

Carroll County Public Schools Comprehensive Literacy Plan (CLP)

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Introduction

Carroll County Public Schools (CCPS) has continued to develop an evidence-based reading program that is immersed in the SoR (SoR) strategies to continue to enhance literacy instruction, as indicated by various data. Although CCPS traditionally performs in the top tier counties for the Kindergarten Readiness Assessment (KRA) data and on the ELA Marland Comprehensive Assessment Program (MCAP), we still see a gap of only 58% of our students who are beginning kindergarten with foundational reading skills (2023-2024 data). In response to the data, CCPS underwent a thorough review process involving teachers, principals, and various stakeholders who provided valuable feedback to develop the goals and strategies developed in this comprehensive literacy plan. The ELA district leadership team utilized the insights gathered to develop the comprehensive literacy plan below. This document will be continuously reviewed and adjusted as needed, serving as a guide for ongoing improvement efforts to ensure our students graduate high school college and career ready.

To develop and revise Carroll County Public Schools' Comprehensive Literacy Plan (CLP), several resources were consulted as they are instrumental to the plan:

- The Comprehensive Literacy Policy, including the MSDE Comprehensive PreK-3 Literacy Policy, is designed to ensure instructional equity, leading to increased literacy rates for all students across Maryland. This requires consideration for the unique needs of students engaging in early literacy development and those further developing and strengthening their literacy skills through adolescent literacy instruction. This effort will impact our communities' future social well-being, resulting in a more educated workforce, reduced poverty levels, and improved health outcomes for all students. This policy aligns with and supports the Maryland State Board of Education (MSDE) ambitious goal listed in SB 24-01 of improving outcomes for students from all backgrounds and, as a result, leading Maryland to rank as one of the top ten states in reading on the 4th and 8th grade National Assessment of Educational Progress (NAEP) exams by 2027.
- The Blueprint for Maryland's Future:
Language From MSDE: "The Blueprint is a product of the recommendations made by the Commission on Innovation and Excellence in Education, more commonly known as the Kirwan Commission... Prioritizing equity, the Blueprint prescribes new programs and innovative approaches to catalyze a world-renowned education system that aims to eradicate achievement gaps and ensures opportunity for every student, regardless of family income, race, ethnicity, and/or ability. The Blueprint requires each Local Education Agency (LEA) to provide a comprehensive literacy plan for English language arts that is aligned to the SoR and that will prepare students for college-level credit-bearing course work upon graduation, including: All pre-kindergarten students demonstrating readiness for kindergarten; all third graders reading proficiently by the end of third grade; and continued support for struggling readers in grades 4-12."
- LETRS Training (2022-2024):
The Lexia Language Essentials for Teachers of Reading and Spelling (LETRS®) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the SoR, including phonological awareness, phonics, fluency, vocabulary, and comprehension. The SoR emphasizes the importance of explicit, systematic, and structured instruction to ensure that students develop strong foundational reading skills.

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- The Ready to Read Act of 2019, Students with Reading Difficulties, and The Code of Maryland Regulation, 13A.03.08:
 - This Act/Law "...requires local education agencies (LEAs) to provide screening for all kindergarten students and identified first grade, second grade, and third grade students who may be at risk for reading difficulties. It includes a provision of supplemental reading instruction for identified students, progress monitoring, annual reporting requirements, and evaluation of the screening program."

CCPS Core Literacy Beliefs and Goals:

- We believe each one of our students will be able to read and comprehend for different purposes. Therefore, we will provide every student with explicit literacy instruction in all 5 SoR Pillars (MSDE) that promotes the transfer of reading skills relevant to academic and personal needs.
- We believe it is our responsibility to ensure current research-based instruction on the five components of reading to each one of our students. Therefore, we will provide explicit instruction on the five reading components: phonics, phonological awareness, fluency, vocabulary, and comprehension.
- We believe every student will progress in literacy. Therefore, we will support, monitor, and communicate progress with students and parents. We believe developing mindful communicators who are able to read, write, think, and speak begins:
 - One school system at a time- Therefore, CCPS will demonstrate consistent commitment to content-based literacy improvement.
 - One school at a time- Therefore, each school will monitor high expectations for communicating.
 - One teacher at a time-Therefore, we will provide teachers opportunities to build skills and knowledge that expands their capacity to support literacy needs of every student.
 - One child over time- Therefore, we will increase communication about students' literacy progress as they transition between grades and schools.

CCPS ELA Vision

The CCPS Core Statement: *Building the Future*

Each one of our students will purposefully and critically engage texts and communicate with accuracy, clarity, and impact.

CCPS ELA Mission

The CCPS Literacy Mission is to develop the ability to access, understand, organize, evaluate, and use information from a variety of sources for multiple purposes.

CCPS ELA Rationale

CCPS embraces a comprehensive approach to literacy instruction embedded in the SoR research. Our CLP addresses curriculum resources, professional learning, a focus on first-pass instruction, data-driven decision making (assessment), and targeted interventions. These initiatives will continue to contribute to our overarching goal to increase the literacy development and achievement of all students and to narrow the existing achievement gaps between groups of students.

1.0 Curriculum and Instruction

CCPS utilizes the most current research-based frameworks including Scarborough’s Reading Rope and Sedita’s Writing Rope to develop and revise core ELA/Humanities curriculum. When evaluating core curriculum series, CCPS researched and utilized the Mississippi Department of Education’s High Quality Instructional Materials (HQIM) Rubric to determine the strengths of our literacy materials. CCPS will also develop equity frameworks before each content unit to align our curriculum standards with HQIM and our existing draft Equity Plan. With the adoption of Benchmark Education materials in second and third grades, this curriculum provides access to authentic complex texts and the [Authentic Voices Library](#) which incorporate a wide range of student identities, languages, backgrounds, and abilities. CCPS plans to utilize the Mississippi Department of Education’s HQIM Rubric to evaluate core series moving forward for grades 4-5 followed by grades Pre-K through 1.

Elementary curriculum is also aligned to the Maryland College and Career Ready Standards (MCCRS) addressed through the five pillars of reading and writing. CCPS has ensured that explicit and systematic instruction in all SoR Pillars occurs daily. As we transition all teachers to the SoR, the Elementary Supervisor of Reading and Language Arts and ELA Specialists will provide professional development to teachers of multilingual learners (MLs), advanced academic learners, and special education teachers regarding implementation strategies and new assessments (Acadience and Measures of Academic Progress-MAP growth).

Social studies curricula in grades 3-5 utilizes a large block of instructional time to integrate ELA and social studies in one humanities block. This instructional model facilitates the development of strong content knowledge based on SoR research. To ensure that both general and disciplinary literacy skills are scaffolded up from grade 4 to grade 8 state assessment in social studies, CCPS developed the CCPS Progression of Historical Reading and Writing Skills and CCPS Crosswalk. All social studies units in grades 4 and 5 have been revised over the last two school years to align with the MSDE Elementary Social Studies Frameworks issued in 2020. The Elementary ELA and Social Studies Supervisors collaborated with ELA Specialists and classroom teachers to integrate social studies and ELA state standards within units of study.

At the secondary level, beginning with grade 6, ELA has two main areas of focus: reading comprehension and effective writing. Reading comprehension is the foundation of learning with text, through both literary and non-fiction texts, along with extended texts in both genres. Comprehension centers on reading to learn with an emphasis on identifying author’s purpose, understanding that authors make deliberate rhetorical choices to affect a target audience, analyzing the progression and development of character, theme and plot, determining and evaluating the central argument or claim of a variety of texts, and recognizing the powerful supporting role of details and/or evidence in expository, argumentative, and narrative texts. Demonstration of learning is channeled through student listening, speaking, reading, and writing activities. Two of the core ways students demonstrate learning are through discussion, in various forms in class (synchronously) and electronically (asynchronously), and writing to target a variety of purposes. Writing skills develop over time as students become more fluent with synthesizing text and their thoughts and insights to address specific tasks. For analytical and argument writing, formulating a strong claim or thesis, thoughtful selection and smooth incorporation of text evidence, and insightful commentary that joins text evidence with the claim or thesis, are the main points of emphasis. For narrative writing, establishment of plot and its component parts, along with development of characters and theme are primary areas of focus.

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CCPS PreK-10 Resources						
Grade Level	Phonological Awareness	Phonics	Vocabulary	Comprehension	Fluency	Writing
Pre-K	- Pre-K Heggerty - Pre-K Foundations	Pre-K Foundations	McGraw Hill's World of Wonders Anthology	McGraw Hill's World of Wonders Anthology	- Pre-K Foundations - McGraw Hill's World of Wonders Anthology	McGraw Hill's World of Wonders Anthology
Kindergarten	- Kindergarten Heggerty - Kindergarten Foundations	Kindergarten Foundations	McGraw Hill's Wonder's Anthology	McGraw Hill's Wonders Anthology	- Kindergarten Foundations - Foundations Fluency Kit - McGraw Hill's Wonder Anthology	McGraw Hill's Wonders Anthology
First	- Primary Heggerty - Level 1 Foundations	Level 1 Foundations	McGraw Hill's Wonders	McGraw Hill's Wonders Anthology	- Level 1 Foundations - Foundations Fluency Kit - McGraw Hill's Wonders Anthology	McGraw Hill's Wonders Anthology
Second	- Heggerty Bridge the Gap - Level 2 Foundations	Level 2 Foundations Dynamite Decodables	Benchmark Advance Anthology	Benchmark Advance Anthology	- Level 2 Foundations - Foundations Fluency Kit - Benchmark Advance: Dynamite Decodables	Benchmark Advance
Third	- Heggerty Bridge the Gap - Level 3 Foundations	Level 3 Foundations Dynamite Decodables	Benchmark Advance Anthology	Benchmark Advance Anthology	- Level 3 Foundations - Foundations Fluency Kit - Benchmark Advance: Dynamite Decodables	Benchmark Advance
Fourth	Targeted re-teach and intervention using available Wilson Language resources	Targeted re-teach and intervention using available Wilson Language resources	Benchmark Advance Anthology	Benchmark Advance Anthology	Benchmark Advance Anthology	Benchmark Advance Anthology
Fifth	Targeted re-teach and intervention using available Wilson Language resources	Targeted re-teach and intervention using available Wilson Language resources	Benchmark Advance Anthology	Benchmark Advance Anthology	Benchmark Advance Anthology	Benchmark Advance Anthology
Sixth	Targeted re-teach and intervention using available Wilson Language resources	Targeted re-teach and intervention using available Wilson Language resources	Differentiation By Academic Level: Academic Perfection Learning Anthology by Grade Level Honors: SpringBoard (AP Preparatory)	Differentiation By Academic Level: Academic Perfection Learning Anthology by Grade Level Honors: SpringBoard (AP Preparatory)	Differentiated Instruction based on demonstrated need.	Writing Instruction Embedded with Text: Focus on Claim, Evidence, and Commentary Development
Seventh	Targeted re-teach and	Targeted re-teach and	Modeled and targeted	Differentiation By Academic	Differentiated Instruction	Writing Instruction

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	intervention using available Wilson Language resources	intervention using available Wilson Language resources	vocabulary in context instruction throughout each text	Level: Academic Perfection Learning Anthology by Grade Level Honors: SpringBoard (AP Preparatory)	based on demonstrated need	Embedded with Text: Focus on Claim, Evidence, and Commentary Development
Eighth	Targeted re-teach and intervention using available Wilson Language resources	Targeted re-teach and intervention using available Wilson Language resources	Modeled and targeted vocabulary in context instruction throughout each text	Differentiation By Academic Level: Academic Perfection Learning Anthology by Grade Level Honors: SpringBoard (AP Preparatory) Pre-AP English Part 1	Differentiated Instruction based on demonstrated need	Writing Instruction Embedded with Text: Focus on Claim, Evidence, and Commentary Development
Ninth	Targeted re-teach and intervention using available Wilson Language resources	Targeted re-teach and intervention using available Wilson Language resources	Modeled and targeted vocabulary in context instruction throughout each text	Curricula differentiated by Pathway Pre-AP English Part 2	Differentiated Instruction based on demonstrated need	Writing Instruction Embedded with Text: Focus on Argument, Informative, and Narrative Writing Additional Program: No Red Ink
Tenth	Targeted re-teach and intervention using available Wilson Language resources	Targeted re-teach and intervention using available Wilson Language resources	Modeled and targeted vocabulary in context instruction throughout each text	Curricula differentiated by Pathway	Differentiated Instruction based on demonstrated need	Writing Instruction Embedded with Text: Focus on Argument, Informative, and Narrative Writing Additional Program: No Red Ink

Equitable Instruction for Student Populations

Program	Support for Reading and Language Arts PreK - 10
Early Childhood Education	For Early Childhood, based on family interest, all Tier I (4-year-olds residing in households with income levels at or below 300% Federal Poverty Level, foster care and/or identified as homeless) and prioritized Tier II (4-year-olds residing in households with income levels between 300 – 600% Federal Poverty Level who are also identified as multilingual learners and/or who require special education services) are provided with free Prekindergarten in a mixed delivery system between public and private partnerships. High-quality professional learning focused on evidence-based teaching practices is provided by the ELA Specialist. Classroom teachers use universally designed ELA curriculum and local ELA assessments to differentiate instruction and provide classroom-based interventions as needed. In addition, classroom teachers consult and plan with ELA Specialists to support the entire population of diverse learners.
Title I (elementary level only in	Title I funds are used to hire additional staff, provide time for collaboration, planning, and professional learning, along with securing resources, intervention programs, and instructional materials. Additional staff are used for class reduction or push in/pull out intervention support along with before and/or after school and extended year tutoring. Time is allowed for collaborative planning and data review to

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CCPS)	make instructional decisions, learning goals and achievement targets. Research based materials are secured to implement intervention support. Time is allocated for ELA Specialists to provide modeling, co-teaching, and professional learning to teachers who provide instruction to students in schools identified as Title I.
Advanced Academics	Students in PK-2nd grade who are showing above grade-level competencies in ELA may be identified in weekly data meetings to work with the school's advanced academics specialist or reading resource teacher for small group instructional support. Students in grades 3-5 identified as gifted in ELA are provided with reading and writing extensions within the classroom and in pull-out groups. Additionally, highly able learners identified through ongoing assessment may be included in extension groups as determined by teachers. These extensions may be access to more complex texts such as Junior Great Books or accelerated novel studies, in-depth writing assignments, or projects which require evaluation and synthesis of ideas and/or multiple sources. Extension activities are available through the CCPS online curriculum to classroom teachers or may be implemented by elementary advanced academic specialists after consultation and co-planning. Beginning in 2025, Pre-AP English part 1 will be offered in grade 8 countywide to address the needs of advanced academic learners. This course is the first step on the AP pathway that can lead to the AP Capstone endorsement by grade 12. The course focuses on critical reading, analytical writing, and advanced language skills essential for students' future high school and college coursework. It will be delivered via a team approach between the ELA teachers and Gifted and Talented (GT)/advanced academics specialists. The scaffolding of advanced reading, writing, and communication skills into middle school will provide equitable preparation for all students to increase access to and success in Advanced Placement courses in high school. Advanced academics specialists and 8th grade ELA teachers collaboratively plan for, and team teach Pre-AP English 1 courses. In grades 9-12, students choose their instructional pathway of courses in each content area. In English, students are given the option of honors-level courses at all four grade levels. In English 9, the honors-level course curriculum is Pre-Advanced Placement (AP) English 2 and utilizes the AP Classroom materials. It directly aligns with and prepares students for other AP and advanced courses. AP Seminar is offered as English 10, giving students the option to begin the AP Capstone pathway, which includes AP Seminar, AP Language and Composition, and AP Research. Additionally, students may elect to take AP Literature and Composition. These courses are the most rigorous course offerings available for student enrichment and extension for highly able learners. Students who opt for the dual enrollment pathway can take English 101 through Carroll Community College.
Special Education	Students with disabilities are instructed as much as possible and when appropriate, within the general education setting with their non-disabled peers. Within these inclusive settings, students are provided with data-driven instruction that addresses their unique learning styles and instructional needs. This involves providing multiple ways for students to access content, offering varying options for how they engage in the learning, and allowing choice in how students demonstrate their understanding of the content. These differentiated strategies are also employed for students who may require small group instruction outside of their general education classroom. Research-based intervention programs are provided to those students in both settings that are designed to target specific skills that support achievement of grade level goals.

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English for Speakers of Other Languages (ESOL)	ESOL staff collaborate with content teachers to scaffold instruction and amplify classroom learning materials to increase accessibility and support culturally responsive practices across all grade levels. Regular collaboration occurs between the content teachers, the ESOL Resource Teacher, ELA specialists and support staff to develop each student’s academic and service plan. We also collaborate with content teachers and content supervisors to modify district-level assessments to reduce the linguistic barriers, so MLs can demonstrate content knowledge. Materials purchased align with grade-level content as well as language goals. Modifications of content materials, assignments, assessments (reducing the linguistic complexity but keeping the rigor of the curriculum), including adding visuals, providing vocabulary support, etc. are developed collaboratively by school-based and ESOL staff. At the elementary level, newcomer/beginning level MLs receive a balance of content-based pull-out and plug-in services because they require more direct instruction with language objectives and content. Intermediate and advanced students receive scaffolded language instruction in the content classroom. ESOL instruction focuses on pairing the WIDA ELD standards with CCPS grade-level curriculum. ESOL teachers collaborate, co-plan and co-teach with content teachers to determine how to best meet language goals as students also meet grade-level curriculum content standards, as well as ensure these elements are present in daily instruction. MLs who are not being successful in school and/or have experienced interrupted education, and/or are in danger of becoming long-term MLs are often a part of targeted interventions in each school. Classroom/ESOL teachers complete an intervention checklist documenting teaching strategies, modifications in materials or assignments, and environmental changes used to support the students. For MLs who are also identified for special education or gifted and talented services, ESOL Resource Teachers and the Dual Language Assessment Specialist (DLAS) regularly collaborate and co-plan with content teachers, case managers, special education staff, advanced academic staff and intervention specialists. At the middle and high school levels, students are placed in academic-level classes, as well as honors/AP classes, which provides them with the best possible opportunity for college and career readiness. Students receive individualized support from the ESOL teacher and classroom teachers. At the high school level, MLs are eligible to receive two world language or elective credits upon completion of the courses ESOL I and II. ESOL III and IV are offered on an “as needed” basis and may count as elective credit. These courses are taught by ESOL Resource Teachers and are designed to meet the content and linguistic needs of secondary students. Instruction is aligned to all content areas, with a special emphasis on pairing the WIDA English Language Development (ELD) standards with CCPS grade-level ELA/English curriculum and standards. In addition, MLs receive ESOL support in content area classes, as well as instructional support during flex time to provide specific instruction that targets literacy and writing skills that the students need.
Culturally Responsive Teaching	Elementary ELA teachers support cultural diversity primarily through the literary and informational text selections that form the basis for our core curricula. A wide variety of voices are considered in the ELA classroom. Curricular lessons focus on the diversity of thought, feeling, and life experiences of diverse authors that have connected their work, ideas, impressions, and thoughts to the human condition. Benchmark Advance reading program reflects cultural diversity through literature. Students can make meaningful connections between their own lives and what they learn at school. The stories are designed to engage all students and cultivate their academic success by reflecting, validating, and embracing their diversity, knowledge, cultural backgrounds, and experiences. Instructional texts reflect diversity of topic, theme, voice, perspective and author.

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Middle School ELA teachers support cultural diversity primarily through the literary and informational text selections that form the basis for our core curricula. A wide variety of voices are considered in the ELA classroom texts. Research, data and information on belonging is also shared with classroom teachers and administrators as an ingredient to academic success. Curricular lessons focus on the diversity of thought, feeling, and life experiences of diverse authors that have connected their work, ideas, impressions, and thoughts to the human condition.

High school English teachers have received training on Culturally Responsive Teaching through English professional learning sessions, school-based professional learning, training provided by Equity Liaisons, and targeted training provided to schools' English and social studies teachers regarding civil discourse in the classroom and the analysis of text(s) specifically focused on marginalized voices and voices not represented in the text(s). This training focuses on valuing diverse perspectives and embraces diverse cultures, experiences, and styles of communication in classroom discourse. In addition, many of our high school English teachers have earned ESOL certification, and several have earned their Equity and Excellence in Education certificate through McDaniel College. Like middle school, much of the cultural diversity students encounter in the English classroom is through the diverse voices of the literature studied. While extended texts are representative of a variety of cultures, additional supplemental texts (articles, poems, short stories, etc.), are paired with extended texts to broaden perspectives and intentionally give voice to those otherwise overlooked or marginalized in the extended text.

2.0 Professional Learning

Pre-K-5

Data, and input from administrators, ELA Specialists, interventionists, and classroom teachers are regularly used to identify county and school-based professional learning needs. The county provides professional learning as teachers return for the new school year. During the school year, ELA Specialists and other resource staff provide additional school-based professional learning to address the specific teacher and student needs at each school. CCPS tracks all county approved trainings that teachers have completed. Teachers sign up for the various trainings using the CCPS Professional Learning Platform.

ELA Specialists will participate in professional learning by taking the State University of New York (SUNY) SoR Course, AIMS Literacy Coaching Course, and participating in a book study, *Shifting the Balance* and using this knowledge in professional development with teachers of grades three, four, and five (three times during the 2024-2025 school year). Additionally, ELA Specialists and the Supervisor of Reading/Language Arts have received professional development on the Systematic Instruction in Phonological Awareness, Phonics, and Spelling (SIPPS) Intervention System, The Standardized Test for the Assessment of Reading (STAR) assessment and Freckle Reading to implement the program with students in grades 3-5 students.

Pre-K to 5 teachers participated throughout the 2024-2025 school year by attending weekly job-embedded professional learning and data analysis meetings, focused on students with the most needs. Teachers in grades PreK and K will participate in two, half-day professional developments to analyze local data, plan structured literacy groupings and differentiated independent learning activities. Teachers in grades 3-5 will participate in four, half-day professional development sessions, focused on the components of structured literacy: knowledge building, vocabulary, strategy instruction, fluency instruction, word reading instruction, and SOR aligned independent practice. Professional learning will be delivered by the ELA Specialist in each school.

Each elementary school has a full-time ELA Specialist who executes job-embedded coaching to support implementation of evidence-based practices. 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 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 adjust based on the data.

Since the 2020 school year, CCPS has developed positions within the county to close the achievement gaps, prioritize high need populations, and provide extra support for students and teachers:

- Primary Interventionists- Originally funded by the Transitional Supplementary Instruction Grant, and later funded under CCPS general funds
- Lead Grant Tutors- Hired during COVID to address achievement gaps during the school day. Lead grant funds were also utilized to hire teachers to provide tutoring support after school
- Mentor Teachers- Hired additional mentor teachers to support classroom teachers with data analysis, planning instruction, and modeling evidence-based best practices for ELA
- Compensatory Education Interventionists- Additional interventionists were added to support Title I and non-Title I schools
- Use of Performance Matters to identify historically marginalized groups such as special education, ML, FaRMs, race/ethnicity, 504, etc.

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When allotting resources, Free and Reduced Meals (FaRMs) data was used to determine which schools would receive additional support staff and resources to support high needs populations. All curriculum resources are provided equitably to all schools, based on numbers and special programs (SUCCESS, Title 1, Comp. Ed. Schools, PRIDE, BEST). CCPS Reading Specialists, and Compensatory Education (Comp. Ed.) Mentors in Title 1/Comp. Ed. schools provide professional learning and structured planning to all teachers, including those who instruct students with the most challenges.

CCPS professional learning is aligned to the Maryland College and Career Ready Standards (MCCRS) and SoR pillars. The Elementary ELA Supervisor meets monthly with building principals and assistant principals to share county data, curricula initiatives, and resources aligned to county SoR initiatives. Examples of county-wide professional learning topics include, but are not limited to: Foundations training, Heggerty training, The Six Shifts Grades 3-5, Use of Decodables, Lexia, Updates regarding new HQIM resources by grade level, Understanding Assessments and Utilizing Data: Acadience and MAP Growth Decision Tree (Administrator, Advance Academic Teachers, ESOL Teachers), Analyzing assessment data for grouping and instructional purposes, and Tier 1 and 2 phonics instruction/intervention for intermediate grades.

PreK-K teachers will receive SoR Aligned professional learning once in the fall and once in the spring, using data to drive instructional decisions, and developing differentiated independent activities that allow students to apply learned skills and strategies. Examples of school-based professional learning topics include, but are not limited to: SoR- 5 Pillars, orthographic mapping, phonemic awareness, vocabulary, analyzing county and state diagnostic/formative assessments to group students, provide appropriate intervention, and progress monitor students, phonics, fluency and accuracy, STAR Reading Assessment and Freckle Training, strategies for instructing and assessing MLs and ensuring access to core curriculum and pairing content and English language proficiency (ELP) standards in daily instruction.

Long-Range Planning

2024-2025:

- Two days have been allotted for continued professional development for all Pre-K-5 teachers, focusing on the core principles of SoR instruction.
- The SUNY SoR Course has been offered to all elementary teachers and administrators for reading licensure requirement.
- ELA Specialist are participating in the AIMS Literacy Coaching Course, SUNY SoR Course and twice monthly collaboration/professional development on new assessments, programs and data analysis.
- The Elementary Reading and Language Arts Supervisor is participating in the AIMS Literacy Leaders Course, MSDE Collaboratives and monthly office hours conversations.
- Grades PreK-K teachers will participate in two half-day data- driven professional development sessions, focusing on the principles of SoR Instruction and Differentiated Independence: November/April
- Grades 3-5 teachers will participate in four, half-day professional learning sessions, focused on the core shifts of SoR Instruction. Teachers will be engaged in the following topics: knowledge building, vocabulary, comprehension strategy instruction, fluency, core reading instruction, and independent practice in the literacy classroom.
- County and school level PD delivered by trainers from Renaissance Learning focusing on program adaptation, differentiation, instructional usage, and data analysis based on available student performance reports.

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- ELA Specialists conduct a professional book study using *Shifting the Balance, Grades 3-5: 6 Ways to Bring the SoR into the Upper Elementary Classroom*. Reading Specialists used this text as a resource to plan four professional learning sessions in September, November, February and April.
- Professional learning on MAP Growth delivered by trainers from North West Evaluation Association (NWEA) focusing on assessment administration, adaptation and data analysis for ELA Specialists, County Mentors, Compensatory Education Mentors and Primary Interventionists.
- Administrators participate in two professional development sessions focused on analyzing MAP Growth and Acadience assessments and next steps.

2025-2026:

- Professional learning from Benchmark Advance will be provided to all teachers, support staff, special educators, ESOL teachers, advanced academic teachers and administrators in the Summer of 2025-2026.
- CCPS staff and teachers are committed to participation in the MSDE SoR Course offerings.

6-12

Long Range Planning and Data Meetings

CCPS professional learning is aligned to the Maryland College and Career Ready Standards (MCCRS) and SoR and Writing pillars. The Secondary ELA Supervisor meets quarterly with building principals, stakeholders, and teachers to share county data, curricula initiatives, and resources aligned to county initiatives.

In grades 6-8, MCAP Performance Data Meetings occur by school in September and October of each year. A full day is scheduled for MCAP Data Debrief at each middle school to meet with grade level ELA teams during their planning times. During the meetings, MCAP data is broken down by subclaim areas for reading and writing and compared over time. Scores from the 5th grade at the feeder elementary schools are again analyzed and discussed for each middle school. MCAP writing scores are compared to the local benchmark and assessment scores from the previous year with data from Performance Matters by grade, class, and student.

In grades 9-12, data meetings are held at the department level. The Coordinator of Secondary English meets quarterly with the high school English Instructional Leadership Team (department chairs) and more regularly with individual department chairs. High school English department chairs then meet monthly with their departments. In grades 9-10, MCAP writing scores are compared to the local benchmark and assessment scores from the previous year with data from Performance Matters by grade, class, and student.

Monthly data meetings to track progress on Wildly Important Goals (WIGs) goals occur by grade level in each middle school and by department in each high school. Progress is tracked using benchmark data for reading and writing in Performance Matters and from the Formative Writing Assessments referenced below (6 per grade level in middle school; four per grade level in high school). During each of these meetings, instructional times, staffing, resources, materials, strategies, and changes are planned to improve student performance in targeted areas.

- **CCPS Benchmark and Assessment Performance Data: Grades 6-11 – Diagnostic Reading Assessment (DRA), Summative Reading Assessment (SRA), Diagnostic Writing Assessment (DWA), Summative Writing Assignment (SWA), Summative Informational Reading Assessment (SIRA), Summative Informational Reading Assessment (SIWA), Summative Literary Reading Assessment (SLRA), Summative Literary Writing Assessment (SLWA)**

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Analysis and evaluation of student performance data aligned to MCAP performance.

- **Writing Focus: Anchor Paper Development and Consensus Scoring – (Grades 6-8)**
Repeated work in school and grade level peer groups to practice consensus scoring – aligned to the MCAP Rubrics - and anchor paper development using student writing samples from the SWA in grades 6,7, and 8. The end goal will be a set of local anchor papers by grade level for reference.
- **Writing Focus: Frequency of Writing; Writing to Text, Purpose, and Audience (Argument, Analysis, & Narrative), and Writing Skills Building – (Grades 9-11)**
High school English teachers participate in multiple content-based professional learning opportunities each year: a full day of workshops and trainings in August, virtual two-hour trainings in October, and additional school-based professional learning and training sessions monthly at department meetings. Professional learning sessions are focused on the use of NoRedInk online tool with specific trainings: establishing skill-building routines, streamlining the essay writing process, responding to benchmark data, and elevating text-based writing. Additional upcoming trainings: enhancing literacy outcomes, increasing quality writing feedback, boosting student writing fluency. A train-the-trainer model is used for some sessions with department chairs receiving training and then providing the same training for department members.
- **Freckle Reading Program Performance: (Grades 6-8 & high school literacy classes)**
Differentiated student performance by ability level and subgroup showing progress with fluency development, vocabulary acquisition, reading comprehension, and skills based upon targeted MCCRS for 6-8. High school reading specialists participate in professional learning to leverage Freckle as a targeted intervention with students performing below grade level on assessments, including the STAR.
- **STAR Assessment: (Grades 6-10)**
Student usage and growth data is summarized by county, school, grade, for analysis. Instructional time allotments at the school and classroom level are evaluated and adjusted. Specific areas of need are identified by student and group at the classroom level. High school reading specialists participate in additional professional learning sessions on use of STAR data in determining reading instruction and individual interventions.

School and Grade Level Specific ELA Goals WIGs (Grades 6-12)

Lead and Lag data analyzed for growth compared to short and long-term goals aligned to the MCCRS. Instructional initiatives are evaluated and adjusted. These goals may be aligned to and/or written in conjunction with Student Learning Objectives (SLOs) and School Improvement Team (SIT) plan goals. Additional professional learning sessions are aligned as actions in SIT plans to be completed at department meetings, faculty meetings, and school-based professional learning days.

Professional Learning for Renaissance Products – Freckle/STAR Assessment: (Grades 6-8 and high school Literacy classes)

County and school level professional development delivered by trainers from Renaissance Learning focusing on program adaptation, differentiation, instructional usage, and data analysis based on available student performance reports.

On-Going Writing Professional Learning Plan: (Grades 6-8)

We will rely on *The Writing Rope* by Joan Sedita as our focus for aligning instruction with research-based practices. Beginning in April 2024, we will evaluate how effectively and systematically existing curricula in ELA 6-8 address the 5 Strands of Critical Thinking: syntax, text structure, writing craft, and transcription. The goal will be to highlight these areas and evaluate necessary modifications to ensure a systematic focus on research-based practices.

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Professional learning implementation plan for 2024-2025:

- April 2024 – Met with school-based Reading Specialists to introduce *The Writing Rope* and discuss plans for teacher survey, professional development, and plans for curricula evaluation based on how and where the strands are addressed, followed by a needs assessment.
- June 2024 – Surveyed ELA Teachers in grades 6-8 to determine level of knowledge (Awareness/Fluency/Use) of research-based writing strategies identified in *The Writing Rope*, along with professional learning needs and suggestions for next steps.
- July 2024 – Developed formative Quarterly Writing Assessments (QWA) for 6-8 aligned to progress on selected MCCRS, with an emphasis on knowledge of effective writing through analysis and revision of writing models, along with short constructed responses to address characteristics of effective writing including unity, coherence, transitions, sentence structure variety, word choice, use of evidence, elaboration - reasoning for how selected evidence supports stated claims.
- August 2024 – Introduced the strands to teachers as an overview during the August 28th Professional Learning Day.
- September 2024 – Shared the Writing Matrix as a standard organizer for students' written responses to prompts through county and school-based professional learning.
- October 2024 – Focused on students' success with writing to a prompt.
- November 2024–April 2025 – Provided professional learning with new strategies for claim formulation, selecting strong text evidence, and generating insightful commentary.
- May – August 2025 – Revision of CCPS Common Writing Assessments to align with the new updated writing strategies.
- June-August 2025 – Development of instructional routines and lessons that target updated writing strategies.
- August 2025 – Professional development for all teachers for classroom implementation of updated writing strategies.
- September 2025 – On-going – Monitoring of classroom practices for updated writing strategies, evaluation of Common Writing Assessment results, development and monitoring of grade level team goals by school WIGs for student writing growth.
- October 2025 – Screening and evaluation of HQIM for grades 6-8.
- November 2025 – Selection of HQIM for grades 6-8 for implementation beginning September 2026.
- May – August 2026 – Evaluation of local and state writing data for next steps with writing instruction.
- August – September 2026 – Professional learning with new HQIM for grades 6-8.

In fall 2024, we deployed new formative writing assessments for ELA for grades 6-8. Each assessment contains a prompt that must be addressed following the close analytical reading of the target text. Texts and prompts are balanced between literary, informational, and argumentative tasks. There are six to be completed over the course of the year. The assessments are scored using a derivative of the MCAP writing rubric. Each of the formative writing assessments is delivered through Schoology or may be handwritten at the teacher's discretion. Teachers have identified writing performance goals to meet in the spring of 2025, with tracking data for growth provided from the formative assessments. Teacher's WIG goals are based on student writing performance from the six formative assessments.

Early results have pointed to the need for renewed focus on the three critical areas of an effective response to a prompt: effective claim, effective textual evidence, and elaboration of the connection between textual evidence and the claim as commentary. We also adapted a planning matrix from Oklahoma Road Middle School at each of the other middle schools to ensure that students have a standard writing organization model for responding to a prompt. Instructional Models to support effective claim writing, type, forms and use of textual evidence, and weaving of text evidence into commentary to elaborate on ideas are

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currently being developed.

CCPS Reading and Language Arts works closely with special programs to support professional development needs.

Program	Supports
Birth-Age 5	CCPS professional learning is aligned to the MCCRS and SoR Pillars. • CCPS PreK teachers, Judy Center staff and childcare partners receive professional learning from CCPS ELA specialists and teachers for curricular and instructional alignment. • Judy Center Early Learning Hub teachers utilize Healthy Beginnings and Jan 2024 Maryland Early Learning Standards 0-48 months to support developmental learning in playgroups. • Consultation and collaboration between ESOL and special education staff occurs regularly to provide direction for language and cognitive development. • ELA Specialists to provide professional learning to Pre-K teachers in the fall and spring on the SoR and differentiated learning activities.
Early Childhood Education	Annually, professional learning is provided to all early childhood teachers based on curriculum revisions and updated practices. Classroom teachers monitor student progress based on grade level expectations and use a small group model to provide differentiated instruction throughout the school year. Resources are allocated to the school level to ensure all students are given equitable learning opportunities.
Title I <i>(elementary only in CCPS)</i>	Schools identified as Title I are required to complete a Comprehensive Plan in addition to the SIP completed by non-Title I schools. The plans include a comprehensive needs assessment to identify and address the needs of students and staff. This information is gathered to determine reform strategies, select appropriate resources, and create action items with timelines for implementation and monitoring of the effectiveness and impact of the plan. Title I Resource Teachers use consistent lesson plans to document equitable instruction.

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Advanced Academics	Advanced academics provides professional learning sessions for new elementary, middle, and high school teachers during new teacher orientation. During the pre-service week, sessions relating to primary talent development are provided to PK-2nd grade teachers and sessions focused on learners and strategies identified for gifted/advanced instruction are provided to 3rd-5th grade teachers and through content-specific sessions for advanced learners at the secondary level. Advanced academics specialists work with school administrators, reading, and math specialists at their assigned schools to provide site-based professional learning to teachers throughout the year based on School Improvement Goals (SIGs) and relating to gifted traits, literacy and learning for gifted students, and depth and complexity in instruction. In July 2024, the advanced academics team attended a four-day summer professional learning institute on the Science of Learning and Leadership, focusing on brain science and education. Additionally, advanced academics specialists attend the Maryland Educators of Gifted Students (MEGS) conference in October and are Gifted and Talented Education (GATES) certified or pursuing certification. Two advanced academics specialists are Nationally Board Certified (NBC) and five are currently pursuing. Several elementary advanced academics specialists are taking the SoR course through SUNY. Elementary advanced academics specialists have also attended trainings with CCPS reading specialists on the new Benchmark Advanced HQIM being implemented next year and have collaborated with reading specialists to receive training on MAP and Acadience testing and using these results to inform instruction and supports for advanced students. Secondary advanced academics specialists have collaborated with English teachers this year, receiving professional learning on using Pre-AP English 1 and 2 curriculum resources and the online AP Classrooms to implement Pre-AP courses in English for 8th and 9th grades in 2025-2026.
Special Education	The department of special education has an Instructional Consultant for birth through age 21 to offer coaching, modeling, and professional learning in the areas of reading intervention, specially designed instruction in the areas of ELA, IEP goal writing and co-teaching. The instructional consultant is also liaison with the curriculum department for ELA. Resources for special education teachers and general education teachers are housed in a common place for access to intervention, materials, and assessments for students with diverse needs. Funding for interventions and professional learning comes from grants and curriculum funding.
ESOL	At the beginning of the school year, ESOL staff work collaboratively with school-based administrators, classroom teachers, and math resource teachers to determine professional learning needs, academic supports, and supplemental resources provided by the ESOL program related to meeting the unique instructional needs of the MLs in their buildings. These meetings and co-planning sessions take place regularly throughout the year in all schools. ESOL staff also collaborate with ELA Specialists to modify CCPS benchmark assessments for newcomer MLs. Additionally, ESOL staff support classroom teachers on making first pass instruction accessible for the MLs in their classrooms. Title III funding is used to support these co-planning and professional learning opportunities for classroom teachers. Supplemental resources are purchased as needed and provided to school-based staff across the county. Professional learning and growth is one of our main ESOL Program and Title III priorities, along with providing high quality service to students, as evidenced in Pillar 4 of the CCPS Blueprint Plan. A significant portion of Title III funding is used to support co-planning with content teachers as well as creating and maintaining professional learning communities across the county. ESOL staff collaborate with the content teachers and school-based/central office administrators throughout the year to ensure MLs have supports in place that provide access to the core curriculum. Additionally, classroom teachers and support staff are provided with extended paid opportunities to meet the ESOL staff before/after school to co-plan instruction, as well as to work with ESOL teachers during the school day on similar initiatives.

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Equity and Inclusion	The Office of Equity and Inclusion provides ongoing professional learning for elementary educators that is multicultural to teachers and staff. Training is provided four times during the school year and includes topics such as Creating a Belonging Classroom, Effective Use of Diverse Instructional Materials, and Understanding Opportunity Gaps through Data. In August of 2024, teachers and administrators were provided information related to how to honor student’s dignity by identifying the Essential Elements of Dignity. Teachers were provided instructional strategies related to providing learning activities structured around honoring the cultures of students. The training for 2024-2025 included continued use of the text <i>Belonging through a Culture of Dignity and Belonging in School: Creating a Place Where Kids Want to Learn & Teachers Want to Stay</i>. In February 2025, teachers participated in training focused on how to apply instructional strategies to focus on building a belonging classroom. Each school creates an Equity Plan focused on two goals related to their School Improvement Plan. The first goal relates to an academic gap based on student groups who are performing below their peers. The goals will focus on strategies and changes for instruction to support marginalized populations. Progress is monitored through local and state assessments and data is shared monthly through grade-level meetings.
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3.0 Multi-Tiered System of Supports

Pre-K- 5

Continuous Improvement Process

All data is analyzed at the county level and shared with the Board of Education and elementary principal professional learning community. The Director of Elementary Schools meets monthly with her Lead Team, comprised of the elementary ELA supervisor, principals, and assistant principals throughout the county to plan the process for analyzing data, making WIG and Specific, Measurable, Achievable, Realistic, and Time-bound (SMART) goals for selected student groups based on the data. This process is shared with the Board of Education and other stakeholders.

Literacy Assessments

CCPS assessments consists of screening, diagnostic, formative, and summative measures. All assessments are aligned to the SoR, MCCRS, and Reading Pillars. The CCPS Assessment Timeline and the Information to Support Instruction document are utilized by all teachers and support staff that include when each assessment is administered, and year over year targets to guide grouping and instructional decisions. Adapted assessments have been developed and are utilized for students with complex communication, physical and sensory needs who utilize Alternative and Augmentative Communication (AAC) and aided language input.

The ELA Assessment Brochure is available to all stakeholders. This resource describes the purpose for each assessment and the skills measured by grade level. A description of each assessment is below:

- **Kindergarten Readiness Assessment (KRA)** is a k screening assessment administered as students enter kindergarten. This assessment extrapolates the overall readiness level of all enrolled kindergarten students. All school-based kindergarten teachers and Judy Center staff utilize the KRA data to develop a “close the gap” plan for underperforming kindergarten students and to partner with caregivers to address early literacy skills. All caregivers receive the results from MSDE. The assessment measures readiness skills in the domains below. A new version of the KRA will be implemented by MSDE for the 2025-2026 school year.
 - Social foundations
 - Language/literacy
 - Mathematics
 - Physical well-being
- **Primary Literacy Assessment (PLA)**- Pre-Kindergarten through grade 2 is Carroll County’s ongoing diagnostic and formative assessment that is administered twice per year for all students. Results are reported twice each year in winter and spring. The assessment measures the following SoR aligned foundational reading skills:
 - Upper and lowercase letter identification
 - Classifying words by initial sounds
 - Blending syllables
 - Rhyme ID/rhyming

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- **Acadience** is a primary screener for possible learning disabilities and dyslexia. Carroll County administers this assessment three times per year. The assessment includes fluency measures that can be used to regularly detect risk and monitor the development of early reading skills in kindergarten through third grade. Results are reported three times each year in fall, winter, and spring for all students in grades kindergarten – first grade and targeted students in grades 2-3. This assessment includes the following SoR aligned fluency tasks:
 - First sound fluency
 - Letter naming fluency
 - Phonemic segmentation fluency
 - Nonsense word fluency
 - Oral reading fluency
 - Maze
- **CCPS Phonics Assessment** is Carroll County’s phonics assessment that measures students’ ability to decode real and nonsense words. Students are assessed two-three times per year beginning in kindergarten and continuing until mastery of all discreet skills is reached. Results are reported twice each year in winter and spring for all students in grades K-3. The following phonics patterns are assessed:
 - Long and short vowels
 - Closed syllables
 - Digraphs
 - Blends
 - Vowel-consonant e
 - Two-syllable-closed
 - R-controlled
 - Variant spellings and diphthongs
 - Multi-syllabic words
 - Common prefix/suffix/base words
- **Comprehension Benchmark Assessment (CBA)** is Carroll County’s comprehension and writing assessment administered four times per year and reported twice each year in winter and spring for all students in grades 2-5. Students answer multiple choice questions and write to demonstrate their comprehension of multiple print passages and videos on related topics. Intermediate grades take the assessments online. This assessment addresses the following SoR aligned areas:
 - Language comprehension
 - Vocabulary
 - Fluency
 - Background knowledge
 - Written response to text
- **NWEA MAP Growth** replaces Reading Inventory to precisely and accurately determine a student's reading achievement and growth over time.

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MAP Growth is Carroll County's quantitative measure of students' reading ability, given to all students in grades 2-5. MAP Growth is a nationally normed assessment. This research based, online adaptive assessment measures students' reading comprehension, and vocabulary on a Rasch Un IT (RIT) scale and Lexile Framework® for Reading. It provides a Lexile range for each student. Assessment results are reported three times per year for all 2-5 students. This assessment addresses the following SoR aligned areas:

- Language comprehension
 - Vocabulary
 - Fluency
 - Background knowledge
- **MCAP:** Provides information on student progress towards proficiency on the Maryland state content standards. Administered in the spring to all students in grades 3-5. Individual scores are reported to caregivers. This assessment data is used to gain an understanding of how schools are performing and where assistance can be directed to support student growth and achievement. Individual schools utilize the data to inform instruction and set goals for school-based improvement.
 - The following skills-based screeners are utilized for students in **grades 4 and 5** who may be struggling readers: Acadience, Wilson/Fundations and Carroll County Phonics Assessment (CCPA).

Data Reporting

Parents receive reports two times per year that show each assessment that their child received, their child's score for each assessment, and the county average for each assessment.

Long-Range Planning:

In Summer 2024, CCPS revised assessment documents to align with SoR research. We are committed to:

- Removing the Running Record portion of the Primary Literacy Assessment.
- Moving to administering the full version of Acadience for all K-3 students.
- Replacing Reading Inventory with MAP Growth Reading assessment (grades 2-5).
- ELA Specialists building teacher capacity through job embedded professional learning (weekly team meetings, data meetings, staff meetings)
- Fall 2024 – Job embedded professional development and implementation of Benchmark Advance *Dynamite Decodables* in grades 2 and 3.
- Fall 2025- Grades 2-5- full implementation of *Benchmark Advance* core reading series, *Steps to Advance* intervention and use of core assessments to replace CCPS CBA Assessments in grades 2-5.

K- 5: Tier 1 Instruction

All students have access to explicit core instruction daily with differentiated support. Tier 1 instruction in grades PreK-2 includes structured literacy activities based on SoR research, with a strong focus on developing foundational skills in the context of knowledge building.

Tier 1 instruction in grades 3-5 is based on an integrated humanities model which builds knowledge and vocabulary in the content areas while focusing on

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strengthening students' reading and writing skills. Over the past few years, CCPS curriculum supervisors and curriculum writers have written lessons based on the updated social studies standards from MSDE. Our plan is to revise and update the humanities daily schedule for 2025-2026 to integrate the new social studies curriculum with ELA Standards.

CCPS Tier 1 instruction provides opportunities for differentiation through Universal Design for Learning (UDL). Each lesson plan includes scaffolds, extensions and embedded differentiations to support students' learning. We utilize UDL through advanced extensions and provide targeted instruction when gaps are identified.

Small Group Instruction

Small group instruction varies based on the needs of the learners represented in each classroom.

- **PreK-2:** Groups will include phonological awareness, phonics, fluency, vocabulary, grammar, comprehension and writing skills. There may be 2-3 groups within a classroom. Some students may need tier 2 interventions ranging from 3-5 days per week and last from 20-30 minutes in length. Other students will require more intensive interventions daily for 30 minutes per day. Groups can range in size (6-10) and are flexible.
- **Grades 3-5:** Depending on the needs small group content may include more advanced phonics skills (multisyllable), fluency, vocabulary, grammar, comprehension, and writing skills. Intermediate classrooms hold larger groups (2 group model) unless a smaller group is required. Groups are flexible. Some students may need tier 2 interventions ranging from 3-5 days per week and last from 20-30 minutes in length. Other students will require more intensive interventions daily for 30 minutes per day.

Exiting Intervention Criteria PreK-5: Students begin intervention based on assessment criteria and being identified as falling below benchmark in each literacy skill. Data for the intervention is documented and tracked by the teacher and progress monitored through weekly data meetings. Teachers utilize decision trees when considering next steps from data. Students included on longer interventions are added in the CCPS Services and Interventions Portal. This tracks the specific intervention and the length of the intervention. Students who have met benchmark criteria or met the goal for the grade level standard are exited. Some students may require a different intervention, and others may return to the classroom and be monitored for future needs.

Pre-K-5: Tier 2 and 3 Intervention

Data meetings occur monthly at each grade level in every CCPS 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. In PreK, students are instructed in small groups. Instructional assistants reinforce previously taught skills with repetition and practice activities.

CCPS interventions are aligned to the MCCRS and SoR pillars. Centralized assessment databases contain all local data collected by teachers, ELA Specialists, and interventionists. The data (reported twice per year) is 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.

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- Building administrators and teachers utilize data for pacing conferences, determining students' strengths and weaknesses, identifying intervention needs, measuring teacher and administrator SLOs, goal setting, and to conference with students and parents about progress.
- Teachers receive training on all new initiatives and assessments both in August, October, February and in specific school-based professional learning aligned to the shifts in SoR. These occur on school-based professional development days, at staff meetings, during structured planning sessions and during CCPS targeted professional developments.
- Each CCPS elementary school develops school-based WIGS and team-based WIGS, aligned to each school's improvement plan. These are developed and monitored weekly as teams, quarterly in pacing meetings, monthly at school improvement meetings and monthly staff meetings. County-based supervisors also develop and monitor WIGS aligned to CCPS initiatives.
- Exiting Intervention Criteria PreK-5: Students begin intervention based on assessment criteria and being identified as falling below benchmark in each literacy skill. Data for the intervention is documented and tracked by the teacher and progress monitored through weekly data meetings. Students included on longer interventions are added in the Services and Interventions Portal. Students who have met benchmark criteria or met the goal for the grade level standard are exited. Some students may require different interventions and others may return to the classroom and be monitored for future needs.
- Smart goals for each intervention are written and monitored at the school and classroom level. Monitoring occurs during quarterly, monthly, and weekly data meetings with ELA specialists, teacher groups and the ELA Specialist.
- CCPS has a system for establishing system, school and classroom goals. School Improvement Plans use yearly data and trends to prioritize school and student needs in identifying their goals for the year. WIGS are developed, implemented and monitored, along with two teacher SLOs each year. The SLOs align to the school goals/WIGS and classroom needs of the students. All schools revisit their goals and current data during teacher data meetings, quarterly pacing meetings, at monthly school improvements meetings or when systemic data is updated. School administrators routinely revisit their school data at monthly principal meetings, work with other administrators, the Director of Elementary Schools and the Elementary Supervisor of Reading/Language Arts to analyze data for trends and support.

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 groups. To ensure fidelity, all teachers are provided Foundations training by a Wilson trainer.

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- **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 Primary Literacy Assessment (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 25-26 school year in grades 2-5*)
 - Offers scaffolded reteaching of comprehension lessons for students working toward mastery of essential skills.
 - 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.
- **WonderWorks (PreK-1 beginning 25-26)**
 - Designed to drive student achievement by connecting focused strategies for intervention with the content of the Wonders core program for grades K-5.
- **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.

SIPPS

Challenge Level

Through small group and individualized approaches, students in grades 2-4 are instructed through polysyllabic/morphemic phase, complex polysyllabic decoding skills and strategies necessary for students to become fully independent, fluent readers.

Plus Level

SIPPS Plus is delivered in small group or individually. It is uniquely designed to provide age-appropriate foundational skills intervention for students in grades 4–5 who are reading at a first- or second-grade level. Using an accelerative scope and sequence and reading material that respects the learner.

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6-8

- MCAP Performance Data Meetings occur at schools in September and October of each year. A full day is scheduled for MCAP Data Debrief at each middle school to meet with grade level ELA teams during their planning times. During the meetings, MCAP data is broken down by subclaim areas for reading and writing and compared over time. In addition, scores from the 5th grade at the feeder elementary schools are again analyzed and discussed for each Middle School. MCAP writing scores are compared to the local Benchmark scores from the previous year for the summative writing tests with data from Performance Matters by grade, class, and student.
- Monthly data meetings to track progress on WIG goals occur by grade level in each middle school. Progress is tracked using benchmark data for reading and writing in Performance Matters and from the Formative Writing Assessments (6 per grade level.)
- During each of these meetings, instructional times, staffing, resources, materials, strategies and changes are planned to improve student performance in targeted areas.

9-12

- High school English department chairs meet for one full day quarterly with the Coordinator of Secondary English. Included in each day's agenda is a deep dive into assessment data (MCAP, AP/pre-AP, NoRedInk benchmarks, and CCPS Common Assessments). Data is considered at the district level, school level, teacher level, and class level. Data is compared across academic levels and across grade levels. Department chairs continue this conversation throughout the year in their monthly department meetings. Data conversations include alignment between ELA 10 MCAP scores and the scores on local common assessments (SLRA, SLWA, SIRA, SIWA).
- Each high school English department maintains and monitors WIGs (wildly important goals) for both reading and writing. Data to measure growth are taken from the local common assessments in grades 9-11 (SLRA, SLWA, SIRA, SIWA).

Star Reading Assessment – This assessment is delivered to all students in grades 6-10. Assessment Results are reported quarterly. The Assessment offers data on the wide range skills and strategies needed for students to grade level proficiency and achieve mastery in the following areas:

- Reading: Literature – Key Ideas and Details, Character, Setting, Plot, Theme, Summary, Inference and Evidence, Craft and Structure, Point of View, Structure of Literary Text, Word Meaning, Connotation, Author's Word Choice and Figurative Language, Integration of Knowledge and Ideas, Modes of Representation, Analysis and Comparison, Range of Reading Level and Text Complexity.
- Reading: Informational Text – Key Ideas and Details, Prediction, Main Idea and Details, Inference and Evidence, Sequence, Compare and Contrast, Cause and Effect, Connections and Relationships, Summary, Craft and Structure, Text Features, Author's Purpose and Perspective, Word Meaning, Organization, Author's Word Choice and Figurative Language, Connotation, Integration of Knowledge and Ideas, Modes of Representation, Argumentation, Analysis and Comparison, Range of Reading and Level of Text Complexity.
- Language – Vocabulary Acquisition and Use, Word Relationships, Structural Analysis, Context Clues, Real-Life Word Connections and Applications, Vocabulary in Context, Antonyms, Multiple-Meaning Words, Synonyms, Word Reference Materials, Figures of Speech.

Local Common Assessments – This series of assessments was developed to monitor student progress on the MCCRS. The question format type is aligned to

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the MCAP Assessment at each grade level, and the assessments have been developed in the Performance Matters Platform. The specific assessments are listed below:

- **DWA – Diagnostic Writing Assessment:** Grades 6-12 start of course (machine scored, optional for grades 9-11 in addition to NoRedInk benchmark). Students analyze and determine revisions for two model essays (one professional and one student) responding to Selected Response (SR) questions aligned to MCCRS and MCAP Rubrics. The data reflects student knowledge of the characteristics of effective writing and revision in lieu of writing an original constructed response.
- **Diagnostic Writing Benchmark (NoRedInk):** Grades 9-11, start of course, mid-course, and end-of-course (machine scored, SR). The data from these benchmarks are used to meaningfully drive writing and grammar skills instruction throughout the course. All English teachers (grades 9-11) attended professional learning sessions on Establishing Skill Building Routines based on the benchmark data. In addition, high school department chairs attended a professional learning session on Responding to Benchmark Data with NoRedInk and subsequently trained their departments using department-specific and teacher-specific data.
- **DRA – Diagnostic Reading Assessment:** Grades 6-8 Fall (machine scored SR), optional for grades 9-12 (start of course)
- **SRA – Summative Reading Assessment:** Grades 6-8 Spring (machine scored SR)
- **SWA – Summative Writing Assessment:** Grades 6-8 Spring (Student essay prompted response based on two paired readings, SR context questions for each text set stage for essay prompt, teacher scored using MCAP rubrics)
- **SLRA – Summative Literary Reading Assessment:** Grades 9-11, once per course at the end of the literary text module of instruction (machine scored SR)
- **SLWA – Summative Literary Writing Assessment:** Grades 9-11, once per course at the end of the literary text module of instruction. Student analytical essay prompted response based on two paired readings in grades 9-10, one extended reading in grade 11, SR context questions for each text set (machine [SR] and teacher scored using MCAP rubrics).
- **SIRA – Summative Informational Reading Assessment:** Grades 9-11, once per course at the end of the informational text module of instruction (machine scored SR)
- **SIWA – Summative Informational Writing Assessment:** Grades 9-11, once per course at the end of the informational text module of instruction. Student argument essay prompted response based on two paired readings in grades 9-10 or six paired sources leading to a synthesis essay in grade 11, SR context questions for each text set (machine [SR] and teacher scored using MCAP rubric).

6-8

In addition to curriculum development, UDL principles were specifically used to develop the Formative Writing Assessments as standard measures for student progress on targeted writing goals. That progress toward differentiated student achievement targets is measured during monthly WIG meetings. Further, teacher and student resources, lessons and materials have been developed with those identified to support attainment of the identified learning targets in the areas of Effective Claim Development, Types and Forms of Effective Text Evidence, and Elaboration of the connection between Commentary and stated Claim.

6-12: Tier 2 and 3 Instruction

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Freckle Reading Program

- Adaptive Assessments place 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.
- Teachers may use the Freckle Program for whole class instruction with each student receiving assigned texts at their reading level based upon Lexile data.

Wilson Reading System (WRS)

- A Tier III reading intervention designed for students in grades 6 through adulthood who have serious difficulty with decoding and encoding skills. Intervention is delivered by Wilson trained staff.

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.

Rewards (Voyager Sopris Learning)

- Explicit, Short-Term Reading Intervention Tier II or Tier III providing strategies for reading long, multisyllabic words to improve comprehension and fluency, giving students the tools to access grade level content.

Framing Your Thoughts (Project Read by Language Circle)

- Systematic and sequential sentence and paragraph structure program providing multisensory instruction centered on eight graphic symbols that explain sentence structure and eventually moving to the five kinds of paragraph development.

6-8

Group sizes for the Tier 2 supports listed above vary by class and grade. Intervention times and intensity are based on students' Star Reading quarterly scores, demonstrated classroom need, and other assessments within program or used by special educators. All Tier 2 supports are delivered via a coteaching model during class time but may be echoed during flexible learning time depending on student need.

- Tier 2 instruction for phonics occurs as part of a coteaching model in conjunction with the Reading Specialist and/or special educator. Programs such as Just Words are provided in whole group or small groups depending on need.
- Group sizes for the Tier 2 Supports listed above vary by class and grade. Intervention times and intensity are based on students' Star Reading quarterly scores, demonstrated classroom need, and other assessments within program or used by Special Educators. All Tier 2 supports are delivered via a coteaching model during class time but may be echoed during flexible learning time depending on student need.
- Tier 3 phonics instruction is delivered via Reading Specialist and/or special educator using Wilson Language during small group class time or during flexible learning time.

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- Additional Tier 3 interventions are delivered as a part of differentiated group time during the regular class period and/or during flexible learning time. Reading Specialists and/or special educators deliver the programs and monitor student progress.
- Middle school teachers actively monitor students during instructional time when using Freckle, our electronic intervention reading program. Class time is allotted weekly based on student need. Teachers conference with students about setting performance targets, developing incentives for progress, and communicate progress with parents. Additionally, Freckle can be delivered as differentiated whole group instruction, including a writing component, at the teacher's discretion.
- Professional learning for this year has been focused on three initiatives:
 - Gathering and analyzing formative assessment data for writing performance.
 - Focusing on monitoring and adjusting writing instruction to meet set writing Goals (WIGs).
 - Increasing a sense of Belonging in ELA classrooms to improve student buy-in to targeted improvement in reading and writing.

9-12

A limited number of students need additional supports in high school. Each high school's reading specialist teaches one or more sections of literacy to support these students.

- Each student in grades 9-10 is administered the Star Reading Assessment at the start and end of their English course and/or the school year. This data is used to determine additional supports needed in the English classroom as well as any additional support from the Reading Specialist and/or special educator that may be needed.
- Students enrolled in Literacy are assigned readings and tasks in the Freckle Reading System based on their individual needs and growth. Students use the Freckle Reading Program two-three times per week.
- All students in grades 9-11 receive differentiated support in writing and grammar skills through the NoRedInk skill-building exercises, which include tutorials, additional video instruction, and adaptive guided practice.
- Additional supports are offered through an inclusive co-teaching model with special educators and English teachers in English 9-12 classes.
- Additional intervention and support is provided to students as needed (both Literacy and English 9-12 students) in FLEX, a daily 35-minute period in which students may receive additional support, make up tests and quizzes, participate in second-chance learning, or attend tutoring. English teachers, Reading Specialists, and special educators all FLEX these students up to four days per week. Additionally, several high schools have opened writing and reading labs to support students in a drop-in format during this time.
- Reading Specialists attended specific training on Star Reading Assessments and use of data, Freckle Reading Program and use of data. In addition, they attended professional learning sessions on NoRedInk skill building routines, use of benchmark data, and guided writing alongside their English department colleagues.

4.0 Instructional Leadership

Administrators share their goals (developed during Principal PLC Meetings- see 3.0) with the instructional leadership team at each school. CCPS requires a data-driven school improvement plan annually from every school. Each school is required to align their plan to the system's goals and Master Plan. Each plan includes progress monitoring strategies based on system and/or school-based performance data. Additionally, each plan includes a "close the gap goal" to address underrepresented learners with a focus on achieving reading proficiency by the end of Grade 3. Data is reviewed regularly at all levels and continuous support is provided for struggling readers through the classroom teacher, ELA Specialist, and/or interventionist. Directors and principals monitor school-wide data and WIGs. Principals and teachers monitor grade-level and specific student data during school-based Kid Talk and Data Meetings. In addition, administrators and teachers develop SLOs to provide targeted goals and monitoring strategies that focus on the specific needs of learners. Administrators, special education Consulting Teachers, Advanced Academic and ESOL Supervisors received professional development in September, October, and November regarding utilization of the newly adopted assessments Acadience and MAP Growth. ELA Specialists meet regularly with school leaders to share local data trends, discuss intervention patterns and next steps for improvement. ELA Specialists support teachers with grading decisions, based on new assessments and current skill performance by creating an instructional guidelines tool for primary teachers.

County Elementary ELA Specialists meet monthly to analyze data, develop professional learning, collaborate across school buildings, and work with county mentors and interventionists to ensure consistency and fidelity regarding all ELA curricula, assessments, programs, and professional learning. Pertinent information from the PLC meetings and professional learning are shared at the building levels, as needed.

ESOL teachers, alongside the ESOL Supervisor, meet regularly with school-based administrators to review WIDA data and students' progress towards achieving ELP as evidenced on the Maryland Report Card. Additional local and state data points are also reviewed and discussed.

Long-Range Planning:

PreK-5

- As a result of the professional development with administrators and ELA Specialists, CCPS will be developing walk-through forms that will be organized by ELA Pillars. A Foundations Walkthrough Form and the general CCPS Walkthrough Form (based on Charlotte Danielson's work) are currently used.
- District leaders are developing their knowledge of the SoR through the SUNY Foundational Course, AIM Literacy Leaders Course, as well as the Multilingual Learner Course and Dyslexia Course offered through MSDE.
- Content Supervisors observe, provide feedback, and evaluate 30-70 teachers' instruction and student learning each year.
- Administrators attend weekly MTSS team meetings to analyze data outlined in our Comprehensive Assessment Timeline and the Information to Support Instruction document- ITSI. These meetings include conversations about data analysis and the next steps for Tier I, II and III instruction.

6-8

- Professional learning for this year has been focused on three initiatives:
 - Gathering and analyzing formative assessment data for writing performance.
 - Focusing on monitoring and adjusting writing instruction to meet set writing Goals (WIGs).
 - Increasing a sense of Belonging in ELA classrooms to improve student buy-in to targeted improvement in reading and writing.

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9-12

- Coordinator of Secondary English leads targeted data analysis at each quarterly ILT meeting (department chairs).
- High school English department chairs lead additional targeted data analysis at monthly English department meetings.
- The calendar of HS English assessments captures the assessments that serve as the focus of this data analysis (in addition to MCAP score data and performance reports).

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5.0 Community Culture and Engagement

Carroll County meets regularly with different stakeholder groups (Curriculum Council, Community Advisory Council, Council of PTAs, Teacher Advisory Council, Special Education Citizens' Advisory Council, Local Early Childhood Advisory Council and Judy Center Early Learning Center Hub Steering Committee) to ensure that representative group understand MSDE and CCPS initiatives, including Blueprint and SoR related topics. The stakeholder groups' members are expected to share the information with their respective groups. When appropriate, CCPS elicits feedback from members of these groups to ensure their voices are heard as we adjust curricula, assessments, and resources to support Blueprint and SoR initiatives.

An example of the process is the January 2024 Curriculum Council Meeting. The Council is comprised of county directors, building administrators, teachers, parents, and students. In January, the ELA Supervisor and several ELA Specialists presented the process for selecting the new Advanced Benchmark Core Reading Series. The presentation included Blueprint and SoR expectations, MCAP data broken down by subgroup, and the rubric used to make the decision to move forward with the core reading series for grades 2 and 3. Members of the group were given time to view the resources and add their input using the rubric. Members of the council have other opportunities to review the resources and give feedback.

Carroll County Community Initiatives are in place to build trust and facilitate collaboration around literacy knowledge and initiatives. Below is a sampling of current partnerships:

- Partner with Carroll County Public Library in the development and execution of summer reading program
- Partner with the Boys and Girls Club of Carroll County to provide literacy resources for after school programs
- Partner with CCPS to plan and execute Battle of the Books to encourage wide reading and family involvement
- Individual schools partner with families and local bookstore to facilitate family literacy nights
- Partner with special educators to inform the community of Assistive Technology and complex communication devices
- Partner regularly with the Early Childhood Supervisor to work with Judy Centers to inform the community about ways to support children at home with developing foundational literacy skills and preparing for Pre-K and Kindergarten
- Partner with various publishing companies to provide cutting-edge professional learning to teachers throughout the county (Tim Shanahan, Wiley Blevins, Kylene Beers, Robert Probst, Jacqueline Davies...)
- Partner with publishing companies and State of Maryland Literacy Association (SoMLA) to bring authors in to work directly with children to develop love of writing and celebrate young authors
- Partner with Carroll County Library and the local chapter of the NAACP to host the CCPS annual African American Read-in each winter for students in grades 9-12.

Climate and culture data is captured annually through MCAP and at the system level at each school through their improvement plans. Students, school and community members are surveyed regarding key factors of the school community and CCPS uses this information in future initiatives.

6-8

In coordination with middle school school-based administrators, an informational handout was developed to inform both parents and students of the importance of CCR by grade 10 and its connection to the MCAP Assessments in middle school grades 6-8. In addition, the Maryland Student Survey Results are

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discussed with middle school administrators and principals to inform school climate decisions to improve culture and impact academic achievement and attendance. The data has been shared with stakeholder groups including Equity, Special Education, and ESOL. We will continue to monitor data especially for the subcategory – “Respect for Diversity” and set growth goals by subgroup at each middle school.

9-12

Each high school offers several family nights throughout the school year. Included in these nights is each school’s Programs and Pathways nights. The Coordinator of Secondary English and English department chairs prepare resources to be shared and deliver presentations to students and their guardians in conjunction with the school-based administration and/or the Supervisor of GT/Advanced Academics. Included in these presentations is an overview of the English program, course offerings in high school English, and the multiple pathways available for students, including but not limited to Career and Technical Education, Support towards College and Career Readiness, Dual Enrollment, and Advanced Placement.

Long-Range Planning:

Leverage Carroll County Literacy Chapter to involve more families and community members in literacy events in the community (i.e. Reading on the Farm, Read Across America Week, American Education Week...)

- In February of 2025, the Elementary Supervisor of Reading and Language Arts presented to both the Curriculum Council and Central Office Supervisors Group a snapshot of elementary literacy instruction as well as writing instruction through Benchmark Advance. Participants had an opportunity to score student writing samples using our CCPS writing rubrics.

Conclusion

CCPS is committed to ensuring that all of our efforts are rooted in SoR principles and the most current reading research. We will continue to analyze data, including that of special populations to inform our decisions, and we will strive to build relationships with and involve stakeholders in decision-making processes. We welcome any and all feedback and look forward to continuing our journey together, with MSDE guidance, to enhance reading and writing proficiency for all students.