. In addition to the Comp. Ed. Schools, the year-over-year growth experienced at Manchester Valley HS for students enrolled in Conceptual Algebra and Algebra 1 was a tremendous gain at a 271% and 140% increase respectively in the percentage of students earning at least a 70% on the final exams. We attribute the overall increase in student performance to the implementation of our new local common unit assessments for both Conceptual and Algebra 1 along with our professional development surrounding the CCPS Model for Quality Instruction. This year we have emphasized using mid-lesson formative assessments and formative assessment strategies to authentically measure where students are against the learning objectives and to target our interventions to the students that need it the most. We embedded new curriculum resources that align to this vision for high quality instruction in both Conceptual Algebra and Algebra 1. We believe that these items are working toward increasing Algebra 1 readiness for our students. During the summer of 2024, we will be continuing the curriculum and assessment work with our Geometry and Algebra 2 courses.

A deeper dive into our 23-24 middle school benchmarks and high school final exams (see 23-24 MS HS exams by Student Group) show student performance at the student-group level. We've identified student groups that under (yellow) or over

(green) perform the county average within each grade-level's local assessment. A common trend in this data is the underperformance of ELLs and students with IEPs. As we analyze the data moving from 6th grade through Algebra 1, the gap between ELLs and their Non-ELL peers got smaller in each successive course up to Conceptual Algebra where there was only a 1% gap. However, in Algebra 1 the gap was 12 percentage points. Similarly, students with IEPs experienced about a 20-percentage point gap in performance compared to their non-IEP peers. This trend is seen in every assessment except for Conceptual Algebra. We believe that our main challenge to closing these two achievement gaps is the lack of differentiated instruction provided during the first pass of instruction. For the 24-25 school year, we are continuing our professional development on how to engage students in the first pass of instruction through inquiry as well as designing mid-lesson formative assessments to provide targeted intervention within the instructional period.

Artifacts:

- 12 – Data Source: [MSDE Data Appendix \(Tab-12\) Algebra](#)
- 12 – [Fall 2023 HS Math Final Exam Data](#)
- 12 – [Fall 2023 IXL Math Data for MS Admin](#)
- 12 – [2023-24 MS IXL Growth Data](#)
- 12 – [2023-24 MS HS Exam Data by Student Group](#)
- 12 – [2023-24 HS Final Exam Data](#)

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.

Throughout the 2023-24 school year, CCPS elementary schools utilize school day tutors to provide interventions for ELA and math to students in grades K-5. Students are identified by their academic performance on benchmark and state assessments. Students who do not meet assessment expectations are provided interventions in a small group setting during the school day. Interventions are designed to meet individual student needs which are program-based, reteaching, review, etc. The intervention's duration depends on the student's needs based on ongoing data collection and analysis. Some students meet in small intervention groups daily, while others receive interventions intermittently. Tutoring continues to be implemented by staff who have been working with students for the past several years through Maryland Leads Grant funding. To prepare for Leads Grant funding expiration in June 2024, we have expanded the use of instructional assistants and compensatory education positions to provide school-day interventions and supports as a strategy to provide professional learning and ensure no lapse in services occur with our students. (See artifact 13 - CCPS Comprehensive Literacy Plan 4.15.24, section 2.0 Professional Learning for a list of county mentors and interventionists and their roles and responsibilities.) Our interventionists and content/resource specialists are trained in and utilize evidenced-based county interventions to provide additional support to struggling students. A complete list of interventions, and local county ELA data, can be found in the CCPS Comprehensive Literacy Plan, Section 3.0 (MTSS). This data is broken down more specifically for struggling students at the

building level (see artifact 10 - Elementary Administrative Data Meeting Format). We will analyze data collected at the end of this school year to determine results yielded from the interventions implemented. Based on that data, we will regroup and make modifications to our approach for the 2024-25 school year.

At the middle school level, the position that supported the high-quality school day tutoring during the '22 – '23 school year at Northwest Middle School transitioned to a compensatory education funded position for the '23 – '24 school year. We expanded upon this model to create a Personalized Learning Environment (PLE) at three of our middle schools. This environment was created to support students who require additional resources to address academic, behavioral, and social/emotional needs. The program has expanded to having two full-time teachers and two full-time instructional assistants. All the positions are currently being supported through compensatory education funding. Students are referred to the PLE through the Student Services Team Process. As students transition out of the PLE, they continue to receive support from the PLE staff. This is the first year of the PLE so we are obtaining baseline data. We will be tracking the number of failures, suspensions, Freckle & IXL Math progress, and attendance to determine progress. Staffing has been a challenge this year with implementing the PLEs at some schools. At times, we have had to utilize the PLE teacher as a classroom teacher for extended periods of time. This is because we were unable to find a replacement or qualified long-term substitute to cover the class. This provided some disruption to the program which we hope will be resolved in the future.

All CCPS middle schools are implementing the co-teaching model in select math and English Language Arts classes. Content teachers, special educators, reading specialists, and math resource teachers have participated in on-going professional learning to implement this model of instruction. This has allowed for timely and differentiated intervention within the classroom.

Freckle Reading, Star Reading, and IXL Math are also utilized within the classroom. Teachers are utilizing data from these programs to work with students individually and in small groups to address the needs identified from these programs. This is accomplished in class as well as during FLEX time.

High school students receive tutoring opportunities in multiple ways. High schools receiving compensatory education funding are also implementing the PLE model to provide additional support to ensure successful transition of our 9th grade students who may be at-risk of not being on track to graduate or meet CCR. All high schools provide individual and small group tutoring every day during the 30-minutes of FLEX time. This time allows for targeted-individual intervention, opportunity to make up missed science labs, reteaching concepts, and/or providing specific instruction on content the teacher and student identified as needed. This has been very helpful to students who are unable to come before school or stay after school due to work schedules, transportation issues, etc. Staff utilize a FLEX tracker which allows teachers to request a student on specific days to receive the support needed. This time is also used for staff to teach students career development skills such as resume building, preparing, and participating in mock interviews, utilizing Naviance for college and career exploration, etc. Over the next several years a team of our academic facilitators, career coordinators, and Career and Technical Education supervisory team will collaborate to revise advisory lessons to include our post-CCR pathway opportunities, career ready practices, etc.

Our high school students who need additional instructional tutoring can also receive this within the classroom instructional time through small group or individualized time with the teacher. Intervention programs such as Wilson, Star Reading, IXL in mathematics are utilized. We continue to expand the co-teaching model in many of our secondary schools as resources are made available. Budgetary restrictions and insufficient staffing continue to create a barrier to the speed and depth of this expansion; however, our staff continue to find ways in which we can best provide services to our students within the resource allocation received. This could include working with the individual student and family to develop a schedule that works for that family in providing additional help or instruction. Our content supervisors, school-based administrators, and school-level directors work to find resource support to ensure our students have what they need, which can include transportation, hourly-funds for teachers/assistant who work beyond their scheduled duty day, etc. High schools also offer “resource courses” for many of our academically at-risk students. Students identified by teachers and administrators who could use the additional support are encouraged to schedule for this class during the scheduling process. In some cases, students who are identified late may choose to modify their existing schedule for additional, individualized instruction. The scheduling of this course is done through a collaborative process that includes the administration, teacher, school counselor, student, and parent/guardian.

At all levels content supervisors work closely with teachers and administrators to analyze data, determine, and implement curricular and/or local assessment modifications, modify instructional approaches in areas where students are struggling most, identify appropriate interventions, and plan for professional learning to ensure consistency and alignment across schools. Teachers have met during this school year to make modifications to curriculum and assessment items based on the results of analyzing individual local assessment items. This information provides us with necessary information to determine whether concepts students are struggling with are associated with the concept itself or whether the assessment question is not written appropriately. Locally, we have been working over the past four years to create common assessments across the secondary level in all content areas. Professional learning with school leaders, content specialists, and teachers on accessing and analyzing data continues to inform instruction and intervention.

Artifacts:

- 13 – Refer to item #10 artifact: [CCPS Comprehensive Literacy Plan 4.15.24](#)
- 13 – [Elementary Administrative Data Meeting Format](#)
- 13 – [PLE Program Details](#)

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.

We continue to believe that early identification of students in middle school is an essential part of ensuring all freshman are on track to graduate. At the middle level, staff/administration are implementing an academic program to prepare students for the next, most rigorous coursework. Students who meet data identifiers that indicate they may struggle to be “on track” are receiving differentiated academic support/intervention to fill individual learning gaps. Some of the identifiers include student performance on common unit assessments and local benchmarks, as well as online intervention platforms (e.g IXL Math and Star Reading). As students prepare to transition from middle to high school, administrative and counseling teams from middle and high school meet to plan for successful student/graduating class transition. Transition activities include teacher/counselor visits to 8th-grade classrooms to plan for academic scheduling, lessons around the high school Program of Studies and Career Pathways document, 8th-grade field trips to the Career and Technology Center, summer programs for struggling 8th-grade

students (prior to entering 9th grade), and scheduling nights for students and families to meet with high school staff for an overview of the Program of Studies and Career Pathways and create a schedule for 9th grade. Additionally, high schools host Back-to-School and Career Pathway nights to provide information sessions on what is available for both curricular and extra-curricular programs. In high school, 9th-grade students are assigned an advisor who they meet with daily (FLEX time). FLEX time provides students with time for interventions, individual instruction, making up missed assignments/labs, and academic and career counseling. High school student assistance team meetings occur weekly to identify additional needs/resources students may need for success and those resources are communicated with the parent and student. Each of these opportunities engages parents/guardians in the planning process for students to be on track to graduate. Creative academic scheduling is another strategy high schools utilize to maximize opportunities for students to graduate on time with their peers. Creating master schedules that strategically place course sections which meet student graduation requirements, interests, and support for our struggling learners remains a top priority with school scheduling teams. As we continue to implement the Blueprint, and the funding requirements established within, high schools that do not receive targeted compensatory education funding will need to plan strategically to maximize limited resources and offer programming to implement a well-rounded instructional program that fulfills graduation and Blueprint requirements. An example of this impact is the shifting of staff based on compensatory education funding requirements. Schools receiving less funding than in the past will have fewer staff, which will directly impact how master schedules are built. This will limit which courses are taught, the number of sections offered, students possibly attending another school to get a course they need for graduation, lack of dual enrollment courses taught in the high school, or the course not being available to students at all.

Students in high school are able to schedule our support lab as a course. This option allows our students with opportunities to receive individualized support with the teacher, complete online modules to recover credit from a failed course, and for transfer students to obtain credit to graduate on time. This option is also available during the summer as an additional opportunity for students who are not on-track to graduate to fulfill the necessary requirements to get them on-track with their peers.

In the 2021-22 reporting period school systems were instructed to determine the indicators they would use to determine whether a 9th grade student was “on track” to graduate in their original graduation year. For the 2022-23 reporting period the Blueprint established the indicators to be used moving forward to report 9th graders on track to graduate data. The data worksheet (14a-9th Grade on Track) in the MSDE Data Appendix shows a 21.5% drop in our 9th grade students who are on track to graduate from 2021-22 to 2022-23. The comparison of this data is inconsistent due to the misalignment of the indicators from one year to the next. For example, CCPS did not use the 90% attendance requirement as one of the reporting indicators in 2021-22, could be the result of the percentage difference in the number of 9th grade students designated as on-track to graduate. Freshman on track projections from our May 2023 plan were exceeded in all areas; however, 72.5% of our white students met the “on track” requirements, which was lower than our projection of 78%.

Data reported for the 2022-23 school year will be used as our baseline data to determine how the strategies we are implementing are working for students. Additionally, this is the first year of implementing compensatory education funding at some of our high schools, therefore data collected and analyzed over the next several years will be essential in determining the success of our students, and how we proceed to increase the number of our 9th grade students to be on track to graduate with their peers.

In 2023 as we began creating the foundation for our students who did not meet CCR, we planned to redesign our English 11 and Geometry courses, integrate online program supports in English and mathematics courses, and build a support pathway for 11th and 12th grade students who did not achieve the CCR designation. “The goal for redesigning the English 11 course to support students becoming CCR through problem-based and technical reading and writing skills to support all post-CCR Pathways”, has not been met due to the following challenges: Changes to the role of the English MCAP Assessment as a central component of CCR status: GPA and the MCAP score for identified Math courses have overshadowed the importance of the English 10 course and MCAP assessment. With the addition of GPA modifications to meet CCR, the number of students who do not meet CCR due to the English standards have dropped significantly to a level that does not justify a new curriculum for an English 11 course.

Therefore, the focus has shifted to flexible instructional options that may be incorporated into English 11 classes as a part of differentiated instruction that may also be accessed during out of class learning opportunities for students. These include the following:

- Renaissance Freckle - This program uses the Star Reading Assessment data and internal performance data to target readings and activities to students' individual Lexile levels. Growth in reading comprehension, vocabulary acquisition, and key analytical skills are measured.
- No Red Ink – This program strengthens students' writing skills through scalable differentiation of rigor, comprehensive writing instruction activities and assessments aligned to the MCCRS.

These resource programs may constitute a portion of the English 11 class instructional time, and/or be used outside of class as needed to improve key reading and writing proficiencies for CCR.

In addition, changes to the interim CCR standards during the 2023-2024 have impacted CCPS' strategy for using Geometry, and its related MCAP, as a support pathway for students. The new interim standards adopted by the State Board of Education on January 23, 2024, no longer considers Geometry content a measure of college and career readiness. With this development, we are revising our plan, and have requested through MSDE that the State Board of Education consider including Algebra II within their Math Mastery and Assessment options for CCR. This would allow us to keep students with their grade-level peers longer and provide targeted re-teaching and interventions specifically on algebraic skills within an algebra course. Inclusion of Algebra II would also align with the University System of Maryland's Undergraduate Admissions criteria.

Our 2023 plan outlined our process to implement Individual Career Plans (ICP) for students who did not meet the CCR standard by the end of 10th grade. Based on collaboration with instructional leadership and building administrators, our technology services team developed an electronic individualized career plan for teachers to use when assigned non-CCR students. It should be noted that due to other high-level priorities within our school system, the electronic form was not available for schools to pilot until December 2023. This same team collaborated on how best to implement this process into action at our schools based on the increased number of students who did not meet CCR under the interim standards. Due to delayed access to the electronic form, one high school began a pilot using the paper version to gain feedback for improvement. Through this process we identified several issues that impacted implementation: misaligned timing of last year's plan and scheduling of students and teachers, the change in the CCR standard, transitioning to a career ladder and teacher responsibilities changing, and the large number of students who did not meet CCR under the interim standard. Additional feedback from the school are as follows: parents were upset because they did not feel the CCR criteria shows true college and/or career readiness; other parents did not understand why the plans needed to be done since the college and career readiness standards "do not count for anything" and wondered why a student who earns an industry recognized credential through a career and technical education program didn't count; and other parents were appreciative of the additional support their student was receiving.

In early April our team met to discuss the revision of the ICP electronic form based on the new CCR standard adopted by the Maryland State Board of Education, feedback received from the pilot site, and the process of implementation which resulted in a decrease of students not meeting the new CCR standard. Once the new form is complete, high school administrators will receive professional learning during their summer meetings to determine consistency in implementation across all high schools. As we implement the career ladder and teachers have additional time under Blueprint requirements, teachers will work with non-CCR students when they are not teaching a traditional course, including leading the team to develop the ICP, communicating with parents, and implement interventions or small group tutoring/instruction to support the student meeting CCR. We will continue to monitor and refine our processes over the next three years to ensure we are implementing appropriate strategies to meet student needs.

We have also identified the need to educate our students and parents on career and college readiness, specifically the new standards, and the potential barriers when not meeting CCR by the end of 10th grade. Our team determined that we need to begin communication at the middle school level and include our career coaches in creating presentations and talking points. We will begin this process next year with consistent messaging with our 8th grade families, and in 2025-26 will include our 7th and 8th grade families, and in 2026-27 we will have encompassed all families of students in grades 6-8.

To keep 11th and 12th non-CCR students on track to graduate and continue in their course progression, we have embedded additional supports to existing courses which include small group instruction, alternate assignments, and updating curriculum and assessments to better inform instruction for student success. Students in grades 11 and 12, regardless of their CCR status continue to have access to all post-CCR pathway opportunities. CCPS and Carroll Community College (CCC) continue to work

closely for our students. We have an established memorandum of understanding (MOU) and partnership to provide students opportunities to enroll in both credited and non-credited dual enrollment courses and programs. In partnership with our community college, non-CCR students are able to access an explicit instruction pathway which includes enrolling in developmental math or English courses. Additionally, the after-school tutoring pathway offers students time for virtual or in person tutoring, following a placement test in math or English to design an individualized tutoring plan. We also continue to work with our local community college to identify and expand opportunities for students to pursue non-credited dual enrollment courses/programs to gain skills and experiences for success in the workplace.

Our team has identified additional options that non-CCR 11th and 12th grade students should be considered CCR: scoring 230+ on the Accuplacer, earning an industry-recognized credential, completion of Algebra II, pass an Advanced Placement course or exam, enroll and pass a dual enrollment course based on our local community college standards, scoring at a certain level on ASVAB, seniors who commit to military service, certificate-bound students who work through our DORS summer work program and Transitions Academy, complete a school-to-apprentice or youth apprenticeship, or complete the Career and Research and Development program. Several of these options provide our non-CCR 11th and 12th grade students access to courses/programs that include applied coursework that are engaging and focus on completion of projects and solving problems. They also prepare our 11th and 12th grade students for post-secondary education and/or the workforce upon graduation regardless of when the college and career readiness designation is met. It is important to note that all 11th and 12th grade students who do not achieve CCR status by the end of 10th grade will continue to be assessed in their mathematics and English courses until they meet the CCR requirement or graduate. It will be essential that our 12th grade students who have been unable to meet the CCR requirement, regardless of the circumstance, are prepared for post-secondary coursework or entering the workforce upon meeting all Maryland graduation requirements which is why we identified the options above.

As additional guidance become available from the Accountability and Implementation Board (AIB) and the Maryland State Department of Education (MSDE) regarding a state-developed support pathway, including reassessment options/measures, we want to ensure our non-CCR students receive appropriate supports and can successfully participate in the post-CCR pathway(s) they are interested in.

Artifacts:

- 14 – Data Source: [MSDE Data Appendix \(Tab-14a \) 9th Grade on Track and \(Tab-14b\) College Career Readiness](#)
- 14 – [2023-24 Draft Individualized Career Plan Template](#)

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 Capstone Diploma Program

Students achieving CCR through the Advanced Placement (AP) Pathway earn the AP Capstone Diploma. CCPS currently offers multiple AP Course options in math, science, English, social studies, art, music, world language, and computer science to students at all seven comprehensive high schools. In 2023, 1,753 students took 2,588 AP exams. Students may earn AP Capstone diplomas by taking four AP courses and earning a score of 3 or higher on the exams and scoring a 3 or higher in both AP Seminar and Research. 10 students graduated in 2023 with the AP Capstone Diploma; 7 graduated with the AP Seminar and Research Certificate.

Progress Based on Implementation Plan

Identified Challenge: The increased opportunities for dual enrollment have impacted AP course enrollment and test taking significantly. Five-year trend data shows the decreasing number of test takers in many AP courses. Many students choose the dual enrollment pathway instead of taking AP courses in areas of strength.

Practices Implemented in 23-24 to Address Challenge:

- 1) Piloted a shift of AP Seminar from upper classmen elective/English course to fulfill English 10 requirement at 5 out of 7 high schools. List of AP Seminar as English 10 Sections:

School	Course Section	Description	Marking Period	Total Students
WHS	2	AP CAPSTONE: SEMINAR	MP1, MP2, MP3, MP4	25
WHS	3	AP CAPSTONE: SEMINAR	MP1, MP2, MP3, MP4	30
WMHS	1	AP CAPSTONE: SEMINAR	MP1, MP2, MP3, MP4	22
WMHS	2	AP CAPSTONE: SEMINAR	MP1, MP2, MP3, MP4	23
CHS	2	AP CAPSTONE: SEMINAR	MP1, MP2, MP3, MP4	25
CHS	1	AP CAPSTONE: SEMINAR	MP1, MP2, MP3, MP4	19
LHS	2	AP CAPSTONE: SEMINAR	MP1, MP2, MP3, MP4	30
LHS	1	AP CAPSTONE: SEMINAR	MP1, MP2, MP3, MP4	24
SCHS	2	AP CAPSTONE: SEMINAR	MP1, MP2, MP3, MP4	16
SCHS	3	AP CAPSTONE: SEMINAR	MP1, MP2, MP3, MP4	16

Additionally, FSK, SCHS, WMHS, and WHS offered sections of AP Seminar to upper classman; MVHS offered the course as an independent study.

- 2) Offered AP Seminar at all comprehensive high schools so all students have access to AP Capstone Program. In 2022, 49 students took the AP Seminar exam. The chart below shows the number of students registered for the course and exam at each high school for 2023:

	AP Registration & Ordering →		AP Classroom Progress Dashboard →
	Student Enrollments	Exam Registrations	Students Active
District Total	294	289	273
Century High School	44	44	43
Francis Scott Key High School	7	7	6
Liberty High School	54	53	43
Manchester Valley High School	1	1	1
South Carroll High School	41	39	39
Westminster High School	76	76	72
Winters Mill High School	71	69	69

- 3) Made AP Computer Science Principles available to all Freshman.
 4) Added AP Precalculus to the Program of Studies and offered to students as a registration option for the 2024-25 school year. The following is a screenshot of the 2024-2025 CCPS Program of Studies showing that the course has been added to the list:

ADVANCED PLACEMENT TESTING
 Opportunities are available for highly motivated students to participate in the Advanced Placement (AP) program administered by the College Board. AP examinations are offered annually to give high school students opportunities to demonstrate college level achievements. As with other College Board examinations, students pay a fee for each AP examination they take. AP examinations are administered annually in May. Individual students should see school counselors for specific information relative to the AP program.

In order to provide instructional assistance to highly motivated students interested in the AP examinations, specific course opportunities have been developed in CCPS high schools. Courses specifically identified as such include:

<p>Career and Technical Education</p> <ul style="list-style-type: none"> • AP Computer Science A • AP Computer Science Principles <p>English</p> <ul style="list-style-type: none"> • AP Language & Composition • AP Literature & Composition <p>Visual and Performing Arts</p> <ul style="list-style-type: none"> • AP Studio Art • AP Studio Art: 3D Design • AP Studio Art: 2D Design • AP Music Theory <p>Science</p> <ul style="list-style-type: none"> • AP Physics 1 • AP Chemistry • AP Biology • AP Environmental Science • AP Physics C 	<p>Mathematics</p> <ul style="list-style-type: none"> • AP Calculus – AB • AP Calculus – BC • AP Precalculus • AP Statistics <p>World Languages</p> <ul style="list-style-type: none"> • AP French Language and Culture • AP Spanish Language and Culture • AP Spanish Literature and Culture • AP German Language and Culture • AP Latin <p>Social Studies</p> <ul style="list-style-type: none"> • AP United States History • AP World History: Modern • AP European History • AP Human Geography • AP Macroeconomics • AP Psychology • AP US Government and Politics
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Students and parents should understand that extra demands are essential for success on the AP examinations and that the individual student must pursue studies on a personal basis. In each of the courses designated above, teachers will assist the student in identifying the content covered by a particular AP exam and offer individualized instructional assistance within the structure of the course.

- 5) Ordered Pre-AP curriculum resources for review and implementation within pilot courses for 2024-25 school year.

Identified Challenge: The ability to offer typically low-enrollment AP courses every year at each high school with staffing constraints. Courses such as AP world languages, AP Physics, Chemistry, and Environmental Science, AP arts and music courses, AP Seminar, and AP Research historically have smaller class sizes and are not offered every year at every CCPS high school. This creates a challenge for students to achieve the MSDE AP Pathway if defined as the AP International diploma which requires an AP World Language course.

Practices Implemented in 2023-24 to Address Challenge:

- 1) Offered elective AP Seminar to MSDE graduation requirement as 10th grade English credit to increase course enrollment and availability to all students. Continued to offer AP Seminar to 11th and 12th grade students who did not have this option in their sophomore year.

- 2) Dedicated meeting time with principals, school counselors, and curriculum supervisors to discuss scheduling strategies for AP courses and increased knowledge and understanding of the ability of students to take AP courses at other high schools if scheduling or staffing constraints impact their ability to take courses at their home schools.

Identified Challenge: Ensuring access to Advanced Placement course offerings and exams to underserved populations.

Practices Implemented in 23-24 to Address Challenge:

- 1) CCPS Equity & Inclusion Officer reviewed and shared data related to underserved populations with school and county leadership.
- 2) Increased use of AP Springboard English curriculum in 6th, 7th, and 8th grades.
- 3) Increased A/B Day AP offerings due to increased numbers of students taking AP Seminar course.
- 4) 2023-25 plan to continue increasing Pre-AP and AP course offerings for 9th and 10th grade (pre-CCR) students to prepare them for AP Pathway post-CCR.
 - a. AP Seminar as English 10.
 - b. AP Pre-Calculus or AP Statistics for students with pre-requisite math classes.
 - c. AP Computer Science Principles as MSDE Technology Education credit requirement for student in any grade.
 - d. AP Government and AP US History for 9th and 10th grade students, respectively.
 - e. AP Human Geography as elective, any grade.
 - f. AP science courses for students in any grade with pre-requisite courses, not just 11th and 12th grade students.
- 5) Revision of CCPS county presentations about AP Pathway for parent and pathway information nights at high schools (see artifact 15 - AP info LHS parent presentation.2023).
- 6) Presented to Community Advisory Council (CAC), PTO County Leadership Parent group about AP and Dual Enrollment Pathways to increase understanding of AP Capstone Diploma and AP Pathway (see artifacts 15 – AP-DE Parent Presentation.CAC.PTO and 15 - AP Program Pathway-Career Coach Presentation).
- 7) CCPS covered exam costs for all students registered for AP courses. The chart below shows that as a result, students took 988 more AP exams than they had the previous year.

School	23/24 Exams	22/23 Exams
Century High School	764	614
Francis Scott Key	291	163
Liberty High School	736	549
Manchester Valley High School	383	328
South Carroll High School	505	310
Westminster High School	593	466
Winters Mill High School	434	288
Total	3,706	2,718

- 8) Paid AP teachers hold AP review sessions after school to increase student readiness and confidence for AP exams (see artifact 15 – 22-23 AP Review Hours).

Adapted Plans to Mitigate Challenges and Ensure Continued Progress

The implemented strategies in these high priority areas of AP access led to increased access to the post-CCR AP Pathway for all students (see evidence above). However, new challenges have been identified based on areas where progress was limited or where due to progress, there are now more opportunities to expand access to all students.

Identified Challenge: Ensuring access to Advanced Placement Pathway to all students.

Plan to Overcome:

- 1) Offer AP Seminar as English 10 in all seven high schools for 2024-25 school year to any student interested in registering for the course. This will increase access from only G&T identified students at five pilot schools to all 10th grade students in all comprehensive high schools.

- 2) Expand AP Pathway from only AP Capstone Diploma to include the MSDE AP Pathway as a secondary option to achieve CCR through AP. The AP Capstone Diploma is extremely rigorous, with a minimum score requirement of “3” on six total exams. MSDE is proposing a pathway which will also be rigorous but is expected to focus on AP course enrollment and success over exam scores.
- 3) Pilot Pre-AP curriculum in identified content area courses for the 2024-25 school year to scaffold advanced academic skill requisites for AP level courses into pre-requisite courses and better prepare all students for success in AP.
- 4) Expand world language offerings to increase access to world language AP exams. Currently, we only offer AP Spanish Language courses.
- 5) Review and revise pre-requisite requirements for AP science courses. Science curriculum teams will examine current course progression leading to AP Physics courses to find ways to increase access and offerings of the multiple AP Physics courses.

Career and Technical Education

Career and Technical Education (CTE) is often referred to as “the gem of CCPS”. The CTE staff takes this compliment seriously and is diligent in expanding program offerings and opportunities to students. The 2023 plan outlined staffing, identifying industry and student interests, acquiring appropriate equipment and facilities, and marketing programs to all stakeholders. Our Program Advisory Committees and our Local Advisory Council have been outstanding partners in keeping CTE leaders and teachers abreast of changes in industry practices and equipment. These same stakeholders have also been outstanding advocates of CTE and have provided student scholarships, program equipment donations, updated curricular content and resources, and sponsoring youth apprentices and work study opportunities to name a few. Having strong relationships with our community and industry partners assists us in overcoming some of these challenges. CTE leadership also conducts the Comprehensive Local Needs Assessment (CLNA) each year in collaboration with our local community college. Needs identified through this process are often addressed through Perkins Funding and industry partnerships when able.

Our industry partners also assist in identifying potential candidates for vacant positions at our shared-time center. When staff leave a position, it can be difficult to fill the vacancy for multiple reasons (certification requirements, pay, etc.). CCPS staff continue to work with industry partners, attend recruitment events, ongoing networking events and connecting with former students. Recently two positions were vacant at our shared time center, and it was former students who were hired to fill those vacancies. This is an example of the strength of our relationships established with students, and the continued connection post-graduation.

Marketing CTE programs is essential for program success. Marketing new programs is done on the CCPS website, through community events, back-to-school nights, school counselor events, our newly established career counseling program, and school newsletters. We will also work with the Communications Office to develop and implement marketing campaigns that are sent to all families via email and school announcements. In April of 2024, the Carroll County Career and Technology Center hosted the state SkillsUSA competition, which was advertised to encourage community members to come out and support our student competitors. This is also a great opportunity to engage our middle school students in what CTE has to offer as a post-CCR pathway option.

This year the CTE Committee and MSDE implemented a temporary moratorium on submitting new program proposals and amending existing programs due to work around Blueprint requirements. CCPS did pilot a new program of study in Hospitality and Tourism Management at one of our high schools. The pilot went well, and we are looking forward to slowly expanding that program to our other high schools. However, having to wait to implement new programs or amend existing programs has affected offerings for students. Implementing new (and exiting) programmatic changes takes tremendous planning, resources, and time to ensure program and student success. As industry changes so does CTE programming to prepare students for post-secondary coursework and workforce demands. One way we have tackled these challenges has been through the expansion of the youth apprenticeship (AMP) program. This year we have worked to increase the number of businesses to be approved through the Department of Labor (DoL) and the number of students participating in this program. In 2022-23 two students participated in youth apprenticeship in the healthcare industry, this year we have 16 students participating in apprenticeships at National Security Agency (NSA), Maryland Department of Transportation, local auto/collision shops, healthcare facilities to name a few. Recently the CTE Committee has implemented changes in the requirements under Blueprint. These changes will now require 45% of all Maryland graduates to complete a school-to-work apprenticeship, a youth apprenticeship and obtain an industry certification, or obtain an industry certification if no apprenticeship placement is available. This will directly impact

the work we have been doing this year toward building our youth apprenticeship pipeline with industry partners. These changes will also create additional challenges associated with related instruction costs, proximity of the apprenticeship and transportation, age restrictions for certain industries, etc. Over the next several years we will work closely with our DoL navigator, local workforce development and the community college to make inroads with the school-to-work model where appropriate. Additionally, we will begin updating industry-related credentialing exams and transition our programs to the appropriate exams.

Our work-based learning or internship program remains strong. Career Coordinators at each high school work with individual students to plan for internship placements early and often. The coordinators not only place students in appropriate internships but also observe and support students throughout their internship. Over the past year our coordinators have also worked with our community internship sponsors to talk about opportunities for apprenticeships and how businesses can apply to become apprenticeship sponsors. Our coordinators have developed outstanding partnerships with many different industries and continue to create long-lasting and supportive partnerships in our communities.

This year was the first year of implementing a career counseling program at each of our middle schools in partnership with our local workforce development board and community college. Much of this year was spent creating curriculum, becoming familiar with Pathful, and participating in professional learning pertaining to career development and post-CCR pathways. Career coaches have also participated in field trips to the local community college to learn about dual enrollment programs (credited and non-credited) and apprenticeship programs. Additionally, CTE leadership has hosted collaborative meetings with our high school career coordinators and middle school career coaches to work on vertical alignment of the program. In May we will host the Southern Regional Education Board (SREB) for a 2-day professional learning workshop on career development with our career coaches, career coordinators and school counselors. Team members from workforce development and the community college will also be involved in the workshop to build cohesiveness in the program and define responsibilities regarding career counseling for secondary students.

All students have access to Career and Technical Education programming. Due to space limitations and restrictions imposed by certain industries regarding staff to student ratios, many programs housed at our shared-time center result in wait lists. An example of this is seen consistently in our Academy of Health program. To expand opportunities for students, we recently met with our secondary science content leadership and are in the early stages of conducting a curriculum crosswalk to determine if any of the initial coursework can be taught at our comprehensive high schools. This may provide an opportunity to schedule an additional section within that program, thus resulting in more students attending the center. Our team is also looking to expand program offerings at our comprehensive high schools; however, this is also difficult as it requires additional resources and teaching staff. Many of our building administrators are required to make decisions based on student need, therefore CTE courses/programs are often difficult to schedule.

Dual Enrollment

In our 2023 Blueprint Implementation Plan, CCPS identified three main challenges to implementing a dual enrollment program based on Blueprint requirements: fiscal compliance, staffing, and equitable access to courses taught at Carroll Community College due to transportation constraints. These challenges have become more apparent as our dual enrollment program has grown significantly.

We have built a successful dual enrollment program over the years, including the expansion of course offerings at each of our comprehensive high schools. This expansion has also created a challenge with staffing at our comprehensive high schools. Currently teachers within our high schools, who teach dual enrollment courses, adhere to Carroll Community College requirements and scheduling. These staff members do not teach dual enrollment courses each day, and have built-office hours each week, which decreases their ability to teach additional non-dual enrollment sections for CCPS. Finally, CCPS staff who are teaching dual enrollment courses in our comprehensive high schools are fully funded staff by CCPS, not the community college. This creates further challenges with the cost associated with dual enrollment, as CCPS not only funds the staff member teaching the course but also pays the cost of tuition for those students in the course. Within each high school an assistant principal has been designated as the “school-based” liaison who works with school counselors, the CCPS DE liaison, and the Director of High Schools for additional school-based support. CCPS also added a dual enrollment liaison who works closely with our local community college and Director of High Schools with implementation of our dual enrollment program. Our liaison has been working over the past year to develop a process for how we are purchasing textbooks for dual enrollment

courses. Aside from fiscal impacts, this has been one of our greatest challenges for the 2023-24 school year, and an area we continue to refine as the program grows.

CCPS currently provides free tuition, books, and materials for dual enrollment to students in grades 9-12. The growing interest in and expansion of dual enrollment programs has had a larger fiscal impact than expected. CCPS and Carroll Community College are collaborating to develop a dual enrollment program in line with Blueprint requirements, accessible for students, and fiscally responsible. These fiscal challenges continue to be at the forefront of dual enrollment expansion and Blueprint requirements. With LEAs funding 75% of the tuition, including books and fees, there has been an increase in the number of students who are taking advantage of the dual enrollment program. In the fall semester 1,326 students participated in dual enrollment coursework, an increase from 760 in the 2022 fall semester. Of the 1,326 students, who participated in a total of 1,561 classes 36 failing grades were reported. Our Dual Enrollment Steering Committee has been working to identify the causes for the failing grades and determine additional supports that need to be implemented moving forward to support student success. CCPS continues to work with the Dual Enrollment Steering Committee to implement a dual enrollment pathway to 60 credits, per Blueprint requirements. Over the next three years we will finalize this post-CCR pathway to 60 credits, as well as refine our current offerings to align with recent Blueprint legislative changes.

22/23 SY	Student Count
2022/SU	65
2022/FA	760
2023/WI	28
2023/SP	782
	1635
23/24 SY	Student Count
2023/SU	83
2023/FA	970
2024/WI	74
2024/SP	994
	2121

Access to dual enrollment at Carroll Community College's campus may be limited for students who lack transportation, particularly in areas of the county with lower-income communities. While most schools provide on-site dual enrollment courses, there are also limited seats available for students to take online dual enrollment classes during the school day. However, constraints like supervision and space availability hinder online learning opportunities. Work with the community college to identify options for students is ongoing, with no solution offered at this time. Our transportation department is currently stretched as far as it can be, therefore additional runs are not available. This is also not a viable solution as students attend courses on different days and at different times throughout the week. As a rural county, public transportation is also not a viable solution for our students/families. At this time, as with other districts, we will continue to have conversations regarding transportation and dual enrollment programming.

Increased student enrollment has led to a tremendous rise in the time school counselors devote to the dual enrollment pathway. Due to the increased interest and enrollment in addition to responsibilities that cross over three domains (academic, social/emotional, career/college), school counselors are limited with offering individualized support for students, resulting in students navigating the dual enrollment landscape on their own. This school year, school counselors have partnered with Carroll Community College advisors to offer onsite academic advising to help them with growing interest in dual enrollment. It is noted that continued work surrounding our underrepresented student groups is necessary, such as a tier 2 delivery, small groups for first-generation students and/or identified students who have Free and Reduced Lunch. One high school offered a *Connections Evening* for their English as a Second Language population, a dual enrollment presentation in Spanish was included in the evening.

CCPS and CCC will further refine our Memorandum of Understanding to guarantee the delivery of an inclusive and fair dual enrollment program. Ongoing collaboration between CCC and CCPS staff, such as school administrators and counselors, will maintain communication to support students in making informed course decisions and pursuing their post-secondary goals.

Artifacts:

- 15 – [Liberty High School Parent Scheduling Night Presentation](#)
- 15 – [AP-DE Parent Presentation.CAC.PTO](#)
- 15 – [AP Program Pathway – Career Coach Presentation](#)
- 15 – [22.23 AP Review Hours](#)
- 15 – [MS Career Counseling Leadership Lunch Student Presentation](#)
- 15 – [Dual Enrollment QR Code Flyer](#)
- 15 – [24-25 SY DE Request Form](#)
- 15 – [Building Your Future Dual Enrollment Presentation](#)

- 15 – [Connections Night Invitation](#)
- 15 – [Connections Night Presentation](#)



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.

No new/revised strategies, activities and/or outcomes have been developed since the 2023 submission, rather we will continue to implement current and planned local and Title III initiatives related to engagement and communication with English Learner (EL) families. All items met criteria on the March 2023 submission and all identified areas were implemented.

Progress continues to be made regarding EL family engagement as a continued part of Title III and local initiatives, as this remains one of our highest priorities. ESOL Family Engagement events continue to take place regionally throughout the county for EL families. Key focus areas continue to include but are not limited to: sharing educational and community resources, maintaining regular open lines of communication with EL families and strengthening the home/school connection, language/content-based activities for ELs, technology tutorials in which staff lead EL families in navigating school-based online platforms and programs, and educating families in potential career pathways for their children. When families are involved in their child's education, students' overall academic success increases. This is especially true for immigrant families who are new to the country and unfamiliar with the U.S. school system. Feedback from families who have attended these events in past years indicates that these opportunities have been essential in connecting them to their school communities and providing them with necessary information and support. Our greatest challenge regarding planning for and providing quality EL family engagement opportunities is our limited ESOL staff. We continue to experience an influx of new EL students/families, which puts a greater demand on existing ESOL staff, who are already stretched thin. Evening events require a great deal of planning and preparation, as well as evening staff to run them. These events are above and beyond teachers' contractual days. We mitigate this staffing challenge by working collaboratively as an ESOL team to lift off these events system-wide, as well as conducting home visits to share essential school and community resources. Additionally, to provide the most up-to-date community resource information to our EL families, we maintain regular communication with community resource organizations, partner agencies and related family supports, which requires additional time and staffing to do so effectively.

Partnerships with our Career and Technology Education (CTE) staff have been established and extensive collaboration continues to take place. This includes co-planning and delivering professional learning and informational opportunities for EL families and related staff. Also, home visits were also conducted by ESOL staff as needed to support family engagement efforts and connect students and families to school and community resources. Annual ESOL CTE "Pathways and Possibilities" events continue to take place. All identified ELs and RELs in grades 6-10 are invited to attend with their families. These events occur at our Career and Technology Center (CCCTC). EL families are also invited to attend our annual summer programming at Lake Hashawha alongside their children.

CCPS has not budgeted for a stand-alone EL Family Coordinator position. This continues to be a significant challenge as ESOL staff is limited and no additional positions have been added to the FY25 budget. Consequently, multiple staff continue to assume these responsibilities, under the direction of the ESOL Supervisor. Staff include the ESOL Supervisor, all ESOL staff,

school-based administration, Hispanic Liaisons, interpreters, and translators when needed. These staff work collaboratively from beginning to end on EL family outreach events and opportunities. Events include, but are not limited to: CTE EL Pathways and Possibilities Night, EL Family Game Nights, EL Technology Nights, visits to the community college, etc. These responsibilities will continue to part of the individuals listed above under the direction of the ESOL Supervisor.

For EL and non-EL families, CCPS continues to use local funding to support all interpretation/translation services. All school-based and Central Office staff can request an interpreter/translator for essential communication using a CCPS E-Form. The Supervisor of ESOL and the Supervisor of Pupil Personnel/Student Support Services have developed a formal process for registering international students. This process was collaboratively shared with all school registrars and school administration and is consistently implemented county-wide. CCPS also has an International Telephone Line, where families, staff, and community members can leave messages in any language. These messages are then sent directly to CCPS interpreters for follow-up. Upon request, hourly CCPS interpreters and translators support these efforts. Additionally, three hourly liaisons (Hispanic and International) support interpretation/translation, family outreach efforts and school-based efforts. Furthermore, ESOL staff and content teachers also communicate regularly with EL families via the Talking Points app, which uses AI to quickly translate messages back and forth and maintain open lines of communication across languages. Staffing continues to be a challenge, as interpreters, translators and liaisons are all hourly (non-contractual) positions.

17. Supporting Multilingual Learners and Increasing Language Acquisition

Initial Blueprint Implementation Plan Reference: Questions 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.

No new/revised strategies, activities and/or outcomes have been developed since the 2023 submission, rather we will continue to implement current and planned local and Title III initiatives related to engagement and communication with EL families. Our rationale for continuing as such is the increasing population of ELs demands increased direct instructional support provided by ESOL staff. Additionally, the demand for collaboration between ESOL staff and classroom teachers is increasing, as we are experiencing a turnover of school-based staff who have limited experience/expertise in working with ELs, especially those at the newcomer level. Consequently, and given our limited ESOL staffing, strategies, activities and outcomes have not been revised since the 2023 submission.

Our highest priority area is providing direct instruction to identified students. EL numbers continue to increase significantly in CCPS (600+ ELs in grades PreK-12). Approximately 45% of our total EL population are immigrants, most of whom have limited to no English proficiency. No additional staffing has been added to the current or proposed operating budget, which continues to be our greatest challenge with the increase in identified students needing direct ESOL support and classroom teachers needing increased support meeting the unique instructional needs of each student as well as anticipated growth projections. Over the next three years, CCPS will continue to allocate funding to meet the increasing demand of our EL population. This would be evidenced by an increase in staffing, professional learning opportunities, continued support for summer programming and instructional materials to support ELs. Title III funding continues to be the primary funding source for supporting professional learning and family engagement. No additional FTE have been added to the FY25 operating budget, which will continue to be a significant challenge given EL enrollment projections.

ELs continue to receive direct language instruction (plug-in and pull-out content-based) delivered by ESOL staff, which continues to be our highest priority. ELs attend classes with their grade-level peers to ensure full access to curriculum and career pathway possibilities. ESOL staff collaborate with content teachers to pair content and language objectives, scaffold instruction, and amplify classroom learning materials across all grade levels. Regularly scheduled meetings and emails are tools for communication between content teachers and ESOL staff, as well as school-based administration, to determine the best approach to servicing each student. District-level assessments are also made more accessible for ELs. Accessibility enhancements include providing additional visual supports, reducing linguistic complexity in English and increasing accessibility features (e.g. decreasing answer choices, increasing font size, check boxes, etc.) so ELs can demonstrate grade-level content expectations. We continue to focus on ensuring that our students have access to the core curriculum, meet CCR standards by the end of 10th grade, and have access to all post-CCR pathways in grades 11 and 12. Long-term ELs in CCPS continued to be supported by ESOL and school-based staff. At the secondary level, the ESOL teacher provides individualized instruction during Flex mods/support periods, so students are not missing regular classroom instruction. During this time, specific content-based support and instruction are provided by ESOL staff to target deficit skill areas and support gaps in learning. Collaboration continues to take place on a regular basis to ensure alignment of instruction, reassessment opportunities, and support project-based assignments. This is in addition to receiving ESOL plug-in support in core content classes as needed. Effectively meeting the instructional and content demands of increasing the number of identified ELs continues to be a challenge given our limited staffing. Many of our most recent immigrant students come with significant gaps in education. This requires increased individualization and support provided by ESOL staff in the content classrooms. Additionally, there is an increase in the demand for individualized professional learning for content and school-based staff on differentiated instruction and strategies for meeting the needs of culturally and linguistically diverse learners.

When ELs present with potential learning challenges/differences that go beyond English language acquisition, ESOL teachers and the Dual Language Assessment Specialist (who is also a dual-certified ESOL Teacher and a member of the ESOL Team) collaborate with school staff to support the IEP process. ESOL staff attend all school-based and IEP meetings. Additional testing is administered in-house by the Dual Language Assessment Specialist and data is collected and provided as needed.

ELs who demonstrate advanced talents and skills are given the Naglieri Nonverbal Ability Test (NNAT-2) to obtain a nonverbal IQ measure. The test is administered by the Dual Language Assessment Specialist. Observations are made and meetings are held with gifted and talented (Advanced Academics) teachers for placement in the Advanced Academics/G&T Program and/or Honors and Advanced Placement (AP) courses.

When students become Reclassified ELs (RELS), ESOL staff continue to collaborate with content teachers to provide them with planning support as needed, but direct ESOL services are not provided to these students. ESOL staff meet with administrators quarterly to provide them with updates about ELs and RELS. After World Class Instruction and Design Assessment (WIDA) scores are released, scores are shared with administration to discuss students' progress, review students who have exited, and to develop plans for supporting RELS the following school year. This data is also placed into our Performance Matters platform for all staff to access. A list of RELS and basic information is provided to all teachers at the beginning of the semester, and ESOL staff check in regularly with teachers to monitor REL progress. If RELS are brought to the school-based student support teams for academic or attendance concerns, decisions around implementing additional interventions are made by individual school-based teams.

Analysis of the 2023 ACCESS for ELLs data (administered in January/February 2023), including immigrants, indicates that students across all grade levels are meeting their growth to target measures. Data breakdown: 16% achieved English language

proficiency and were formally exited from the ESOL Program as per state-established exit criteria (Overall Levels 4.5-6.0), 45% are at the intermediate levels (3.0-4.4), and 39% at the newcomer/beginning levels (1.0-2.9). When comparing 2022 data to 2023 (Tab 17 of the data appendix provided by MSDE), there is an increase in the percentage of students who scored at or above the proficient level (2022: 11.8% proficient; 2023: 16.2% proficient). We also see this same increase in our students with disabilities (2022: 14.6% proficient; 2023: 16.1% proficient). Upon further data analysis, we attribute this increase to a multitude of factors, including the delivery of high-quality instruction to identified students, increases in family engagement and outreach, increased co-planning and collaboration opportunities provided to school-based staff, and individualized professional development being delivered at the school and district levels, as well as curriculum writing support across content areas.

Once 2024 ACCESS for ELLs data is available in May 2024, it will be analyzed by the ESOL Supervisor and staff and shared with school-based administration, instructional/support staff and families, and initiatives and priorities will be revisited/revised as needed. Thorough data analysis conducted by the ESOL team has begun and will continue through the beginning of the school year to guide instructional and placement decisions. This data analysis will also include collaboration with our technology services department and internal data support staff to examine successes, challenges and trends in proficiency/lack of proficiency disaggregated by student groups. Additionally, we will explore the connection between ACCESS for ELLs data other state and local assessment data to inform decision making.

Artifacts:

- 17 – Data Source: [MSDE Data Appendix \(Tab-17\) English language proficiency](#)
- 17 – [2023 WIDA Access Data](#)

18. Improve Education for Students with Disabilities

Initial Blueprint Implementation Plan Reference: Questions 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.

CCPS has focused its inclusive practices in co-planning, co-implementation, and co-evaluation. Focus has been placed on administrators analyzing master schedules to allow for collaboration and co-planning between general education teachers and special educators. As a part of ongoing support, CCPS has dedicated additional funds for individual teaching teams to co-planning.

CCPS is dedicated to inclusive practices for our students with significant cognitive disabilities. The focus has been on systems' change for Carroll County Public Schools working through our district inclusion team, as well as individual school-based inclusion teams. Individual schools participate in action planning and inclusion training after the school's reflection process (RISE) and choosing targets for the school's individual inclusion action plan. As a part of the systems' change, CCPS has implemented targeted training for teachers to include inclusive practices, differentiation through the Model for Quality Instruction, strategies for working with English learners, collaboration, and co-planning. Inclusive practices and differentiation are a focus of the CCPS teacher evaluation and observation process. CCPS content supervisors are embedding training for general education staff for accommodating and modifying curriculum. At the middle school level, science teachers and related arts teachers (tech ed and art) have participated in cross-school content training on essential elements and differentiation of instruction. The Office of Special Education has hired two Special Education Instructional Consultants who work with fourteen targeted schools to support progress monitoring of implementation for the individual school's action plans. The Special Education Instructional Consultants work with teacher teams on a monthly basis at each school to assess the membership, participation and learning of individual students with significant cognitive disabilities and their progress towards goals in each of the three areas. The team sets priorities for each student to achieve each month. More focus is needed through teacher induction to include inclusive practices due to limited knowledge of co-teaching and inclusive practices for staff entering the workforce.

The following strategies were identified on the Blueprint submission in Spring 2023 and implemented in the 2023-2024 school year. These are ongoing strategies to support student achievement and compliance with IEPs:

- Surplus Special Education and Related Service Providers as necessary.
- Movement of Instructional Assistants based on student need.
- Re-alignment of Student Support Assistants each year to meet individual student needs.
- Special Education Support Personnel at each school to support staff with IEP files and scheduling meetings.
- Provision of Paperwork days for all case managers to support compliance with IEP requirements.
- Increase of approximately 80 positions to 11-month to support student needs for Extended School Year Services.
- Additional pay outside of the negotiated agreement for case managers to complete paperwork related to the annual IEP process.
- Use of teleservices for Speech-Language Pathology services.
- Contracting with outside agency providers to meet student needs.
- Intensive supports for new teachers for the first three years of employment with CCPS through Instructional Consultants and mentors.

During the current school year, Special Education Supervisors and the Director of Special Education analyzed each individual school's special education population including caseload numbers, hours of service including push in services to include students with significant cognitive disabilities and other complex needs. Positions were shifted based on current school needs.

- CCPS hired two Special Education Instructional Consultants (ICs) for Inclusion.

These Instructional Consultants work at the county and school level to provide professional learning, coaching and support for teachers with students with significant cognitive disabilities. They work on systemic change for inclusion including co-teaching practices in the different content areas.

- Training and professional development has been provided regarding inclusion at the district, school, department, and individual teacher level.
- System-wide Professional Learning on Inclusive Practices.

An annual action plan has been developed at each of the identified schools regarding Inclusion. Membership and Participation meetings are held for individual students to determine their progress as members of the classroom, their participation in

instruction, as well as learning outcomes. Carroll County Public Schools has a District Inclusion Team that meets quarterly to review action items and reflect on their progress and impact in systems wide change.

During a county wide day of professional learning, the Instructional Consultants provided a system wide professional learning opportunity and shared the inclusion work that is occurring throughout the county including an inclusion video filmed in the 22-23 school year. They also met with stakeholders in each major group- curriculum and instruction, assistant principals and principals at all levels, Birth to Kindergarten, and team leader/department chair meetings at each level. Co-teaching Mathematics at the middle school level: The table below identifies the professional development for our middle school teachers supported by the Instructional Consultant for math interventions. Participants included general education math teachers, math resource teachers, and special educators. The support included walkthrough visits for fidelity checks from administrators including school-based administration, special education supervisors, content supervisors for math and the Director of Middle Schools.

Mathematics:

Professional Development and Collaboration	Number of Participants
Co-teaching Teaming at the middle school level – Co-planning PD on IXL and co-teaching	65
Best Practices for Struggling Math Students – focused on math strategies	25
Math Vocabulary Strategies to Build Critical Thinking and Reasoning	8
Active Engagement Strategies for the Math Classroom	28
IXL Intervention and Data Driven Planning for Co-teaching	16

Co-teaching ELA at the middle school level:

English Language Arts:

Professional Development and Collaboration	Number of Participants
Collaborative Teaching: English Language Arts	90
Collaborative Teaching: Starting Small	20

- Monitoring of LRE data

The Instructional Consultants for Inclusion were monitoring the changes in Least Restrictive Environment data showing that 35 out of the 54 targeted students increased their time in the general education setting or did not decrease their time in the general education setting.

Additional Strategies to implement moving forward:

One of the challenges for Carroll County Public Schools is that there are only a small percentage of targeted schools for inclusive practices (14 schools- 6 elementary, 6 middle and 2 high schools). The District Inclusion Team continues to work to add more schools each year that will receive focused support and funding. With only two Special Education Instructional Consultants, the idea of adding more schools would require that there be an application process to promote accountability. As CCPS plans to add additional targeted schools, the support will need to be differentiated based on experience and training at individual schools. There are currently two Special Education Instructional Consultants for Inclusion to work across three levels, which can be a challenge when working through multiple curricular areas.

- CCPS is considering the need for an additional Instructional Consultant for Inclusion.
- Another strategy to utilize moving forward would be to work with principals to address the master schedule for co-planning and co-implementation of services of identified students.
- CCPS will incorporate additional professional learning opportunities for cross curricular planning days focusing on inclusive practices.
- CCPS will build curricular resources that address Universal Design for Learning.

- CCPS will add additional schools to get targeted support/onboarding of the RISE from the Instructional Consultants for Inclusion.
- Develop a contract of expectations for schools that will be onboarding with the process for accountability purposes.
- Set a standard for kid-talking/data teams in the pre-referral process and interventions.

Artifacts:

- 18 - Data Source: [MSDE Data Appendix \(Tab-18\) –Students with Disabilities](#)

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.

Disproportionality

Currently CCPS is successful in the identification and placement of students with disabilities. CCPS is disproportionate in our discipline data. The significant disproportionality report for Carroll County dated February 2023 indicates no over identification based on race. According to the Significant Disproportionality Report for Carroll County from the MSDE dated February 2023, three areas of data were detailed: Identification, Placement and Discipline. Identification for CCPS students ages 3-21 were deemed to meet State targets for the 2021-22 and 2022-23 school years with All Disabilities and specifically in the breakdowns for the targeted disabilities of Intellectual Disabilities, Specific Learning Disabilities, Emotional Disability, Speech or Language Impairment, Other Health Impairment and Autism. The use of Eligibility Tools in CCPS has allowed for accurate coding of disabilities or eligibility. In addition, CCPS Placement targets for Ages 6 to 21 for Regular Class less than 40% and Separate School or Residential were again deemed to meet the state target for each student group by race.

However, the report does indicate disproportionality as it relates to discipline with Black/African American student populations. From 2021-22 to 2022-23, there was an increase in out of school suspensions less than or equal to 10 days for students aged 3-21 for black/African American and Hispanic/Latino students. There has been a decrease in out of school suspensions of less than or equal to 10 days for students with two or more races and the data has stayed the same for our students who are white.

CCPS has developed strategies to improve education for students with disabilities through accurate screening and application of progressive disciplinary practices. The following bulleted strategies were identified in the 2023 submission for blueprint and addressed in the 2023-24 school year. All staff are provided training at the beginning of the year focused on disproportionality and implicit culture biases through the Safe School virtual platform.

SafeSchools is an online training tool and has not been as effective as anticipated in shifting the mindset to focus on disciplinary disproportionality and implicit cultural biases as evidenced by the continued areas of concern relating to disproportionality. Additional in-person training will be provided to Principals and Assistant Principals during the 2024-25 school year. Our Equity and Inclusion Officer regularly holds meetings with principals during which time they are looking at discipline referrals, disproportionality of marginalized groups including special education, Free and Reduced Meals (FaRMs), and students by race/ethnicity. The Equity and Inclusion Officer is meeting with student groups to get input on their feelings

of belonging. Training has been provided to Equity Liaisons, school-based administrators and School Counselors on school culture and climate focusing on all students' sense of belonging. Staff were also trained in disaggregating and analyzing data as it relates to culture and climate. CCPS plans to focus on increased consistency across schools regarding data-based decision making as it relates to culture and climate. Starting the 2024-25 school year training has been planned for all new special education staff, Department Chairs and Team Leaders with the Equity and Community Relations Officer to ensure educational equity. Special educators have received training on Inclusion Practices, Equity, and job embedded individual training on the completion of the eligibility tools. Training on eligibility tools has occurred during Supervisor Day, August 2023, and Department Chair/Team Leader meetings throughout the 2023-24 school year.

The root cause analysis from Carroll County Public Schools' Comprehensive Coordinated Early Intervening Services (CCEIS) and Carroll County Elementary Behavior Task Force indicated the following areas of strengths and needs:

Quality Instruction & Assessment:

- The rise in elementary behavior concerns is due in part to the increase in academic rigor based on new College and Career Standards.
- However, they are not root causes of suspension or disproportionality.

Discipline Policies & Procedures:

- Elementary school teachers have received training on implementing multi-tiered interventions for student behavior.
- Student Services Teams (SST) have been trained on monitoring the progress of interventions and documenting SST level interventions to meet student needs.
- Progressive discipline has been a focus of administrator training for years.

Bias, Beliefs & Barriers:

- In recent years, equity, courageous conversations, underserved student groups, and implicit bias have been topics of increased focus and PD for staff.

Health & Wellness:

- CCPS staff have been keenly aware of the increasing mental health needs of our students, particularly our youngest. This is a primary root cause for the discipline data reviewed by our team.
- Across all schools, poverty was identified as a significant contributing factor.

Safety & Security:

- CCPS has a structured process used when students demonstrate behavior that can pose a safety risk to themselves. School counselors and psychologists are trained to assess risk and consult with central office staff and community providers (as needed) to ensure student safety.
- In response to the Safe to Learn Act of 2018, CCPS revised our policy and regulations as it relates to students who pose a threat to others. School administrators, central office Threat Management Team, and other identified staff groups have received training in this process.

Based on the above root causes the following was offered for professional learning, training, and ongoing support to staff.

Professional Learning Sessions Offered:

Professional Development and Collaboration	Number of Participants
Safety Care	415
Interoception Program	95
Second Step Program	All PreK – 5 general education teachers
Unlocking the Mystery of Behavior by Yona Schaap	20

Professional Learning and Targeted Intervention Strategies:

CCPS trained and implemented Safety Care to targeted staff who respond to behavior crises across the system. Goals of Safety Care are:

1. Create a positive, supportive, and enriched physical and social environment
2. Teach functional alternatives to challenging behavior
3. Prevent behavioral crises whenever possible
4. Manage behavior crises safely and therapeutically
5. Minimize the intensity and duration of behavioral crises
6. Decrease the future likelihood of behavioral crises

Social/Emotional Learning Programs in Carroll County Public Schools:

CCPS has implemented Sources of Strength at all middle schools and high schools. Sources of Strength is a universal, school-based program that is designed to change the norms and behaviors surrounding suicide within a school community and increase social support and connectedness among students, including suicidal students.

All elementary schools are utilizing Second Step. It was expanded from PreKindergarten through second grade to all elementary grades, PreKindergarten through 5th grade.

The Department of Student Services has provided regular professional learning opportunities to elementary Support Room Instructional Assistants since 2018. Professional learning topics have typically included strategies related to relationship-building, prevention, reinforcement, and de-escalation.

Eligibility and Pre-referral Process:

Pre-Referral Process in Carroll County Public Schools

In Carroll County, individual schools determine their procedures and format for the pre-referral process; however, as a county, there are overall policies and procedures including data teams (i.e., kid talking, data meetings, IST -Individual Student Support and SST- Student Support Teams) meeting to review information including classroom data, local benchmark data, grades, historical data, and areas of concern. The team determines the student's areas of strength and areas of need. The team then determines the need for an intervention and collection of additional data. A goal is set with criteria to track progress monitoring data for the intervention. The intervention takes place within the general education setting for 6-8 weeks (about two months) with a general education teacher. Data is reviewed after 3-4 weeks for any changes needed to the intervention. The Student Support Team also reviews the progression of interventions for students of concern including students with suspensions. In addition to developing interventions, the SST may make recommendations to connect families with outside resources. An area of continued growth for CCPS would be a system wide MTSS (Multi-Tiered System of Supports) process for academics and behavior, which would be more consistent across schools at each level.

The following strategies were identified for accurate screening and eligibility for students with disabilities in Carroll County Public Schools:

- If patterns of disproportionality are noted, eligibility documents are monitored/ reviewed at the individual student level.

Based on the data presented, disproportionality due to eligibility was not identified as an area of need.

- Providing intervention services to students and by monitoring student progress through data meetings monthly.

Moving forward, CCPS would need to identify the basis for monthly data meetings in terms of what data is being monitored, who is involved, and how changes would be made moving forward for student behavior and achievement.

Additional Strategies for CCPS to implement in the future. CCPS will implement the following next school year:

- Review the current new administrator training process and consider additional areas of need for collaboration with other offices to provide input.

- Training and monitoring the use of progressive discipline since there are inconsistencies in the use of progressive discipline for students at all levels (survey by schools). The county would need to define progressive discipline for administrators and then provide professional learning opportunities.
- Clearly define behavior expectations for all stakeholder groups including students, parents, and staff.
- Begin training on Functional Behavior Assessments and Behavior Intervention Plans at the elementary level.

CCPS will implement the following strategies during year two and three of the plan:

- Monitoring and awareness of disciplinary removals by marginalized categories.
- At the monthly administrator meetings time would be set aside time to review scenarios and problem solve behavioral situations which may include other stakeholders (central office staff) or offer additional staff trainings.
- Restorative approaches will continue to be expanded to additional elementary schools to foster relationships, connections, and a sense of belonging.
- There will be a continued focus on training for Functional Behavior Assessments and Behavior Intervention Plans at the middle and high school levels.

Artifacts:

- 19 - Data Source: [MSDE Data Appendix \(Tab-19\) Disproportionate ID](#)
- 19 – [Carroll County Disproportionality Report 2022-2023](#)
- 19 – [Elementary Behavior Taskforce Report](#)
- 19 – [Data Reporting Charts](#)
- 19 – [IST Form](#)
- 19 – [KidTalk Form](#)
- 19 – [KidTalk Data Form](#)

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.

The Accountability and Implementation Board and the Maryland State Department of education have recently identified two schools within Carroll County that will serve as community schools based on a higher concentration of poverty: Crossroads Middle School and Taneytown Elementary School. With this being a new concept within our school district, CCPS has been working to establish a process to plan, assess, and establish community schools that integrate a focus on academics, services, opportunities, and supports. We anticipate this approach will lead to increased student achievement, implementing identified supports to strengthen families, and improve the overall health of the community. It should be noted that CCPS will have only one community school beginning in 2025-26 (Taneytown Elementary School).

Beginning in the 2023-24 school year, CCPS will begin completing the needs assessments to be completed by June 1, 2025. The Community Resource Specialists in each school will collaborate with school staff, students, parents, and community partners. Based on the identified resources/services within those assessments, the Community Specialist will work with Student Services staff and identified community partners to plan services and develop new community partnerships to meet identified needs for wraparound services.

The position of Community Schools Specialist is new to Carroll County Public Schools in 2023-24. This is significant work, and the additional position will provide dedicated focus on the necessary work at each of the community schools (Crossroads and Taneytown Elementary School). A job description was collaboratively developed by CCPS Human Resources and Student Services Departments in 2023, interviews were conducted for the position at Crossroads, and a Community Schools Specialist was hired in March 2024. This individual, along with other CCPS staff will work with stakeholders (students, parents, community organizations, etc.) to complete the needs assessment, and engage community services, based on the outcome of the needs assessment, into the community school. The Community Schools Specialist for Taneytown Elementary School has been hired and will start on July 1, 2024.

Engaging community partners is not new to CCPS. Our student services team, along with building administrators and school-level directors, have historically worked to identify services our students/families need and the best way to deliver those services. Examples of those partnerships have included Advanced Behavioral Health, Carroll County Health Department, Carroll Community Mediation Center, Carroll County Youth Services Bureau, Life Renewal Services, and Potomac Case Management. CCPS has ongoing partnerships with MOUs that are reviewed annually, and when need arises we work in tandem with community agencies to develop new initiatives, and in turn when a county initiative impacts the school system, our staff will work alongside those community partners. We also have student services leadership who sit on a variety of community boards and committees which identify needs and build services in a collaborative approach. We realize that our past approach to procuring resources for students will differ for our community schools, and the needs assessment will provide the structure for inclusive decision-making, a shared vision, and actionable data to assess outcomes of our plan. We will continue to utilize the process we have established with leveraging past partners; however, as we continue to work with those partners, we will utilize the outcome(s) of the needs assessment to identify additional partners and stakeholders to create a comprehensive plan for each community school location. We anticipate using a similar process/approach that leverages shared leadership and accountability.

For instance, as the needs assessment is completed, community partners (including those partners currently working with the CCPS and others who provide services that will address needs) will be included to develop the plan to identify areas of need, and to enhance delivery of opportunities based on survey feedback and data analysis to serve students and families. Members of the student services team will serve as stakeholders along with school-based staff, general and special educators, parents, and community partners. As the implementation plan is written, goals and accountability measures for those goals will be identified.

Data will be collected and analyzed by the stakeholder group, including providers, on an ongoing basis to identify successes and challenges to implementing the specific areas of need for students and families. Inclusive meetings will occur throughout the year (minimum of two meetings per year) with service providers to ensure the Community School needs are being met. In addition to providing direct services to students and families, CCPS staff and community partners will provide training to all stakeholders, such as navigating housing challenges, workforce development, and enhanced trauma informed practices.

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.

Each school discusses student concerns at their Student Services Team (SST) meeting at regular intervals and identifies actionable items to address needs. Although CCPS does not currently have any plans for universal behavioral health screening, those needs are identified and addressed through SST. The Student Services Department will revisit the SST meeting structure and provide consultation to schools in implementation.

Mental Health Staff

School counselors, specifically in middle and high schools, made a concerted effort to deliver a school counseling program that is accessible for all students. To deliver a comprehensive program school counselors prioritized delivering tier 1, in the form of classroom instruction and schoolwide programming and initiatives. Their focus of delivery was the social/emotional domain to support student’s knowledge and awareness surrounding mental health, coping skills, and resources.

The expansion of the Office of School Counseling from one staff member (Supervisor of School Counseling) to two staff members allowed necessary support for school counselors who were providing increasing support to students and their mental health. The Mentor of School Counselors (only a two-year position that will conclude this school year) and the Supervisor of School Counseling provided necessary training, coaching, and consultation for school counselors surrounding tier 1 social/emotional delivery as well as tier 2 delivery e.g., small groups to support students who struggle with anxiety. Effort was made to align social/emotional delivery in schools with Sources of Strength, a suicide prevention program. It pairs students with trusted adults and increases protective factors to positively impact school culture.

The school system employed nine Mental Health Therapists during the 2022-2023 school year who provided counseling services to special education students, trained, and consulted with staff, addressed family needs, and collaborated with community agencies to provide wraparound services. Six of the nine therapists were assigned to the regional special education Behavior Education Support Team (BEST) programs where they provided counseling services and crisis response to students. The other three therapists served special education students at 14 secondary schools. The therapists were carrying caseloads of 35 to 40 students. During FY24, eleven additional mental health therapists were hired. Six of those continue to work exclusively in the BEST programs. With the additional staffing, mental health therapist caseloads have been reduced to 25 to 30 students and can now expand services to general education students. Additional mental health therapist positions have not been added to the current or proposed operating budget in schools that do not experience a high concentration of poverty.

All CCPS schools have an assigned school psychologist who provides direct and indirect services to support students. For students with behavioral health concerns, school psychologists can provide group and/or individual counseling to teach appropriate skills for students to manage their emotional and behavioral concerns as time permits in their schedule. Indirect services are provided in the form of consultation to school-based staff, parents/guardians, and community-based mental health providers. Assessments are conducted to assist with special education eligibility and educational planning. Additionally, school psychologists conduct Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP). Most full-time school psychologists serve two schools each. The middle school and high school that house the special education BEST programs and the three Title I elementary schools where Title I funds are utilized, each have a school psychologist assigned to that building alone. There are some school psychologists who serve three schools, and it is important to note that there are no substitutes available for school psychologists. When there is a long-term absence of a school psychologist, assignments are spread over existing staff to meet needs.

Additional Student Services Staff

All elementary schools have a Behavior Support Specialist (BSS) who provides consultation to staff, develops informal supports, Student Support Plans (SSP), conducts FBAs, develops BIPs, and supports behavior data collection and progress monitoring. During the 2022-23 school year, each BSS served between 3-4 schools. With the additional staffing of eight elementary BSS, the schools identified with higher concentrations of poverty have a full time BSS. Other schools have a BSS assigned to no more than three elementary schools.

The elementary alternative program has a full-time BSS providing preventative and responsive behavioral intervention services. The middle/high alternative school also has a full-time BSS, in addition to an alternative program intervention specialist (APIS) who provides counseling and behavioral intervention.

In FY23, there was one Secondary Mentor Behavior Coach (SMBC) to serve designated middle schools. Two additional SMBC were hired for FY24 to serve middle and high schools identified for high concentrations of poverty.

Each school has an assigned Pupil Personnel Worker (PPW) who supports students and families. The PPWs served four to six schools each during the 2022-23 school year. The PPW identifies barriers to learning and develops intervention plans to

address student needs. PPWs ensure that school-based teams review the needs of homeless, foster care, threat management, and at-risk students. PPWs serve as the connection between home, school, and the community by working with students, families and staff to improve attendance, transition between settings, and connect to wraparound services in the community to address needs such as housing or food insecurity. Two additional PPW FTE were added to target schools identified with a higher concentration of poverty. Currently, PPWs serve two to five schools.

Suicide/Self-Injury

During the last academic year, it was evident through our data that semester 1 (9.6.2022 - 1.30.2023), 912 interventions for suicide ideation and/or self-injury were provided to students. In the current school year, semester 1, there have been 1015 interventions conducted.

In the data gathered for the first semester of the last school year (2022-23 SY), it was observed that a higher number of self-identified females received an intervention compared to self-identified males. Notably, there was an uneven representation of grade 7 and grade 8 females. In addition, it is noted that the number of students receiving Free and Reduced Meals was overrepresented semester 1 last school year (2022-23 SY). In the 2022-23 school year, 1,798 interventions were provided. The data shows an overrepresentation of self-identified females. Additionally, it is observed that some students receive multiple interventions.

CCPS has a long-standing relationship and contract with the Carroll County Youth Service Bureau (CCYSB) to provide consultation, assessment, and safety planning for any student (K-12) referred by a school-based mental health staff member. When there is a concern regarding a student and suicidal ideation and/or self-injury, a school-based mental health staff member must intervene. A parent/guardian must be contacted, and an electronic suicide threat/self-injury form must be completed and submitted.

The suicide ideation and self-injurious interventions for the 2023-24 school year are on the rise, possibly linked to the hiring of more school-based mental health staff due to compensatory education funding, added a school counselor to several middle schools and two high schools.

In our schools identified for high concentrations of poverty, CCPS prioritized behavioral health supports. Those supports focused on mental health who can also provide suicide/self-injury intervention include: 11.0 FTE Mental Health Therapists and 4.5 FTE School Psychologist positions.

It would be advantageous to expand our school-based mental health staff member positions as our students' mental health continues to be of increasing concern. Counseling offices in collaboration with the Sources of Strength student group will continue to focus on tier 1 efforts to support students and their social/emotional learning.

CCPS provides annual suicide prevention training as outlined in COMAR 13A.07.11 Student Suicide Prevention and Safety Training, for all staff. In addition, school counselors deliver additional suicide prevention and safety training to all staff in their respective schools.

This school year from September 5, 2023 – January 31, 2024, our data share:

- Behavioral health support data has been collected quarterly by Behavior Support Specialists (BSS) in elementary schools.
 - During the 2022-2023 school year, 509 students ended the fourth quarter receiving behavioral health support. There were 90 elementary school students who ended last school year with a medium level of concern, 55 with a significant level of concern, and 27 students ended the school year in crisis. At the end of the school year, 56 students required daily check-ins, 81 required weekly check-ins, 50 required direct counseling support, 31 required crisis counseling as needed, and 290 elementary students required behavioral/emotional support. The primary focus for support at the end of the school year included the following: 1 self-injury, 4 depression, 8 grief/loss, 10 suicidal ideation, 73 anxiety, 84 anger management, 94 family stressors, and 232 social interactions.
 - The need for behavioral health support continues to increase. The data from the first semester in 2022-2023 compared to the first semester of the 2023-2024 reflects this increase. The total support provided in 2022-2023 was 391 for quarter 1 and 442 in quarter 2. The total support provided in 2023-2024 was 478 in quarter

1 and 541 in quarter 2. The medium level of concern in the first two quarters of 2022-2023 was 79 for quarter 1 and 83. The medium level of concern in 2023-2024 was 93 in quarter 1 and 111 in quarter 2. The significant level of concern in 2022-2023 was 57 in quarter 1 and 61 in quarter 2. The significant level of concern in 2023-2024 was 69 in quarter 1 and 98 in quarter 2. The number of students in crisis in 2022-2023 was 17 in quarter 1 and 31 in quarter 2. The number of students in crisis in 2023-2024 was 33 in quarter 1 and 31 in quarter 2.

Community Partnerships

There has been a long-standing partnership with Advanced Behavioral Health (ABH) and Life Renewal Services (LRS) to provide therapy to students at school with Medical Assistance (MA). In FY24, an additional Memorandum of Understanding (MOU) was developed with Ascend Mental Health. CCPS also has contracted therapy and psychiatric services with the CCYSB which can serve students not only with MA, but also students who are insured, under insured, or who lack any coverage.

CCPS also holds an MOU with Potomac Community Services which provides care coordination to students with MA and a diagnosis to ensure they and their family receive wraparound services that they need.

CCPS holds an MOU with the Carroll County Mediation Center to provide formal community conferencing services to students having conflicts with others, provided everyone agrees to participate, as well as attendance mediation services. Six elementary schools are at various stages of beginning to implement restorative approaches at school, beginning with informal approaches such as community building circles and utilizing affective statements and restorative questions.

The Consortium has recently awarded two community groups to serve CCPS students: Boys & Girls Club and Life Renewal Services (LRS). The Boys & Girls Club will provide social emotional learning instruction to students they serve and LRS will support students with significant attendance concerns with mobile treatment and support. MOUs are currently being developed with both groups.

Contracts have been developed with the CCYSB for therapy to individuals threatening or impacted by violence, psychiatric services for mental health needs, and a recently developed grant-funded contract for high risk/students in crisis including psychotic symptoms and those in danger of harming themselves or others. There are also contracted services with ABH to provide therapy and psychiatric services to students and families who have experienced trauma. The primary target group for this support is EL students and their families. MA or insurance is not needed, a Spanish speaking therapist or CCPS interpreters of another language can be utilized, and transportation costs can be covered. We provide therapy and psychiatric services to students outside of school with barriers to accessing those services (e.g., lack of insurance coverage, transportation, language).

Every two years Community-Partnered School Behavioral Health Services Programs data is submitted. During the 2022-23 school year, CCPS partnered with Advanced Behavioral Health (ABH), Carroll County Youth Service Bureau (CCYSB), and Life Renewal Services (LRS) to provide therapy and psychiatric services to students. ABH served 35 schools, 115 students in grades K-5, 99 students in grades 6-8, and 68 students in grades 9-12. Academic progress was reported for 65 students in grades K-5, 57 in grades 6-8, and 41 in grades 9-12. Behavioral progress was reported for 70 students in grades K-5, 55 in grades 6-8, and 48 in grades 9-12. Social-emotional progress was reported for 70 students in grades K-5, 62 in grades 6-8, and 45 in grades 9-12. CCYSB served 40 schools, 32 students in grades K-5, 33 students in grades 6-8, and 67 students in grades 9-12. Behavioral progress was reported for 12 students in grades K-5, 12 students in grades 6-8, and 23 students in grades 9-12. Social-emotional progress was reported for 13 students in grades K-5, 20 in grades 6-8, and 33 in grades 9-12. LRS served 24 schools, 58 students in grades K-5, 39 students in grades 6-8, and 29 students in grades 9-12. Social-emotional progress was reported for 49 students in grades K-5, 30 students in grades 6-8, and 22 students in grades 9-12.

CCPS had a grant-funded contract for consultation and case reviews of difficult, anxiety-fueled attendance concern cases with student services staff during the FY23 school year. Skills learned last school year have been applied to support students with significant attendance concerns during FY24.

CCPS partners with a variety of community agencies to develop intervention plans for students and families. The Multi-Disciplinary Team which may include CCPS, Department of Social Services (DSS), Local Management Board (LMB), CCHD, Department of Juvenile Services (DJS) collaboratively addresses concerns of child abuse and neglect. The Local Care Team

consists of 10-15 community partners who meet with parents and youth to develop a family action plan for community services. CCPS runs a Truancy Diversion Panel with members from DJS, DSS, CCHD, and local counseling agencies to develop school/family plans to improve student attendance.

Students attending comprehensive schools who receive a discipline referral for a substance use violation or are recommended for substance use screening by their school SST, are referred to the CCHD for screening. The parent/guardian is responsible for scheduling the substance use disorder (SUD) screening and transporting the child to their appointment. At the screening they receive recommendations and are connected to community resources if a need is identified. The alternative school Gateway/Crossroads has an MOU with the CCYSB to provide substance use assessment and treatment at school.

For adolescent students admitted to Carroll Hospital for psychiatric inpatient or Partial Hospitalization Programs (PHP), students receive academic instruction through our Inpatient Instructional Support & Transition Specialist (ITS) at the hospital who with signed release, coordinates with school staff to notify them that the student was admitted and to support the student's transition back to school by attending a formal transition meeting at the school or providing information to the school counselor to help them hold the transition meeting without the ITS.

CCPS has established additional partnerships with a variety of community agencies to provide wraparound services including:

- Carroll County Health Department (immunizations, vision and hearing screenings and follow up, SUD screenings)
- VSP Eyes of Hope Voucher Program
- Smiles Mobile Dental Program for in school clinics
 - Food Program Partnership with Maryland Food Bank for school-based food pantry, make referrals to community-based food pantries and soup kitchens (Food Sunday, Rescue Mission)

Artifacts:

- 21 – [Suicide and/or Self-Injury Trends \(1st Semester 23-24 SY\)](#)
- 21 – [Suicide and/or Self-Injury Trends \(9.6.2022-1.30.2023 SIP\)](#)
- 21 – [Suicide and/or Self-Injury Trends \(9.6.2023 – 6.9.2023 SY SIP\)](#)
- 21 – [BH Support Summary Data](#)



PILLAR 5

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.

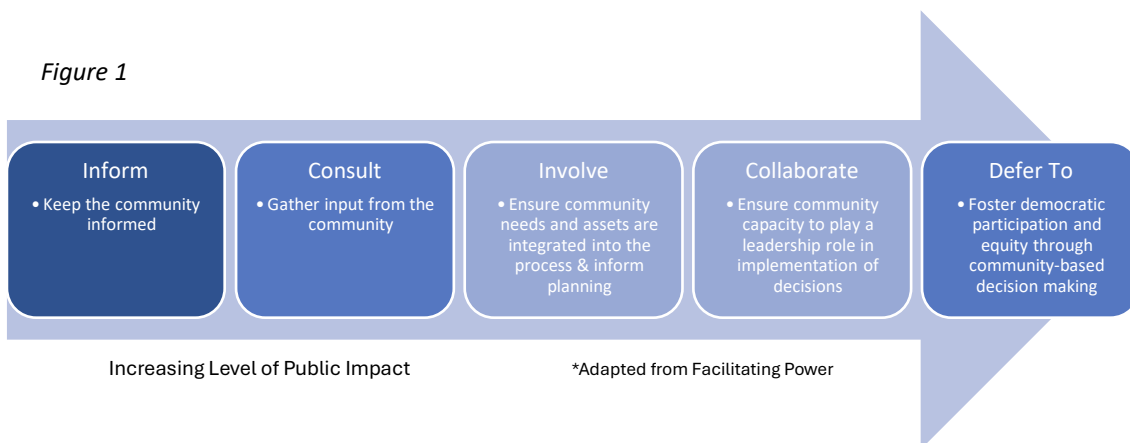
Provide specific examples of where stakeholder input has been incorporated into the plan and explain why stakeholder input was critical for each example.

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

Beginning in November, our Strategic Facilitator engaged the Assistant Superintendent of Operations, the Assistant Superintendent of Instruction, and the Blueprint Coordinator in a series of meetings to create a comprehensive stakeholder engagement plan. The work resulted in the creation of a Spectrum of Community Engagement (see *Figure 1*) and corresponding worksheets for each Pillar team that outline who they are collaborating with, level of engagement on the spectrum, and the frequency of engagement. The Spectrum is used as a framework to guide district action. At the core of the Spectrum and CCPS's Plan is recognizing each stakeholder group's unique assets and including them in all aspects of plan design and implementation. While CCPS has always worked to include the perspectives of multiple stakeholders, our current plan ensures that we deepen our engagement by including relevant partners in decision making and plan design as we work to boldly transform CCPS through full Blueprint implementation.

Figure 1



At the December Kickoff meeting, the Strategic Facilitator presented the Spectrum of Community Engagement to Pillar Teams. Teams used the Spectrum as a framework to examine how they engaged stakeholders in the previous Blueprint Plan creation, identifying the partners they worked with and the “level” of engagement (as defined by the spectrum). Next, teams planned for future stakeholder engagement by identifying relevant stakeholders, how they will meaningfully involve the stakeholders in the process, and the frequency of meetings. Each team was also asked to expand teams by at least 1 new actor or group.

At the meeting, teams were provided with an opportunity to share their reflections and planning across pillars. Following the meeting, teams finalized their plans and began to execute. The Blueprint Coordinator and Strategic Facilitator continued to meet and support teams as they developed, implemented, and refined their plans. We will continue to meet with cross-pillar teams bi-yearly to monitor and refine plans and learn from each other. Additionally, the Blueprint Administrator will meet with pillar teams monthly to stay abreast of pillar activities and monitor the implementation of those activities. This information will also be utilized to refine plans over the next three years.

It is important to note that before the meeting, Pillar teams expanded their members to include school staff and cross-functional central office staff. For example, Pillar 1 instructional assistants have been folded into the process by receiving blueprint updates and providing feedback to incorporate within the plan. Pillar 3 has expanded stakeholders to include middle school and high school principals working with content supervisors and school level directors to identify appropriate data measures aligning to a student achieving CCR. They are also working collaboratively to implement processes around post-CCR pathways and support pathway development. This will include folding in the career coaches at the middle level into the work and providing professional learning to middle school staff and how information will be communicated to parents/guardians and students. Our Pillar 4 team continues to engage external stakeholders like the Boys & Girls Club, local Health Department, Carroll County Youth Services Bureau, etc. in our planning process as community schools are identified and how best external partners can support the school system with plan implementation.

Assistant Superintendent of Operations, Assistant Superintendent of Instruction, the Superintendent, and Blueprint Coordinator are also using the spectrum to guide how they engage stakeholders. The Assistant Superintendent of Operations, for example, is engaging the NAACP of Carroll County to be a collaborative partner in staff recruiting. Co-created recruitment material and have created a schedule of events to attend. Multiple Board-Appointed Councils (Teacher Advisory Council, Curriculum Council, Local Advisory Council, etc.) will continue to use the spectrum to engage in pillar specific work. For example, the Local Advisory Council will continue to provide feedback for Career and Technical Education (CTE) Programs based on the work of the CTE Committee and the Workforce Development Board. This collaborative work in blueprint planning for Pillar 3 is necessary as industry and the public school system plan programming for students aligned to the Blueprint.

At the December meeting, the Strategic Facilitator also led a discussion to identify perspectives that have been historically missing from the district. Two stakeholder groups emerged that needed to have their perspectives more meaningfully included. These were “disengaged students” and “immigrant parents”. To begin engaging these stakeholders, the Blueprint Coordinator and Strategic Facilitator developed a plan to use a focus group methodology to elicit their perspective.

For the student perspective, we held focus groups at four schools – two middle schools and two high schools, all of which were designated as Compensatory Education. In all, we talked with 30 students. We asked principals to select “kids whose perspectives may be missed – i.e., kids with low attendance, kids not engaged in clubs or activities, and/or students who have lowish grades.” Three of the four schools selected students that fit this description. One school sent higher-achieving students. During the focus groups we asked several open-ended questions and allowed the student to engage in free-flowing discussion. We told the students that all responses would be anonymous. The conversations lasted 30-60 minutes. We analyzed data to identify themes and patterns. Among the findings were:

The importance of student-teacher relationships: Across groups, participants spoke emphatically about how relationships with teachers are the single most important factor contributing to student success. Student responses suggest that a personal connection to teachers contributes significantly to their success. A middle school student offered insight into how teachers can build relationship with students, “[It’s] important that teachers know their students; there needs to be opportunities to interact outside the classroom.” Additionally, a high schooler suggested, “Make students feel more welcome; sometimes they do things that make it feel more agonizing to come here versus more fun.”

Engaging Activities and Relevance: Participants across groups expressed a desire for teachers to create more engaging classes. For instance, a student said, “The teacher makes the difference; a teacher who makes the class entertaining keeps kids on task and engaged.” Students also believed that classes needed to be connected to their future. A student explained, “Core content teachers don’t make connections between courses [and] content and careers or how the content is used in careers.” A middle school student summed up students’ desire to make content relevant: “I want something interesting that I can use.”

Student Voice: All of the groups we spoke with discussed the need for students to have a greater opportunity to express their opinions. A student captured this point beautifully in explaining what the school could do better: “More opportunities for students to engage together to voice their opinions [and] thoughts; [I] would like to see more students get involved in these types of activities.

The Blueprint Coordinator and Strategic Facilitator presented the findings to Pillar Leads to inform them in their planning. The Pillar 3 team acted on these data immediately. The team was moved by findings on the lack of student-teacher relationships and will focus 2024-2025 professional development on supporting teachers and school administrators to develop positive relationships with students. The Strategic Facilitator and Blueprint Coordinator are currently designing a scope of training to support principals to engage students in these data. The plan will include having principals use this same process to engage additional student groups within their buildings, share these data with groups of students, ask students to reflect on these data, and have students co-create school specific plans to use these data and students’ reflection to drive needed changes. Principals will be asked to share student reflections and action plans at district-wide meetings so progress can be monitored, and learnings can be shared across schools.

The Strategic Facilitator also held two focus groups with “Immigrant Caregivers”. The Coordinator of the International Office coordinated all logistics, including inviting parents and supplying food. Focus groups took place in community venues not associated with CCPS so that participants felt safe to share. In all, twenty caregivers participated, and we assured them that all comments would be anonymous. All participants were native Spanish speakers, and an interpreter was present. The meetings lasted from one to two hours. The Strategic Facilitator analyzed data to identify themes and patterns. Among the findings were:

A positive experience: Overall, participants were satisfied with their experiences in CCPS. For example, a parent described her experience with the district as “perfect.” She went on to explain, “School personnel listen, and the Interpreter is perfect.” Another parent offered, “We get the support we need.

Better communication: Parents expressed the desire to be included in processes regarding their children as well as the need for increased communication about the way schools approach class placement. A parent described not knowing “the levels at the school”. The participant described that she had learned that her daughter was “in the lowest level of classes and was successful and the school did not move her up.” The parent expressed that she would have liked the school to explain the “levels” and daughter’s placement. She explained that she believed school personnel thought her daughter could not do “the work” because she spoke Spanish and therefore kept her in lower-level classes. The parent was able to get the situation rectified and described that her daughter “is now in honors classes and is successful.” Other parents echoed, “We have no knowledge of the school system.”

Spanish-speaking staff and cultural sensitivity training:

There was wide agreement across participants that the district needs more bilingual aides. A parent explained what she sees as a value of having Spanish speaking aides: “They could help the teachers gain knowledge of the kids.” The participants also expressed the need for teachers who speak Spanish. “We need more teachers who speak Spanish,” a parent explained. Another parent said, “There are not enough teachers who speak Spanish, and this would really help our kids.” When asked why, the participant explained, “They could really understand and relate to our kids.” Across groups, there was consensus about the need for teacher training to address what some parents viewed as unfair teacher actions. A parent suggested “cultural sensitivity classes for the teachers” and many parents nodded in agreement, saying, “yes, yes”.

Our Strategic Facilitator is finishing his analysis of the parent feedback. Once finalized, the Coordinator of the International Office, the Superintendent of Instruction, and the Strategic Facilitator will begin developing a comprehensive plan to share finding across the district. We have had preliminary conversations on working across pillar teams to create a scope of teacher professional development and learning linked to the findings. We are also planning a second round of focus groups.

The Superintendent of Instruction, Coordinator of the International Office, ESOL Supervisor, Equity and Inclusion Officer, Blueprint Coordinator, and the Strategic Facilitator will begin developing a comprehensive plan to share finding across the district. We will work across pillar teams to create a scope of teacher professional development and learning linked to the findings. We are also planning additional focus groups. The ultimate plan is to include “Immigrant Caregivers” in creating and monitoring strategic initiatives.

The Career Ladder provides an example of intense collaboration between the Superintendent of Operations, Director of Human Resources, members of the Board of Education, the Carroll County Education Association (CCEA), and the Administrator and Supervisors Union. A series of initial meetings occurred throughout the 2022-23 school year regarding the various elements of the Career Ladder required under the Blueprint. During the 2023-24 school year this collaborative group worked together to create the Carroll County Public Schools Career Ladder (Levels 1-3), which has been approved and ratified. The team will continue to work together developing Levels 4 and above that will be submitted to the AIB by July 1, 2025.

The strategic facilitator has also met with Carroll County Council of Parent Organization (C3PO). C3PO is a group, consisting of members of parent groups from across the county (i.e., PTAs, PTOs, Booster Clubs). This organization meets regularly with district leadership including the superintendent. Additionally, many members attend district-wide town halls. The purpose of Strategic Facilitator’s meeting was to garner feedback on Blueprint planning. The group reiterated concerns expressed that the reallocation of funds required by the Blueprint would have a harmful impact on certain schools within the district. Executive Leadership will continue to engage this group.

The Superintendent held a series of Town Halls to inform stakeholders of the work on Blueprint and receive feedback and input on the plan. The meetings are historically well attended, and the superintendent will continue these at a regular cadence. Additionally, based on the focus groups’ findings she will hold additional meetings with the intention of reaching a wider audience. This will include having interpreters present at meetings.

Artifacts:

- 22 – [Student Voice Report](#)
- 22 – [Stakeholder Voice Report](#)
- 22 – [Blueprint Town Halls 2024](#)

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.

Overview and Background Information

Early in Blueprint implementation, as soon as 2022, we highlighted fiscal compliance as a significant challenge. By spring 2023 our Superintendent began to conduct a series of public town hall meetings to begin forecasting to our communities the concept and potential implications of Blueprint's fiscal compliance. Internally we began to create early estimates and forecasts of potential baselines for fiscal compliance gaps by the Blueprint program, while awaiting the release of the revised Financial Reporting Manual for Maryland Public Schools, which the Blueprint required on or before July 1, 2023. Regrettably, the revised manual was not provided until April 2024. Nevertheless, we moved forward using general projections.

The purpose of these initial town hall meetings was to bring awareness to our constituencies and frame the magnitude of the process. Our initial thinking, lacking clear guidance, was that full compliance would be required in fiscal year (FY) 25. This resulted in a sense of urgency, the need to bring awareness, and a desire to trigger the necessary processes to implement the required realignment of staffing and resources by school. This would include various collective bargaining provisions related to staffing and assignment.

By late fall/early winter 2023, on the verge of the General Assembly session, it became clear that the revised Financial Reporting Manual for Maryland Public Schools was not forthcoming, and that fiscal compliance would be phased over time and not fully required in FY25. As a result, we were able to regroup and take a more systematic approach to planning for compliance. Based on our initial projections, we understood that compensatory education would be our greatest area of non-compliance with an initial projected compliance gap of \$37-38 million. As with the rest of the State, we also experienced the same unprecedented increase in our compensatory education numbers in FY24, with an increase in State share of an additional \$11.3 million, resulting in the need to make some immediate decisions. For FY24, we restricted new compensatory education funding and allocated it to specific schools based on using a Blueprint-focused approach.

Overall, Carroll County Public Schools (CCPS) is more concerned with compliance within the Blueprint program area rather than compliance with the requirement in §5-234, Education Article, *Annotated Code of Maryland*, that 75% of the funding follow the student to the school level. The funding is following students to the school level but is not aligned within program areas. In some cases, this is a challenge due to underfunding a specific program, while in other cases we are spending well above the required shares. The following section summarizes various program areas, baseline estimates, and strategic actions taken or being planned.

Blueprint Program Compliance

Compensatory Education

Estimated Compliance Baseline:

Compensatory education represents our greatest challenge with Blueprint fiscal compliance. Our estimate for a compliance baseline is \$40 million. To place that amount in context, \$40 million represents 10% of our total unrestricted operating budget. That amount is greater than total amounts in 11 of our major budget categories: Administration, Student Personnel Services, Student Health Services, Student Transportation, Operation of Plant, Maintenance of Plant, Community Services, Capital Outlay, Mid-Level Administration, Textbooks & Instructional Supplies, and Other Instructional Costs. Only three major budget categories exceed \$40 million dollars: Instructional Salaries & Wages, Fixed Charges, and Special Education.

In addition to highlighting the daunting task of compliance, this context clarifies that the only realistic manner through which we will comply is by reassigning staff at a significant level. Considering \$40 million in terms of staffing reveals that we will need to move approximately 470 teacher full-time equivalent (FTE) positions. This represents transferring 22% of our teaching workforce of 2,200. This prospect is replete with challenges and constraints. Of our total teacher workforce, many positions would be unable to be transferred. Special education teachers are staffed based on student service hours, so our 350 special educators cannot be reallocated. Additionally, our 369 special areas teachers are unable to be reallocated from schools as they are required as part of the schedule to meet negotiated planning time requirements. Other specific positions are not able to be reallocated to meet all required State curricular mandates and graduation requirements. We also would not reallocate staff from the schools under-funded by Blueprint formula. The net result is that approximately 1,000 of our 2,200 workforce could theoretically be reallocated to implement Blueprint. The 470 FTE reflected in the compensatory education compliance figure of \$40 million would mean reallocating 44% of available staff to achieve compensatory education compliance.

Strategies and Action Steps:

- Formalize compliance funding baseline at the beginning of school year 2024-25, based on the guidance in the supplemental, revised Financial Reporting Manual for Maryland Public Schools received in April 2024;
- Determine if there is a correction to the inflation of compensatory education enrollment in FY24, as has been indicated by State officials. Any correction to compensatory education enrollment, alone, will reduce the compliance baseline;
- In FY2024, we applied \$11.3 million in new compensatory education State aid to implement a plan of focusing specific resources into our schools with the highest percentages of compensatory education enrollment at each level. At the elementary level, eight of our twenty schools received \$5.4 million in new funding to address the needs of compensatory education students. At the middle school level, four of our eight schools received \$3.3 million. At the high school level, two of our seven schools received \$2.4 million. There was an additional \$200,000 applied at our alternative education center.

This new funding was focused on providing additional resources in support of the most economically-disadvantaged learners. While each school had some flexibility to address its individually assessed needs, the funding established new resource positions, intervention and mentor teachers, behavior specialists, and administrative support. Funding also supported additional materials of instruction, hourly funds, and pupil transportation. The linked artifact, CCPS Compensatory Education Plan Summary, provides school-specific details.

At the close of the current school year, we will examine the success of this plan to measure student support and progress, measure efficacy of the additional resources, and plan for adjustments for school year 2024-25. We also will consider successes for opportunities to apply specific strategies in the next action steps for moving to funding compliance in compensatory education system-wide. For instance, we may look to adopt specific actions from this process and apply them to schools which will be reducing resources in a regionalized approach;

- In addition to restricting the new FY24 State compensatory education aid, we are also restricting \$1.9 million in anticipated FY25 State compensatory education aid to apply in a similar manner; and
- Develop specific plans to implement the reallocation of more than 20% of our staffing resources, and hold public sessions with multiple stakeholder groups to:
 - Educate them on the plan and process;
 - Allow them to provide feedback and input; and
 - In certain cases, such as collective bargaining, engage them in the process.

PreKindergarten

Estimated Compliance Baseline:

Our estimate for a compliance baseline is \$1.5 million. However, CCPS is making progress in this area by utilizing the PreK Expansion Grant funding. Within the constraints of available space, we continue to implement new, public PreK seats each year. Our capital plan includes building new space to support the expansion. We also work with private providers to encourage them to enter the partnership, although growth is slow.

Strategies and Action Steps:

- Formalize compliance funding baseline at the beginning of school year 2024-25, based on the guidance in the supplemental, revised Financial Reporting Manual for Maryland Public Schools received in April 2024;
- Continue to utilize PreK Expansion grant funds to implement additional PreK seats annually. We have consistently added seats within limited space for the past four years and will add four classrooms again in FY25;
- Our CCPS Educational Facilities Master Plan and Capital Improvement Program contain a series of projects that will create the necessary capacity to implement the public seats required in the Blueprint's public-private partnership. Many of the projects have received local funding commitment and will next be submitted to the State as part of our State capital funding request. Both documents are linked artifacts and may be reviewed for details and timing sequence.

Special Education

Estimated Compliance Baseline:

Our estimate for a compliance baseline is that in FY24 we are expending approximately \$14.6 million more on special education services than the combined shares of the Blueprint formula. This will grow in FY25. This represents significant challenges because, not only does it reflect a gap between Blueprint theory and our reality, it stresses our flexibility to comply in other Blueprint programs. While the Blueprint, as a law, evidently suggests we are overspending in special education, other laws at the federal and state level preclude us from reducing existing expenditures and the funding above the special education shares is off-limits to help address other compliance needs.

Strategies and Action Steps:

- Formalize compliance funding baseline at the beginning of school year 2024-25, based on the guidance in the supplemental, revised Financial Reporting Manual for Maryland Public Schools received in April 2024;
- We will seek strategies to flatten special education expenditures in future fiscal years to allocate more funds to other Blueprint programs. This is extremely difficult because these students need more, not fewer, special education resources and federal and state legal requirements increase each year.

English Learners

Estimated Compliance Baseline:

Our estimate for a compliance baseline is \$2 million. While a small percentage of our student population, according to DLS, we experienced the fourth highest percentage increase in the State in English Learners between FY23 and FY24 (see artifact 23 - DLS Overview of State Aid to Local Governments - Fiscal 2024 Allowance (maryland.gov)).

Strategies and Action Steps:

- Formalize compliance funding baseline at the beginning of school year 2024-25, based on the guidance in the supplemental, revised Financial Reporting Manual for Maryland Public Schools received in April 2024;
- Examine school year 2024-25 enrollment to determine consistency of rate of growth; and
- Develop budget strategies for FY26 and beyond to allocate new resources to our ESOL program proportionate with enrollment.

Concentration of Poverty

Estimated Compliance Baseline:

Our estimate is that we are in compliance for FY25. We have two schools identified as qualifying as community schools under concentration of poverty (COP). The first community school, Crossroads Middle, is one part of our overall alternative education center. It was identified based on anomalous data in FY24, and its enrollment data already has it under the threshold. We have been working with MSDE to clarify that Crossroads Middle is not a separate school, but part of our alternative education center. Our second community school, Taneytown Elementary, qualifies for the COP personnel grant in FY25.

Strategies and Action Steps:

- We will fill the position of Community Schools Coordinator at the beginning of FY25;
- The Community Schools Coordinator will conduct the required needs assessment; and
- Develop strategies for implementation of the needs assessment once the results are available.

College and Career Ready

Estimated Compliance Baseline:

Our estimate for a compliance baseline is that in FY24 we are expending approximately \$1 million more on college and career ready (CCR) than the required Blueprint shares. Although we attempted to budget enough to fund the program in FY24, our actuals and year-end projections indicate additional funding is required. This is compounded in FY25 and beyond by the

State's adjustment to an interim CCR standard as a bridge to the new State Board standard, both of which drastically reduce our number of CCR-identified students thereby decreasing aid. The interim standard led to a reduction of 55% in identified students with a requisite loss in aid. Neither the interim standard nor the State Board standard recognizes students with a career focus, even as we build out our career-focused programs.

Strategies and Action Steps:

- Formalize compliance funding baseline at the beginning of school year 2024-25, based on the guidance in the supplemental, revised Financial Reporting Manual for Maryland Public Schools received in April 2024; and
- Renegotiate our dual enrollment memorandum of understanding to reduce costs, including:
- Applying the limitations in dual enrollment contained in HB1426 – Education - Blueprint for Maryland's Future – Alterations; and
- Seek reduction in tuition and fees for the large number of dual enrollment courses presently being taught in our high schools with our teachers.

Technology Resources

Estimated Compliance Baseline:

Our estimate for a compliance baseline is approximately \$4 million based on the requirements of House Bill 1372 – Blueprint for Maryland's Future – Revisions from the 2021 General Assembly.

Strategies and Action Steps:

- Formalize compliance funding baseline at the beginning of school year 2024-25, based on the guidance in the supplemental, revised Financial Reporting Manual for Maryland Public Schools received in April 2024; and
- Our FY25 budget request to our local government includes a request specific to technology costs, which, if funded, will exceed the total HB 1372 required phase-in cost all in FY25 (see artifact).

Obstacles and Challenges to Implementation

State Funding History

For CCPS, decisions for reallocating existing resources must be made within the context of the fiscal challenges confronted by the system in the decade prior to Blueprint. The period between FY08 and FY20 witnessed a period of unprecedented, sustained enrollment decline totaling 3,668 student FTE. This enrollment decline directly resulted in significant losses in State aid during this period, coinciding with the Great Recession. Between FY10 and FY18, CCPS lost a total of \$16,189,887 in direct State aid. While Carroll County Government consistently provided CCPS with annual increases during this period, they were unable to meet our total needs and offset losses in State aid. The loss in State aid resulted in dramatic reductions to school programs, employee compensation, and reduced employee FTE, culminating with a decision to close three schools in FY16. Overall, in this period, CCPS eliminated over 300 employee FTE. Proportionately, over 100 FTE were reduced from central roles, while more than 200 FTE were reduced at the school level relative to student enrollment.

It is within this historical context of reducing staffing resources, with no recovery of those resources, that CCPS must now realign resources across all schools to comply with Blueprint requirements. When viewing through the lens of staff to student ratio, according to the Maryland State Department of Education's *Staff Employed at School and Central Office Levels, October 2023*, CCPS ranks 24th of 24 local educational agencies (LEA) in Non-Instructional Staff, which accounts for central offices. We rank 23rd of 24 LEAs in Other Instructional Staff, which encompasses central instructional support for teachers (see table below). Simply put, we do not have layers of supplemental staffing on which to turn to mitigate the tremendous impact of reallocation on our schools. The shift in resources will be heavily focused on teachers.

Local Unit	Equated 2023 Enrollment	Instructional Teachers			Non-Instructional Staff			Instructional Aides			Other Instructional Personnel#		
		Number	Ratio	Rank	Number	Ratio	Rank	Number	Ratio	Rank	Number	Ratio	Rank
Total State	885,809	64,771.50	13.7		40,114.80	22.1		14800.9	59.8		4116.9	215.2	
Allegany	8,092.00	652.6	12.4	7	375.10	21.6	13	168.9	47.9	12	28	289.0	16
Anne Arundel	84,176.50	9298.2	9.1	1	3,008.50	28.0	23	1130.8	74.4	21	401.5	209.7	12
Baltimore City	75,742.50	5298.3	14.3	19	3,300.40	22.9	15	1394.6	54.3	16	551.8	137.3	7
Baltimore	108,848.00	7750.8	14.0	17	5,131.20	21.2	11	1280.1	85.0	23	647.8	168.0	8
Calvert	15,152.50	1044.9	14.5	21	714.20	21.2	12	300.6	50.4	14	86.4	175.4	9
Caroline	5,676.00	419.0	13.5	14	314.40	18.1	5	142.3	39.9	8	23	246.8	15
Carroll	26,096.50	1936.9	13.5	13	907.80	28.7	24	415	62.9	17	33.2	786.0	23
Cecil	14,930.50	1132.8	13.2	12	608.70	24.5	17	236	63.3	18	50.5	295.7	17
Charles	27,708.00	1849.5	15.0	22	1,123.00	24.7	18	638	43.4	9	90	307.9	18
Dorchester	4,608.00	363.2	12.7	9	284.00	16.2	2	125	36.9	5	37	124.5	6
Frederick	47,567.50	3139.6	15.2	23	2,002.70	23.8	16	1221.8	38.9	7	383.1	124.2	5
Garrett	3,455.00	290.5	11.9	5	193.30	17.9	4	51.8	66.7	20	7.6	454.6	21
Harford	37,873.00	2788.9	13.6	15	1,444.50	26.2	20	788	48.1	13	186.4	203.2	10
Howard	57,190.00	4558.4	12.5	8	2,095.20	27.3	22	1515.6	37.7	6	306.5	18.7	2
Kent	1,732.00	161.0	10.8	2	101.60	17.0	3	51.8	33.4	2	1	1732.0	24
Montgomery	159,088.00	12240.5	13.0	11	8,372.90	19.0	6	1835	86.7	24	680.5	233.8	14
Prince George's	130,980.00	9039.6	14.5	20	6,546.50	20.0	8	1719.8	78.2	22	255	513.6	22
Queen Anne's	7,428.00	537.0	13.8	16	281.90	26.3	21	111.5	66.6	19	36	206.3	11
St. Mary's	17,217.50	1116.2	15.4	24	684.90	25.1	19	341.5	50.4	15	76.5	225.1	13
Somerset	2,894.00	258.0	11.2	4	197.00	14.7	1	107	27.0	1	24	120.6	4
Talbot	4,482.50	347.2	12.9	10	234.00	19.2	7	94	47.7	11	12	373.5	20
Washington	22,545.50	1604.1	14.1	18	1,032.60	21.8	14	489.8	46.0	10	1435	15.7	1
Wicomico	15,086.00	1227.5	12.3	6	733.10	20.6	10	450	33.5	3	45	335.2	19
Worcester	6,848.00	624.8	11.0	3	338.50	20.2	9	188	36.4	4	59.5	115.1	3
* Central office administrators, principals, asst. Principals, and other administrators													
# Staff developers, teacher trainers, remedial specialists, other school-level instructional professionals, and all support staff													
Source: MSD E - Staff Employed at School and Central Office Levels, October 2023													

Constraints of Blueprint Funding Requirements

A major focus on our communication to our communities requires explaining the realities of Blueprint funding requirements. Funding is restricted within programs and at the school levels, which limits the local board's decision-making. The Blueprint formula does not directly address significant realities of school system operations. For instance, the Blueprint does not directly consider significant funding requirements such as pupil transportation, facilities maintenance and operations, student extracurricular or ancillary programs, and, most significantly, employee compensation and employee and retiree benefits. Except for the narrow focus on the career ladder and teacher salaries generally, the Blueprint does not acknowledge employee compensation. Moreover, despite the availability of LEA actual budgets, the Blueprint's architects developed a formula which failed to adequately capture in required shares the actual funding already being expended on special education services. In the case of CCPS, in FY24, we expend \$14.6 million in special education above the required shares. In addition, the annual per pupil increase in State funding is the smallest in FY25 of all years of the Blueprint. All of these factors compound to complicate Blueprint compliance and limit funding and options.

The issue of employee compensation is even more of a factor in light of on-going, significant staffing shortages at almost all levels. We are unable to fill vacancies at a level never before experienced, including classroom teachers, related services providers, student assistants, and custodians. Improving compensation is an important part of addressing this critical need. However, the only funding available is limited annually to new Foundation funding and additional local funding beyond the required shares, inflationary increases, and system requirements. For instance, \$14.6 million is expended on special education above required shares, \$16.3 million is spent on pupil transportation beyond State participation, \$82.8 million is the cost of employee benefits and pension, and \$8.2 million on retiree healthcare. The balance of new unrestricted funding will go to employee compensation each year leaving no additional funding to assist in mitigating the reallocation of staff required by the Blueprint.

In light of the above, a remaining implementation challenge is to effectively communicate Blueprint requirements and manage our stakeholders' reactions and expectations to those realities. Reallocation of resources at this magnitude involves complex collective bargaining and labor-management interactions, such as employee assignment procedures and concerns with adjusted workloads. It will be vital that we plan implementation to proactively consider these impacts and allow for these processes to occur.

Reallocation also means that certain schools will have fewer resources than traditionally expected. Those parents and students will be challenged to understand or agree with the Blueprint requirements as they are confronted with fewer student resources and higher average class sizes. Implementing this type of school structural change at this level will be akin to coordinating a redistricting plan. It will require a similar process as a redistricting plan where public presentations will be needed with opportunities for public comment and feedback.

CCPS Compliance Plan

To address Blueprint fiscal compliance and develop a CCPS plan, the Superintendent of Schools commissioned a workgroup at the start of FY25 to analyze the situation and develop a comprehensive system plan. The workgroup is comprised of key members of the Superintendent's staff, various members of instructional and operational departments, representatives from our local teachers and administrative unions, and County government staff. External facilitators were brought in to guide the process of the workgroup. Additionally, we invited various State officials to attend sessions to observe work, see the systemic impact of Blueprint, and, if they wish, provide feedback. We commend Ms. Rachel Amstutz, AIB Policy Director, and Dr. Joshua Michael, Maryland State Board of Education President, for attending sessions to see and understand the work of the Blueprint at the local level.

Our fiscal compliance workgroup developed the following charge at its initial meeting:

The CCPS Blueprint Fiscal Compliance Workgroup will develop a comprehensive plan for compliance by FY27 by:

- *Understanding the requirements;*
- *Considering the impact on all students;*
- *Developing innovative strategies and solutions;*
- *Identifying and addressing all contingencies; and*
- *Clearly communicating the plan to all stakeholders.*

The Superintendent established a timeline of January 2025 for the workgroup to conclude its report. From there, based on the communications plan, which will be an overall component of the report, we will inform stakeholders and communities and begin implementing the full strategies.

While this response obviously precedes the workgroup's final report, with detailed strategies, the following summarizes the significant plans for compliance under AIB/MSBE Joint Policy #2. In Pre-Kindergarten our plans are well developed and underway. We have expanded Pre-K classrooms into existing space in as many schools as possible using the Pre-K Expansion Grant. Our Educational Facilities Master Plan and Capital Improvement Program (CIP) requests last year included a phased approach to construct Pre-K additions at most elementary schools.

Those CIP plans have continued to move forward. A feasibility study was completed for the initial phase and the Pre-K additions for 11 elementary schools have moved into different stages of construction design. They will proceed to construction pending full State funding approval. This capital expansion plan will allow CCPS to continue with Pre-K classroom expansion and fiscal compliance.

Broadly for fiscal compliance across programs, in FY25 we are re-examining all expenditures through the workgroup to determine any qualifying expenditures which are presently reportedly centrally but qualify to be reported at the school level. These reporting changes will occur in FY26 as part of our progression to full compliance. In essence, through the workgroup we are re-examining all system expenditures and linking them to appropriate program categories in the Blueprint for Maryland's Future – Fiscal Reporting Guidelines. From there, we will adjust expenditures to the appropriate program(s) in FY26. One example of a large expenditure already identified thus far is in the area of multilingual learners (ML). Our data indicates that we have over \$1 million in expenditures, approximately half our compliance gap, reported centrally. The

conversion to report those expenditures to the school and ML program level in FY26 should bring us into compliance with AIB/MSBE Joint Policy #2.

The most significant process toward full compliance involves rebasing staffing across the system and all schools. The workgroup will develop a new baseline for staffing to be implemented in FY26 and FY27 in order to achieve full system compliance. Presently, we have captured the current staffing standard across CCPS and are using that data in regular meetings to arrive at the ideal standard for full compliance in FY27. Once that standard is established, we will backward map to develop an interim standard for FY26 to meet the requirements of AIB/MSBE Joint Policy #2. Implementing these new standards will involve significant shifts in traditional staffing model in most CCPS schools, but it will free the fiscal resources needed to move into compliance in each program area.

Concurrent with our fiscal compliance workgroup, we also have three school scheduling committees meeting to determine the most efficient school schedule models at each level (elementary, middle, and high) to meet Blueprint requirements, including program funding and teacher requirements under the career ladder. These committees will issue their reports and recommendations in February, and we will then meld the staffing standards from the fiscal compliance workgroup into the school schedule models produced by the committees. This will provide a more detailed and accurate picture of school-by-school staffing over the next two school years.

At the same time, we have a standing career ladder development committee in place with our two local unions for licensed employees. Among many tasks, the joint committee with the unions has continued to map our elements of the career ladder. A major focus of this committee in a similar timeline to those others, is to define the roles, responsibilities, and time aspects of level 3 and 4 teachers on the career ladder. We hope to have this work completed in the January or February time period as well. This is important because understanding the full context of higher-level career ladder roles, as part of the greater staffing landscape, will allow us the opportunity to consider opportunities for early phased implementation within the movement of fiscal resources and adjustment to the new staffing standards.

With the final report of the fiscal compliance workgroup, we will have a clear picture of the adjustments to staffing in FY27 and FY26 on a school-by-school basis. With the layered lenses from the work of the other committees, we will better contemplate the various implications of these changes, especially as they pertain to impacts on collective bargaining agreements and/or human resources procedures. We deliberately involved the unions in this work from the beginning so that they will have a complete understanding of the context of these Blueprint-driven changes. Their inclusion also is intended to help identify necessary changes in master agreements that require a period of collective bargaining.

Our intent is to engage in any necessary negotiations in the late winter/early spring of 2025 so that all elements are in place to begin the staffing adjustments for FY26. Examples of collective bargaining or labor-management discussions will likely include voluntary and involuntary transfer processes, employee notification timelines, and opportunities for employee appeals. At the same time in January and February 2025 we will be developing our operating budget and school budgets based on the fiscal compliance workgroup's report, our new school staffing standards, and AIB/MSBE Joint Policy #2.

Lastly, we have also challenged the workgroup to examine the innovative strategies and solutions we developed as part of our Blueprint work in the previous two years. Rather than simply meet the fiscal compliance aspect of the Blueprint, we want to try and implement the best strategies to serve the needs of our students through the process of fiscal realignment. In the prior two fiscal years, as we restricted new State program aid, we challenged staff to develop new strategies to best serve our students with those resources. This is especially prevalent in compensatory education.

The process of the workgroup has included examining our previous strategies to look at efficacy, well as challenging team members to consider other best practices or new and innovative methods to meet our student's needs. It is our intent that, as we realign system resources, we deploy those resources to meet our strategic priorities and refined strategies to improve student achievement. Otherwise, we may meet the requirements of Blueprint but not the spirit of supporting all of our student learners.

Artifacts:

- 23 – [DLS Overview of State Aid to Local Governments - Fiscal 2024 Allowance \(maryland.gov\)](#)

- 23 – [March 20, 2023 Superintendent Town Hall](#)
- 23 – [April 19, 2023 Superintendent Town Hall](#)
- 23 – [MSDE, Staff Employed at School and Central Office Levels, October 2023](#)
- 23 – [CCPS Compensatory Education Plan Summary](#)
- 23 – [CCPS Educational Facilities Master Plan](#)
- 23 – [CCPS Capital Improvement Program](#)
- 23 – [HB1426 – Education - Blueprint for Maryland's Future – Alterations](#)
- 23 – [HB1372 – Blueprint for Maryland's Future - Revisions \(2021\)](#)
- 23 – [CCPS FY25 Budget Request Presentation](#)
- 23 – [Carroll Blueprint Compliance Planning Summary](#)